

APPLICATION SUMMARY

Charter School Name	The Staten Island Green Charter School for Environmental Discovery
Applicant Name(s)	Dr. Carole B. Reiss Dr. Vincent Maligno
Applicant(s) Email Address	[REDACTED] Drmaligno426@gmail.com
Applicant(s) Contact Telephone Number	Dr. Carole B. Reiss – [REDACTED] Dr. Vincent Maligno – 718-744-5847
Media Contact Name	Vincent Maligno
Media Contact Email Address	Drmaligno426@gmail.com
Media Contact Telephone Number	718-744-5847
District of Location	District 31
Opening Date	September 2014
Proposed Charter Term	5 year term
Proposed Management Company or Partners	Not applicable
Projected Enrollment/Grade Span During Charter Term	Year 1: K-1, 125 students Year 2: K-2, 200 students Year 3: K-3, 275 students Year 4: K-4, 350 students Year 5: K-5, 425 students
Projected Maximum Enrollment and Grade Span	425 is the projected maximum enrollment
Mission Statement	<u>Proposed School Mission Statement:</u>

The Staten Island Green Charter School for Environmental Discovery will deliver outstanding educational instruction and services to K-5 students of all ability levels so they can acquire the knowledge, skills and strength of character necessary to successfully meet future academic career, social and environmental challenges.

Our school has held 3 public hearings at the Michael J. Petrides Complex., District 31 Office of The Superintendent, and Community Council meeting. Parents and the

Community was invited to attend, and to ask questions. Curriculum, and information, as well as a power point presentation were presented at the hearings. Parent Surveys were also provided to answer questions and supply the community with information about the SIGCSED model. We posted our responses to surveys on our website, as well as in the Staten Island Advance Newspaper on August 4, 2012. Representatives from both Senator Lanza(R-31), and Senator Savino (D-31) attended the hearings.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name The Staten Island Green Charter School For Environmental Discovery
 Proposed School Location (District) 31 NYC
alternate 13, 5 NYC

I hereby certify that the founding 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 founding 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 founding 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."⁶

The applicant(s) 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 required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application⁷
- 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;⁸ 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.⁹

Signature of Applicants:	<u>Dr. Carole B. Reiss</u>	<u>Dr. Vincent Maleno</u>
Date:	<u>9/15/2013</u>	<u>9/15/2013</u>
Print/Type Name:	<u>Dr. Carole B. Reiss</u>	<u>Dr. Vincent Maleno</u>

⁶ N.Y. Education Law § 2854(2)(a)

⁷ ESEA § 5203(b)(3)(J)

⁸ ESEA § 5203(b)(3)(K)

⁹ ESEA § 5203(b)(3)(N)



Proposal for
Staten Island Green Charter School
for Environmental Discovery

to the
New York State
Education Department

Submitted by: Dr. Carole B. Reiss

Date: September 4, 2013

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Mission Statement	<u>Proposed School Mission Statement:</u>

The Staten Island Green Charter School for Environmental Discovery will deliver outstanding educational instruction and services to K-5 students of all ability levels so they can acquire the knowledge, skills and strength of character necessary to successfully meet future academic career, social and environmental challenges.

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

A. Mission Statement and Objectives:

Mission Statement: The Staten Island Green Charter School for Environmental Discovery will deliver outstanding educational instruction and services to K-5 students of all ability levels so they can acquire the knowledge, skills and strength of character necessary to successfully meet future academic career, social and environmental challenges.

Objectives: The Staten Island Green Charter School for Environmental Discovery Objectives (From Educational Law 2850(2)):

Improve student learning and achievement

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure

Encourage use of different and innovative teaching methods

Create new professional opportunities for all teachers, school administrators and other school personnel

Provide parents and students with expanded choices in the types of educational opportunities than are available within the public school system

Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results

Develop resourceful, confident young persons with the knowledge, skills and character traits essential for becoming responsible, productive citizens who positively contribute to their communities in a variety of ways (Unique to SIGCSED).

To meet these objectives The Staten Island Green Charter School for Environmental Discovery will:

Ensure all students can demonstrate the ability to read, write and compute at or above grade level as per the Common Core Standards.

Encourage high achievement through routinely combining traditional classroom learning with hands-on experiential learning experiences which take place in community based “Natural Learning Laboratories”.

Ensure all students acquire the knowledge and skills needed for them to become skilled and proficient in using technological tools and programs to: enhance learning, comprehension, and performance in all subject areas.

Provide learner-centered, constructivist teaching methods adapted to the individual student interests, abilities and needs; Special Needs, ELL and students performing below grade levels in subjects will receive additional support to meet grade levels performance standards

Use interdisciplinary and collaborative teaching methods in all grades to facilitate enhanced learning and cooperation.

Use the environment as an” Integrating Concept for Learning” to: engage students, inspire teachers, improve test scores and close achievement gaps; classroom teaching combined with “hands on” learning activities will enable students to learn, explore, apply skills, investigate and use creative problem solving within their local community. No other public or private school on SI provides this

type of educational opportunity.

Ensure all students develop the ability to observe, question, analyze and problem solve through traditional teaching methods combined with age-appropriate hands-on activities, experiences and experiments in community based “Natural Learning Laboratories.

Provide students individual and cooperative learning opportunities and experiences

Ensure all students and teachers treat one another in a respectful and appropriate manner

Ensure all students have the awareness and knowledge necessary to make healthy choices in all aspects of their lives,

Provide teachers and staff with professional development on teaching methods that incorporate and integrate environmental science into all subjects

Expand educational and job opportunities for students, parents and teachers in the North Shore SI community.

Regularly and routinely evaluate individual student learning using a combination of standardized and performance evaluation tests and methods

B. Key Design Elements

SIGCED will focus on the following Design Elements which align with NY Educational Law as well as our mission and objectives:

SIGCED_Charter School will provide students an integrated educational experience that combines traditional classroom learning with knowledge and skills derived from regularly engaging in learning activities in the “Natural Learning Laboratories” in their community. SIGCED teachers and staff will develop a dynamic exciting educational environment that incorporates academic excellence and opportunities for hands on experiential learning. Students will perform at or above common core standards and will also develop and be able as well as development and use of: higher level thinking, problem-solving skills and opportunities to pursue issues of individual interests.

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Design Element 1: Environmental Scientific Learning Focus

SIGCED Mission and Objective Alignment: Use the environment as an” Integrating Concept for Learning” to: engage students, inspire teachers, improve test scores and close achievement gaps; classroom teaching combined with “hands on” learning activities will enable students to learn, explore, apply skills, investigate and use creative problem solving within their local community.

Education Law Alignment: Encourage use of different and innovative teaching methods; increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure; provide parents and students with expanded choices in the types of educational opportunities than are available within the public school system.

A key design element at SIGCED_Charter School will be based on the EIC (Environment as Integration) model; the school’s surroundings and community will serve as a context for interconnecting all educational activities and subjects including reading, math, science, and social studies (all of which will be aligned to Common Core Standards and NYS Testing requirements). This approach integrates traditional classroom techniques (learning from textbooks and teacher presentations) with problem-solving opportunities, and hands-on experiences. (For more information on EIC, visit the State Education and Environment Roundtable at www.seer.org). SIGCED has chosen this model since data and findings from studies with primary school students using this model indicate: all students, especially special needs, ELL and reluctant learners, score higher on standardized tests in ELA/Math/Science than those from schools using a “traditional”. In addition, some findings suggest: EIC students are better prepared and more likely than “traditional” students to transfer knowledge and skills to real world situations. Also, teachers using the EIC method report lower rates of student

discipline problems than those are not.

Design Element 2: Experiential Learning

SIGCED Mission and Objective Alignment: Encourage high achievement through routinely combining traditional classroom learning with hands-on experiential learning experiences which take place in community based “Natural Learning Laboratories”. Ensure all students develop the ability to observe, question, analyze and problem solve through traditional teaching methods combined with community based hands-on activities, experiences and experiments as well as age appropriate engagement with community facilities and service-learning experiences.

Education Law Alignment: Improve student learning and achievement. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure. Encourage use of different and innovative teaching methods. Provide parents and students with expanded choices in the types of educational opportunities than are available within the public school system.

SIGCED Charter School will base learning activities on the premises that: acquiring knowledge requires more than memorizing facts; learning is a dynamic activity; teachers need to engage students’ minds hands and other senses to facilitate learning; motivation is a critical learning component for both students and teachers; motivated, creative, resourceful teachers and staff must actively engage students in the learning process. SIGCED will use an experiential curriculum aligned with NYS Common Core Standards to engage students in their own learning process which in turn will maximize opportunities for students to perform at or above grade level standards in all subjects Various community environmental sites, facilities (i.e. S.I. Zoo, S. I. Museum, Snug Harbor, local parks) and businesses will provide students with multiple venues and circumstances to actively engage in community based learning and investigations. Teachers as well as knowledgeable local experts and employees will offer individual and groups of students opportunities to: apply knowledge and skills in local surroundings; opportunities to investigate real world community issues and problems; provide opportunities to and support for pursuing issues of personal interest.

Design Element 3: Integrated Learning and Interdisciplinary Studies

SIGCED Mission and Objective Alignment: use interdisciplinary and collaborative teaching methods in all grades to facilitate enhanced learning and cooperation; expand educational and job opportunities for students, parents and teachers in the North Shore SI community.

Education Law Alignment: Improve student learning and achievement; increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure; Encourage use of different and innovative teaching methods; Provide parents and students with expanded choices in the types of educational opportunities than are available within the public school system.

SIGCED Charter School will offer each grade level an innovative curriculum developed using key concepts and performance standards of The New York State Common Core Learning Standards. Teachers will teach collaboratively and receive training in the theory and practice of curriculum integration. Teachers will engage in a wide range of educational activities that will enable students to acquire, apply and integrate core knowledge and skills in all subject areas. Lessons from across disciplines will be intertwined; classes and projects will be coordinated in a manner that will enable them be completed in a timely and efficient manner. Interdisciplinary learning enables students to identify connections between subjects that traditionally may have been compartmentalized. This

teaching method enhances learning as well as problem solving in that it enables students to incorporate and draw on knowledge and skills from various subjects. This practice can be an integral part of developing innovative solutions to real life problems. Research findings from research studies of EIC based schools and classes suggest an integrated curriculum is associated with increased levels of student motivation and may also contribute to more conceptual knowledge and skills than traditional instructional methods. Teachers using an EIC model report being very positive about it; some report participation in this model has improved and enhanced their own teaching.

Design Element 4:

Integrated Remediation and /or Enrichment

SIGCED Mission and Objective Alignment: Ensure all students demonstrate the ability to read, write and compute at or above grade level as per the Common Core Standards. Encourage high achievement through routinely combining traditional classroom learning with hands-on experiential learning experiences which take place in community based “Natural Learning Laboratories”. Provide learner-centered, constructivist teaching methods adapted to the individual student interests, abilities and needs; Special Needs, ELL and students performing below grade levels in subjects will receive additional supports to meet grade levels performance standards. Will use the environment as an “Integrating Concept for Learning” to: engage students, inspire teachers, improve test scores and close achievement gaps; classroom teaching combined with “hands on” learning activities will enable students to learn, explore, apply skills, investigate and use creative problem solving within their local community.

Education Law Alignment: Improve student learning and achievement. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure. Encourage use of different and innovative teaching methods.

A critical component of SIGCED’s educational program is will be daily opportunities for all students to have remediation and/or enrichment. Students who are struggling academically in one or more subjects will receive academic assistance or additional instruction. SIGCED teachers and staff will be committed to ensuring the academic success of all students; but special efforts will be made to identify and intervene with any and all students who are or could be at risk for performing below academic performance standards in one or more subjects. Small class sizes, a low student to teacher ratio and regular assessments of performance will enable early identification and intervention with at risk students. In addition, teachers will be trained and expected to recognize any and all indicators/situation that may indicated the student could be at risk of problems; these include but will not be limited to: sporadic attendance, unexplained prolong absences, behavioral problems, economic difficulties etc. Students who are identified as at risk will be referred to the Response Intervention Team (RTI); this team will develop and implement an appropriate plan to respond effectively. An administrator will be notified when a referral is made; the intervention plan, time frames and specific outcomes will be established in order to determine if the intervention is having the intended impact. If one targeted intervention is not working, we will research other more appropriate methods of instruction and another intervention plan will be developed. SIGCED will make referrals to outside resources on an as needed basis in accordance to the students’ IEP.

Design Element #5: Structured After school Programs

SIGCED Mission and Objective Alignment: Ensure all students can demonstrate the ability to read, write and compute at or above grade level as per the Common Core Standards. Encourage high achievement through routinely combining traditional classroom learning with hands-on experiential learning experiences which take place in community based “Natural Learning

Laboratories. Ensure all students acquire the knowledge and skills needed for them to become skilled and proficient in using technological tools and programs to: enhance learning, comprehension, and performance in all subject areas. Provide learner-centered, constructivist teaching methods adapted to the individual student interests, abilities and needs; Special Needs, ELL and students performing below grade levels in subjects will receive additional supports to meet grade levels performance standards **SIGCED Mission and Objective Alignment** Improve student learning and achievement. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure.

The SIGCED founding team is aware that extending learning opportunities beyond the traditional school day can benefit all students. An extended school day provides special needs, ELLs and students who are struggling academically opportunities to obtain additional needed assistance. Students who are interested in and/or can benefit from enrichment activities will be given the opportunities to participate in a range of possible options that include the arts, structured group and independent study academic programs, sports, and specific clubs. We have and will continue to partner with community organizations, facilities and individuals that can enhance knowledge, encourage exploration, improve skill, develop relationships with peers, professionals and volunteers thereby enhancing their education and expanding their horizons.

SIGCED's day, unlike traditional public schools, will be longer and more intense. Greater opportunities to explore, investigate, solve environmental issues will be provided. Hands-on projects will be given ample time to complete. Extended hours will include individual tutoring, homework assistance, environmental science trips, health and wellness classes, movement and character development. All students will be partnered with college mentors to create and complete experiential activities. Extended hours will greatly exceed the time frames of the North Shore public schools' programs. All students will be given enough time to acquire and interpret the course requirements. The Staten Island Green Charter School will incorporate an after-school enrichment program into its schedule. Language, technology, tutorial programs will be included to enable all students to achieve academic success. Music, Art, Movement classes, as well as Health/Wellness courses will also enable students to integrate various disciplines in a least-restrictive enjoyable environment. Homework assistance will be available.

Design Element # 6 – Data Driven Decision Making to Improve Instruction, Performance and Communication of Performance.

SIGCED Mission and Objective Alignment: Expand educational and job opportunities for students, parents and teachers in the North Shore SI community. Regularly and routinely evaluate individual student learning using a combination of standardized and performance evaluation tests and methods

Education Law Alignment SIGCED Mission and Objective Alignment: Improve student learning and achievement. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure.

Teachers will routinely collect and analyze multiple forms of data to examine the program's efficacy in achieving proposed goals Daily, weekly, monthly assessments will be made. These assessments will be diagnostic, formative, comprehensive evaluations of curriculum content and thought processes. Students' IEP's, portfolios, written/oral reports and projects will be evaluated regularly and reviewed for accommodations according to students' needs and levels. Student work and observations will also be used to obtain information about student performance.

D – Focus on Data Driven Instruction

Education Law: Change from rule-based to performance –based instruction

Data Driven –

Daily, weekly, monthly assessments will be made to examine the program’s efficacy in achieving proposed goals. These assessments will be diagnostic, formative, comprehensive evaluations of curriculum content and thought processes. Students’ IEP’s, portfolios, written/oral reports, projects will be evaluated regularly and reviewed for accommodations according to students’ needs and levels.

E – Focus on Integrating Remediation/Enrichment

Education Law: Provide educational opportunities for all students including at-risk population

Instruction for All –

All SIGCSED students, from ELL’s to Advanced Learners, will utilize a technology-integrated learning system in ELA and Math. Online programs with daily lessons, formative and summative assessments will enable students to achieve grade level goals in all areas. Assessments of all students’ growth will be made on a regular basis. All students, including those with Individual Educational Plans (IEP), will receive accommodations according to their needs and NYS standards. SIGCSED will use Response to Intervention (RTI) assessment criteria for all levels. These are RTI’s major components:

- 1) Use of multiple tiers of intervention
- 2) Reliance on evidence-based practices in all tiers
- 3) Use of monitoring to determine if students are making progress
- 4) Problem-solving approach to determine most appropriate level of intervention for individual students

All ELL’s will be integrated fully into the student population. Alliances with local community groups, such as El Centro, will enable ELL’s to achieve total immersion.

F – Focus on Enrichment Programs for all

Education Law: Provide opportunities for all students to attain high academic standards

The Staten Island Green Charter School will incorporate an after-school enrichment program into its schedule. Language, technology, tutorial programs will be included to enable all students to achieve academic success. Music, Art, Movement classes, as well as Health/Wellness courses will also enable students to integrate various disciplines in a least-restrictive enjoyable environment. Homework assistance will be available.

G – Focus on professional development activities

Education Law: Providing teachers with frequent opportunities to learn latest pedagogical methods

Teachers will have professional development sessions regularly during the year. These meetings will be conducted by the Director of Professional Development, principal, curriculum specialists, representatives from educational supply companies, DOE members, etc. Teachers will be instructed in technology, academic, student issues. Staff will be given every opportunity to improve in all areas of school matters viz., classroom management, curriculum, behavioral issues, RTI procedures, experiential learning, STEM components.

Curriculum:

SIGCSED will provide instruction in the following areas: ELA, Math, Science, Social Studies,

Technology, Music, Art, Health, Physical Education, Language (Spanish). All curriculum areas will be aligned to the NYS and Common Core Standards. Experiential-based learning systems will be included in most areas. One goal of the instructional program is to attain Level 3 and eventually, Level 4 instructional achievement for all students. SIGCSED will obtain its student population primarily from the North Shore of Staten Island where many students fall below grade level as evidenced by the following statistics:

2012 Student Population North Shore:
ELL – 12.19%
Students with Special Needs – 19.31%
Hispanic – 40.16%
African-American – 28.80%

Below Grade Level

Grade	ELA		MATH	
	Special Needs	ELL	Special Needs	ELL
3	84.1	88.16	72.14	71.8
4	82.44	86.26	69.38	65.92
5	80.56	88.90	61.36	82.43

These are the statistics for 2013 from the New York State Common Core Standards. The student population that we will be servicing will be all the children of Staten Island, focusing on the North Shore. As the chart shows, we will have 12.9% ELL's, 19.31% Special Needs, 40.16% Hispanic, and 28% African American. In ELA, more than 80% of the children with special needs and the ELL children are below grade level.

Curriculum Areas:

Social Studies-

SIGCSED will base its Social Studies Curriculum upon the research and evidence based Core Knowledge’s Social Studies Curriculum—the curriculum used by the Icahn Charter School Network, which is among the very top performing charter school networks in New York State (See <http://www.newyorkcharters.org/documents/NYSAssessmentResults2005-06through2011-12web.xlsx>).

The evidence of the Core Knowledge Social Studies Curriculum is that not only students beginning Kindergarten can study Geography, Economics, US History, World History, and US Government, but also that the vocabulary learned in these domains enhances all students’ reading comprehension. (See *Core Knowledge Sequence Content and Skill Guidelines for Grades K–8*, Appendix A, http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf)

The Social Studies Curriculum will provide students with the intellectual skills of understanding:: 1) chronological reasoning and causation, 2) comparison and contextualization, 3) geographic reasoning (people, places, regions, environment, and interactions), 4) gathering, using, and interpreting evidence, and 5) the role of the individual in social and political participation as mandated by the *New York State Common Core K–8 Social Studies*

Framework (<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf> p.11). The instructional time for Social Studies will be 135 minutes per week for Kindergarten through grade 2, and 180 minutes per week for grades 3, 4, and 5.

Technology –

All SIGCSED students will learn to utilize technology in their “inquiry-based”, hands-on, experiential instruction. Smart Boards, Nooks, Laptops, Ipads, will be available to each student. Online technological support, as well as, assessment materials, will be provided in each curriculum area. Technology will be a feature of SIGCSED’s STEM (Science/Technology/Engineering/Mathematics) emphasis. All students will be given the tools to problem-solve, develop, and replicate experiential tasks. Students will become “technology-literate.

Science- SIGCSED will use McGraw-Hill’s Science curriculum. Students will be taught the following skills in a systematic way: investigating, experimenting, reading aloud, asking questions, problem solving. They will apply these skills in the areas of Physical, Life and Earth Sciences. All skills will be aligned to the NYS Core Curriculum. Since the NYS Testing requirements are expected to change, the science curriculum will develop after those requirements are ascertained. The curriculum will reflect those provisions and have a heavy inquiry-based course of study. A major emphasis will be placed on integrating STEM components into all areas of the Green School’s curriculum.

In its launch year, students will be introduced to the following topics: Plants, Animals, Our Earth, Water, Matter, and Weather.

Instructional time will be 3 xs weekly in one-hour sessions.

Students will learn to become active participants in their scientific learning by asking questions, doing experiments and formulating solutions to scientific queries. This systematic approach will make scientific learning more enjoyable and understandable.

In the words, of the 1993 report from the American Association for the Advancement of Science, Benchmarks for Science Literacy, “From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc.”

Instructional Goals – aligned with Common Core Standards and NYS Testing requirements

- 1) Enabling students to become active participants in science activities
- 2) Organizing and observing data
- 3) Using experimentation and the scientific method to solve problems
- 4) Using the students’ environment to learn scientific concepts viz., planting, tending their urban garden
- 5) Learning to ask/answer questions relating to real world situations
- 6) Learning to understand and respect nature
- 7) Using technology to understand/solve scientific matters

Instructional Methods –

- 1) Inquiry-based
- 2) Hands-on real world situations
- 3) Experimentation – use of the scientific method in solving scientific problems
- 4) Research – learning to use textbooks, technology to find answers to questions
- 5) Data-driven – finding supporting facts to prove conclusions
- 6) Using manipulatives to conduct experiments

Mathematics -Basis for the math instruction will be Math in Focus program. Math will be taught 5 xs

weekly in one-hour sessions. All lessons will be aligned to Common Core requirements. In the launch year, students will learn the following skills:

Describing/comparing numbers, developing addition/subtraction facts, organizing/using data, measuring time/events, counting money, measuring length, identifying geometric figures, using fractional parts, place value, solving word problems. Students will use technology and manipulatives in their hands-on approach to mathematical skills.

Students will be given real-life situations to solve, particularly in the environmental lessons. Lessons will not be traditional memorizing facts, but hands-on learning. Assessments will be done regularly to identify skills learned and students needing additional instruction.

Instructional Goals – aligned to Common Core Standards and intended for all students

- 1) Using visuals to find solutions to problems and learn concepts
- 2) Hands-on activities, minimal textbook use to experience real math situations
- 3) Songs, rhymes used in lower grades to teach concepts
- 4) Preparation for algebra in subsequent grades
- 5) Number sense, basic facts, computation taught in lower grades
- 6) In-depth work with fractions

Instructional Methods

- 1) Use concrete/pictorial models
- 2) Incorporate technology
- 3) Use manipulatives
- 4) Utilize graphs to solve problems ex. Circle/bar/line graphs
- 5) Experiential activities to solve real-world math problems
- 6) All lessons aligned to RTI procedures

ELA - SIGCSED will use McGraw-Hill's Reading Wonders program. It is developed with Response to Intervention for all learners, viz., ELL's, Advanced, Special Ed and General Ed students. ELA will be taught 5x daily for 1 ½-hour sessions. This program was initiated specifically with Common Core Standards in mind. Some of the features are:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Students will learn to read and explore in all areas. They will employ the “Close Method” in which they discover the meaning of the text, find evidence to support it and are given guidelines to write about it. Reading, speaking, writing, listening will be incorporated in an interdisciplinary curriculum. Students in all tiers will be monitored regularly for progress in skills. Individual portfolios with pupils' writings will be regularly assessed for mastery of Core Learning skills. Group discussions, individualized projects, reading aloud, Q and A sessions will evaluate students' progression. Leveled Readers will provide children opportunities to read on level and to step up to the next level. In this way, all students will actively participate in the reading experience.

Instructional Goals – all aligned with Common Core Standards

All goals are intended for all students from ELL's to Special Ed. students

- 1) Reading – analyze deep meaning and information from texts of varying complexity.

- 2) Writing – demonstrate evidence of sound reasoning and evidence in written responses.
- 3) Speaking and Listening – demonstrate ability to participate in formal/informal discussions
- 4) Language – use formal English in class discussions and written assignments
- 5) Media and Technology – incorporate media skills with standardized English skills
- 6) Phonics
- 7) Vocabulary development

Instructional Methods –

- 1) Reading Aloud
- 2) Shared Reading
- 3) Small Group Instruction
- 4) Whole Group Instruction
- 5) Reading/Writing Workshops
- 6) Question/Answer sessions
- 7) Leveled Readers
- 8) Weekly/Unit assessments

Assessments on a regular basis will be in the categories of formative, summative and comprehensive. *Reading Wonders* offers a differentiated and personalized approach to reading that motivates students to exceed their current reading level and provides teachers with explicit lessons and differentiated resources to help accelerate learning. (www.mcgrawhill.com)

Project Learning Tree - SIGCSED will introduce Project Learning Tree to all its students during its launch year. PLT is an interdisciplinary environmental program emphasizing experiential learning activities. Children will plant, grow and study their own foods using techniques from PLT. All curricular areas will be incorporated in this program. All students from ELL's to Advanced Learners will be able to take part in hands-on projects according to their individual levels and needs. PLT will be taught in conjunction with Science, ELA and Math lessons. PLT will be taught 2x weekly for one hour sessions. PLT enhances critical thinking, problem solving, and effective decision-making skills. PLT materials are multi-disciplinary and aligned with state and national education standards. (PLT.org)

Project Wild - SIGCSED will also incorporate Project Wild into its environmental curriculum. info@projectwild.org

Project WILD, an interdisciplinary K-12 environmental education program, focuses on wildlife as a means of engaging student interest in learning and academic achievement.

Project Wet -Project WET (Montana State University)

<http://www.montana.edu/www>

Project WET (Water Education for Teachers) fosters knowledge and stewardship of water resources while helping students meet academic standards, such as the Benchmarks for Science Literacy. This environmental curriculum will be included in the environmental curriculum components

These environmental programs were developed to enable students to become aware of their surroundings and learn decision-making techniques. .

Music/Art/Physical Education/Language - SIGCSED is dedicated to producing students skilled in all disciplines including the Arts/ Health and Wellness/ Language. All students will participate in the above areas. All curricular subjects will be aligned to the Core Curriculum. Students will be introduced to Shape/Line/Color in Visual Arts. In Music, they will become familiar with Rhythm/Melody/Harmony/Timbre/Form. The following time allotments will be made: Art – 2x weekly 45 minutes each session; Music – same as Art; Language (Spanish) – 2x weekly 1 hour sessions;

Physical Education – 4x weekly – 45 minutes each session; Health Education/Movement – 2x weekly ½ hour sessions. Students on all levels will have their emotional, social and academic needs met at SIGCSED according to RTI Learning patterns. Special Education students, ELL’s, Advanced Learners and General education students will be integrated in all the above activities according to their needs and instructional levels.

Rationale –

1) North Shore Staten Island School Students Score Below Grade Level on Standardized Tests

TABLE 3 2012 ENGLISH LANGUAGE ARTS EXAM STATISTICS FOR NORTH SHORE SCHOOLS: PERCENTAGE OF STUDENTS WHO ARE BELOW GRADE LEVEL					
GRADE LEVEL	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS	STUDENTS WITH Special Needs	ELL STUDENTS
3	55.55%	64.87%	62.98%	84.10%	88.16%
4	50.67%	57.14%	60.74%	82.44%	86.26%
5	55.25%	60.04%	60.22%	80.56%	88.90%

Calculated from <http://schools.nyc.gov/NR/rdonlyres/66E8CC55-51E7-4DE5-8C5C-08C588701A1E/0/SchoolELAResults20062012Public.xlsx>

TABLE 4 2012 MATH EXAM STATISTICS FOR NORTH SHORE SCHOOLS: PERCENTAGE OF STUDENTS WHO ARE BELOW GRADE LEVEL					
GRADE LEVEL	ALL STUDENTS	AFRICAN-AMERICAN STUDENTS	HISPANIC STUDENTS	STUDENTS WITH Special Needs	ELL STUDENTS
3	49.26%	64.70%	53.78%	72.15%	71.81%
4	38.71%	51.88%	45.95%	69.38%	65.92%

The achievement test data in tables 3 and 4 above indicate that Black students, Hispanic students, students with special needs and ELL students in the North Shore K-5 public schools are not well served as they have unacceptably low achievement rates in both ELA and Math. Furthermore, there does not appear to be improvement in ELA scores for any group across grades 3-5. In fact, for math, 1.25 times more ELL students in grade five were below grade level than were ELL students in grade four.

SIGCSED’s selection of curriculum programs was specifically selected with these statistics considered. Reading Works was developed specifically for alignment with Common Core Standards. Inherent in the program are lessons geared toward ELL’s, Special Education, General Education and Advanced Learners.

Math in Focus provides real world problems in a fun, interesting style. The program includes

reading materials for all learners from ELL's to Advanced with considerations for each learner's needs, pace and instructional level.

Project Learning Tree, Project Wild and Project Wet were also selected with all learners in mind. All lessons are hands-on, environmentally based activities. These "green" subjects will have components in all other disciplines, viz., Math/Science/ELA. As with all other subjects, these environmental programs will meet the needs of all level students.

SIGCSED's classroom will have an integrated teaching staff. Each class will have a Lead Teacher, Special Education Teacher and an ELL Teacher. The lead teacher will introduce the lesson and motivate the students; the Special Education teacher will work with students with special needs; the ELL teacher will provide the necessary help for the students to be fully immersed in the reading and writing components of the lessons. In this way, all classroom populations will be served. Students will be assessed at the beginning, middle and end of the year. Advanced Learners will be encouraged to achieve above grade level work. Materials on their levels will be provided by the various curricular programs. If additional support is needed to reach grade level, the RTI curriculum based component will be initiated.

The CBM is the following:

- Curriculum-Based Measurement (CBM)—use for screening and progress monitoring
- CBM provides an easy and quick method for gathering student progress
- Teachers can analyze student scores and adjust student goals and instructional programs
- Student data can be compared to district or national data
- CBM data is reliable, valid, and has teacher utility

2) Extended Day –

SIGCSED's day, unlike traditional public schools, will be longer and more intense. Greater opportunities to explore, investigate, solve environmental issues will be provided. Hands-on projects will be given ample time to complete. Extended hours will include individual tutoring, homework assistance, environmental science trips, health and wellness classes, movement and character development. All students will be partnered with college mentors to create and complete experiential activities. Extended hours will greatly exceed the current North Shore public schools' programs. All students will be given enough time to acquire and interpret the course requirements.

There is much evidence indicating a longer instructional day is beneficial for all learners from ELL's to Advanced.

Instead of narrowing the school curriculum to focus on reading and math, the new school day opens up the range of subjects students study and get exposure to. In new day schools, students explore music and the arts, a remarkable variety of enrichment activities, as well as a range of programs in social and emotional learning. All these activities contribute mightily to helping children receive a truly well-rounded education. There is good evidence that the new school day improves the overall school-learning climate by raising attendance and by reducing disciplinary referrals and what are blandly called "serious incidents."

The new school day also produces that most elusive of academic results: striking improvements in test scores. (<http://www.readingrockets.org/article/24336>)

3) Experiential Learning –

SIGCSED's students will be given the tools to explore, compare, inquire, observe and evaluate 'big ideas' while learning core knowledge in science and other curricular areas. All students will 'actively'

learn subject areas each according to his/her needs and levels. Hands-on learning enables students with special needs and abilities to connect with all aspects of real world situations. Experiential learning develops better thinking skills and decision-making capabilities. All children cannot be expected to learn in the same manner. Giving them choices in the learning process is a major factor in hands-on learning.

4) Environmental Curriculum–

Inherent in SIGCSED’s curriculum is an environmental science program. Students, with the assistance of teachers and college mentors, will create their own urban gardens. Project Learning Tree, Project Wet and Project Wild will be components of the science program. Environmental programs have been factors in achieving higher grades on standardized tests.

The Staten Island Green Charter School for Environmental Discovery incorporates an educational model called “using the Environment as an Integrating Context (EIC) for learning.” EIC uses the school’s surroundings and community as the context for reading, math, science, and social studies. This approach integrates learning from textbooks, problem-solving opportunities, and hands-on experiences. (For more information on EIC, visit the State Education and Environment Roundtable at www.seer.org.)

The EIC Model involves

- [integrated-interdisciplinary instruction](#) that breaks down traditional boundaries between disciplines;
- [community-based investigations](#) as learning experiences that offer both minds-on and hands-on experiences through service-learning opportunities;
- [collaborative instruction](#) so teachers, parents, students and community members can connect together instruction and learning;
- [learner-centered, constructivist approaches](#) adapted to the needs and unique abilities of individual students;
- [combinations of independent and cooperative learning](#); and,
- [local natural and community surroundings](#), as the "venue" for connecting together these proven pedagogies, to improve teaching and learning

Students, in other states, who have utilized environmental learning have scored higher on standardized tests in ELA/Math/Science. They also showed growth in social, as well as, emotional levels. Students had a lower rate of discipline problems. They were becoming familiar with what was once an unfamiliar subject. They learned to transfer their skills to real-world situations. In all these schools, students and teachers became active members of their community. Using their environment as a classroom was not only exciting, but educationally profitable. The EIC Model worked and was recommended for other schools where students were reluctant learners. This method was used and shown to be beneficial for all learners.

Students in Baltimore’s Green Charter school also utilize the EIC Model of instruction. These are recent test results:

The test results by subgroup show how the designated group of students is performing in comparison to the general population.

Grade

3	83%	Proficient or advanced	Math	2012
3	91%	Proficient or advanced	Reading	2012

4	81%	Proficient or advanced	Math	2012
4	92%	Proficient or advanced	Reading	2012
5	75%	Proficient or advanced	Math	2012
5	79%	Proficient or advanced	Reading	2012

In 2011-2012 Maryland used the Maryland School Assessment (MSA) to test students in grades 3 through 8 in reading and math, and grades 5 and 8 in science. The MSA is a standards-based test, which means it measures how well students are mastering specific skills defined for each grade by the state of Maryland. The goal is for all students to score at or above proficient on the test.

[1] Adapted from Place-based Education and Student Achievement (Place-based Education Evaluation Collaborative 2005) http://www.peecworks.org/PEEC/PEEC_Research/S0032637E

5) Environmental Education and Poverty Level:

Staten Island's North Shore has children living below the poverty level as listed below in the Staten Island Advance. Children who are impoverished need to have an education in which they are secure, safe and empowered. The environmental program provided at SIGCSED will enable students to become stewards of their environment while learning about skills firsthand. They will be instructed in good eating habits, being healthy and caring for a "little piece of their garden". Children living in poverty usually have below average cognitive skills, peer issues, health problems. Therefore, schooling in which social, academic, emotional and health needs are addressed is mandated. SIGCSED's curriculum includes an intensive program including Character Development classes, Health and Wellness classes, one-to-one tutoring, interaction with college mentors, collaboration with community members, etc. Students from Special Needs to Advanced will be given the necessary means to increase their self-respect and learn to become active participants in their environment. In this way, students who arrive with a disadvantage will leave SIGCSED with advantages far beyond those in traditional public schools.

Although Staten Island still has the lowest percentage of people living in poverty in the city, the ranks of the needy here have grown practically every year since the federal government first began a survey on the poor two decades ago -- even as poverty rates declined in other parts of the city.

More than one in ten, or 11.4 percent, of Staten Islanders lived in poverty in 2009, according to recently released Small Area Income and Poverty Estimates (SAIPE) from the U.S. Census. That translates to about 56,000 Islanders who wake every morning wake up wondering if they have enough money to get through the day, the week, the month.

The survey also found nearly 16 percent Staten Islanders under the age of 18 were poor -- meaning some 17,800 youngsters here understand the futility of asking for a holiday gift when their parents struggle just to put food on the table.

For a family of two adults and two children to qualify as "poor" according to this federal tally, they bring in less than \$21,904 last year. Silive.com

Support:

1) Programs for all:

The ELL/Special Needs population of Staten Island's North Shore is approximately 30%.

Therefore, SGCSSED will focus its environmental-themed instructional program for all learners

from ELL to Advanced.

Advanced Learners will have Lead Teachers encouraging and enabling them to move to higher levels of instruction. Using the learning methods of the RTI tiers, Special Needs' students will be provided services enabling them to move forward with one-to-one instruction increasing their academic skills. Pull-out instructional time, one-to-one tutoring daily and small group instruction will be given. ELL's will have assistance from community groups, such as El Centro, to provide their full immersion into their community by limiting language restrictions, elevating math abilities, advancing reading awareness and encouraging social development.

The schedule for RTI tiers will be the following:

Tier I – Curricula and instructional practices provided to all students - daily

Tier II – More intensified instruction for those students not demonstrating adequate growth in Tier I – 2x daily and/or pull-outs

Tier III – More focused intervention for those students not showing adequate growth in Tier II – increase to more than 2x daily

2) Committee Meetings:

RTI meetings will be conducted 2x weekly to confer on each child's assessments/goals and progress. In attendance will be the RTI coordinator, guidance counselor and lead teachers. Additional meetings regarding all other instructional, as well as non-instructional, concerns will be scheduled, as the need requires.

3) Curriculum Meetings:

Curriculum meetings will be attended by the principal, Curriculum Director, teachers, who will review and assess instructional plans for students. Recommendations regarding students' needs and instructional programs will be made for the ensuing year. Students' progress will be examined to ascertain goals met and those still to be addressed.

4) Professional Development:

Director of Professional Development will conduct weekly meetings. Focus will be on students' needs using RTI and interpreting assessment measures for evaluating growth in all areas. Curriculum training will be provided by school leaders, consultants from educational companies, as well as the NYCDOE.

5) Collaboration:

Partnerships with community groups and institutions such as College of Staten Island, Staten Island Zoo, Snug Harbor, Staten Island Museum, El Centro Immigration Center will help students become fully immersed in their community by learning about the culture and environment. Students from the College of Staten Island will become mentors to their students. They will work with students to create and sustain their hands-on projects. Parental involvement with students and staff will also be ongoing. Parents will become involved in student activities, trips, fundraising activities, etc. Their presence will help build a connection between students/family/community.

6) Assessments:

All curriculum areas will be assessed for students' growth or weaknesses. Each curriculum area has

assessment components in the following areas: Diagnostic, formative, summative. Assessments will be made daily, weekly, monthly based on needs, standards taught and program requirements. The ELA/Math/Science programs all contain assessment materials. Online assessments are also provided in all subject areas. Each subject area contains the following basic cycle of evaluations:

Math in Focus Program

Forms of Assessment

In order to effectively measure mathematical learning, teachers must make sure they include various forms of assessment. A complete assessment program should include multiple measures:

Diagnostic: The purpose of a diagnostic assessment is to determine whether the student has the skills and knowledge necessary to begin the chapter, or if the student needs intervention prior to beginning the chapter. Pretests are given before each lesson.

Formative: Daily formative assessment should include scaffolding questions as well as talking, thinking, and writing about mathematics. Open-ended responses are provided in the program. Weekly tests are provided. Critical thinking skills are tested.

Summative: Summative assessment helps the teacher determine whether the students have learned the material that they were taught throughout the chapter. Midterm and final assessments are also provided in the program for every grade level.

In addition, children's IEP's, portfolios, written/oral reports, projects will be assessed regularly for evidence of academic/emotional needs. RTI procedures will be implemented to further evaluate students in need of services.

7) Teacher Training:

Teachers will be given opportunities, both on-site and online, to ascertain new techniques, materials, philosophies regarding teaching an environmental curriculum, incorporating all students in every aspect of instruction and utilizing the most effective measures available to ensure students' growth. These sessions will be conducted by Directors, consultants and members of the NYCDOE. Training in technology will also be provided in order to ensure students' and teachers' knowledge of equipment used in the classroom, viz., Laptops, Ipads, SmartBoards, Nooks, etc.

SIGCSED's goal is to provide a safe, academically-sound, environmentally-friendly school atmosphere in which all students and staff learn, grow and become respectful partners in their community.

C. Enrollment, Recruitment, and Retention SEE ATTACHMENT 1

C. Enrollment, Recruitment, and Retention

SIGCSED charter school in their first year of their charter will begin their school by opening kindergarten and 1st grade classes; 75 students will be recruited for kindergarten and another 50 for the first grade class (total enrollment:125). Our plan is to grow the school in the next 4 years by adding an additional 75 kindergarten students. In year five there will be 425 students in the school. Since SIGCSED will be implementing an educational model not currently available on SI, the founding members determined students would receive optimal benefits if they were exposed to and engaged in this approach starting with the earliest formative years of their education. Future academic and occupational success is contingent on a strong foundation in and successful mastery of New York

Common Core Standards. Some research with EIC based schools and classes suggest students who have the opportunity to engage in from primary grades are more likely to rate higher in performance measures than students with later, limited or no participation in an EIC based educational model. By opening our school with kindergarten and 1st grade students will be able to have a consistent learning environment through grade 5. As students advance from one grade to the next their knowledge and skill levels can expand upon what they have done in earlier grades. Neither students nor teachers will need to adapt and adjust to a new and unfamiliar educational model; such transitions can be especially challenging for special needs and ELL students.

SIGCSED plans for classes at all grade levels to have a maximum of 25 students; the founding team is committed to having small size classes and a small teacher to student ratio. Our rationale for selecting the class size includes: increased learning opportunities for all students; the ability to develop individual goals for each student based on comprehensive knowledge and understanding of their individual abilities and learning styles; expectations for there to be a significant number of special needs and ELL student in each class (as per our discussions with parents and others during outreach efforts and research about performance levels in area schools). With a small class sizes and a low student to-teacher ratio, all students will have the opportunity to receive the individualized attention, support and assistance needed for them to succeed. In addition, there will be sufficient opportunities for staff and at-risk students to establish and develop the relationships, understanding and individualized support services necessary for meeting performance standards at-risk students need to succeed. Our school has been designed so that each class will have 3 staff (2 teachers one of which will be a certified special education teacher and 1 associate teacher). This staffing pattern will enable SIGCSED to deliver one to one and small group tiered instruction as will be outlined in our RTI model.

In terms of recruitment, throughout our numerous community outreach activities, there has been an outpouring of interest and support from parents and community members. Staten Island parents have consistently expressed interest in our school’s environmental science focus and innovative teaching model; many have been and continue to seek out an alternative to local public schools in order that their children will have the opportunity to be at a school with high academic expectations that also offers individualized attention, innovative learning opportunities and small group instruction. Parents on many occasions have stated ideally they would want their child to enter our school in kindergarten or first grade. Based on our community outreach efforts, we are confident in our first year we will be able to recruit 75 kindergarten and 50 1st students; in all likelihood we will probably have a waiting list when we reach our enrollment.

Projected Enrollment Table Over the Charter Term						
Grades	Ages	Year 1 2014- 2015	Year 2 2015- 2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
K	4-5	75	75	75	75	75
1	5-6	50	75	75	75	75
2	6-7	0	50	75	75	75
3	7-8	0	0	50	75	75
4	8-9	0	0	0	50	75
5	9-10	0	0	0	0	50
Totals per		125	200	275	350	425

year						
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D. Community to be Served

Community Description and Need

Although Community School District 31 includes the whole of Staten Island, the borough is divided into three separate geographic zones: The South Shore, Mid-Island, and the North Shore. The North Shore is the target geographic region for Staten Island Green Charter School for Environmental Discovery (SIGCSED) and has the same borders of Staten Island Community Planning District One. The Staten Island Expressway marks the zone’s southern border and includes the entire area of Staten Island north of the Staten Island Expressway. The North Shore is the most urban part of the island and has a land area of 13.9 square miles and a population of 175,756 persons. There are 17 public schools serving grades K to 5 (Board for Staten Island Community District One, District Profile.

<http://www.nyc.gov/html/dcp/pdf/lucds/si1profile.pdf>

Based on the proceeding charts, our research shows that the areas around the proposed SIGCSED location are extremely diverse but all races are in need identically. We also do not have information reflecting just the targeted population’s median income as it is in mixed in with the diverse population within that zip code. We contend that the students living in the NYCHA dwellings, and section 8 housing in those designated zip codes would be under the poverty line average. It is those very students who are in need of Intervention, and our program is designed to work specifically with the populations within these zipcodes living under the poverty line, and are in need of a program that will focus on literacy, environmental research, and healthy lifestyles. The poorer children in these zones Live either in public housing, or substandard living conditions and do not get the chance to have a home library, or visit the Zoo. Our program will build a bridge in the community for them so that they can achieve higher literacy standards and elevate to college and green careers, as well as become life-long learners.

St. George/ Tompkinsville (Zip Code 10301)

Age 5 to 9 Years Old	7.00%	Residents who speak English at home	69.20%
American Indian and Alaska Native	1.69%	Foreign born population	21.60%
Asian	8.85%	Median household income	\$61,212.00
Black or African American	24.55%	Less than high school education	18.77%
White	52.75%	High School or equivalent	25.04%
Hispanic or Latino (of any race)	23.51%	BA degree	17.76%

Port Richmond/Westerleigh (Zip Code 10302)

Age 5 to 9 Years Old	8.00%	Residents who speak English at home	69.00%
American Indian and Alaska Native	1.08%	Foreign born population	24.00%
Asian	4.11%	Median household income	\$57,524.00
Black or African American	20.83%	Less than high school education	26.75%
White	54.49%	High School or equivalent	35.76%
Hispanic or Latino (of any race)	33.85%	BA degree	9.01%

Mariner's Harbor/Elm Park/Arlington/Graniteville (Zip Code 10303)

Age 5 to 9 Years Old	10.00%	Residents who speak English at home	62.60%
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American Indian and Alaska Native	2.20%	Foreign born population	25.10%
Asian	6.74%	Median household income	\$57,081.00
Black or African American	34.63%	Less than high school education	23.36%
White	37.58%	High School or equivalent	34.77%
Hispanic or Latino (of any race)	35.70%	BA degree	10.60%

Clifton/Rosebank/Stapleton/Concord/Grymes Hill (Zip Code 10304)

Age 5 to 9 Years Old	8.00%	Residents who speak English at home	65.20%
American Indian and Alaska Native	0.62%	Foreign born population	31.00%
Asian	10.69%	Median household income	\$56,960.00
Black or African American	16.24%	Less than high school education	23.41%
White	50.17%	High School or equivalent	29.40%
Hispanic or Latino (of any race)	27.49%	BA degree	13.89%

West Brighton (Zip Code 10310)

Age 5 to 9 Years Old	9.00%	Residents who speak English at home	71.00%
American Indian and Alaska Native	1.30%	Foreign born population	19.80%
Asian	5.56%	Median household income	\$66,622
Black or African American	22.39%	Less than high school education	19.08%
White	57.11%	High School or equivalent	29.80%
Hispanic or Latino (of any race)	25.36%	BA degree	14.33%

The school is located in the North Shore of Community District 1, which disproportionately serves at-risk students. Eight out of ten students are eligible for free or reduced lunch and about 12% of the student population is English Language Learners.

TABLE 1 2012 DEMOGRAPHIC DATA FOR K-5 PUBLIC SCHOOL STUDENTS IN NORTH SHORE OF STATEN ISLAND					
TOTAL NUMBER OF STU- DENTS	PERCENT OF FREE OR RE- DUCED LUNCH	PERCENT OF ELL STUDENTS	PERCENT OF STUDENTS WITH DISA- BILITIES	PERCENT OF HIS- PANIC STUDENTS	PERCENT OF BLACK STUDENTS
10,391	77.97%	12.25%	19.31%	40.16%	28.80%
The data was calculated from http://schools.nyc.gov/NR/rdonlyres/F318E6F9-5787-403E-8ABD-139656D7A06E/0/DemographicSnapshot2012Public.xlsx					

As Table 1 above shows, the North Shore public schools have a high poverty rate with nearly 78 percent of the 10,391 K-5 students qualifying for either free or reduced lunch. This high poverty rate is one reason that the North Shore is the chosen target area for SIGCSED. Moreover, seven out of ten

students are Hispanic or Black and more than three out of ten students have disabilities or are English language learners. In fact, the school will make a special effort to address the needs of students with disabilities and English language learners. SIGCSED’S objective is to have our student body reflect the demographics in Table 1. To ensure that the percentages of students with disabilities and ELL students in SIGCSED’s student body reflect those two categories’ percentage of North Shore public school students, SIGCSED admission process will have a set aside for those two categories that equals the demographic distribution in Table 1 above. Simultaneously, SIGCSED has distributed information about the lottery applications and explanation about the admission procedure for Kindergarten and first grade students to the North Shore churches that serve the Black and Hispanic communities and to community organizations that serve low-income families. All of the district 31 residents will be eligible for our lottery. Our outreach has extended to all shores, and concentrated on the North Shore where families have very few choices for high performing elementary schools.

TABLE 2 2012 DEMOGRAPHIC DATA FOR THE K-5 PUBLIC SCHOOLS LOCATED ON THE MID-ISLAND AND SOUTH SHORE OF STATEN ISLAND					
TOTAL NUMBER OF STUDENTS	PERCENT OF FREE OR REDUCED LUNCH	PERCENT OF ELL STUDENTS	PERCENT OF STUDENTS WITH DISABILITIES	PERCENT OF HISPANIC STUDENTS	PERCENT OF BLACK STUDENTS
17,630	34.33%	4.94%	18.22%	15.86%	3.65%
calculated from http://schools.nyc.gov/NR/rdonlyres/F318E6F9-5787-403E-8ABD-139656D7A06E/0/DemographicSnapshot2012Public.xlsx					

A comparison of the demographic data in Table 1 with the demographic data in Table 2 provides documentation that the K-5 public school population on North Shore is distinct from that of the K-5 public school population on the rest of Staten Island. Namely, in the North Shore K-5 public schools, the percent of students qualifying for free or reduced lunch is 2.27 times greater, the percent of ELL students is 2.48 times greater, the percent of Hispanic students is 2.53 times greater and the percent of Black students is 7.89 times greater than the percent of these demographic categories at the K-5 public schools located on the Mid-Island and South Shore areas of Staten Island. Only students with disabilities are nearly equally distributed throughout Staten Island. The need for environmental literacy is clearly distributed amongst all of the populations where health concerns propose a huge threat to the health of the unborn, and to all developing children from birth to 5 years of age. The concern that Staten Island is home to the world’s largest landfill is a concern to all parents whose children were born with environmentally targeted diseases.

TABLE 3 2012 ENGLISH LANGUAGE ARTS EXAM STATISTICS FOR NORTH SHORE SCHOOLS: PERCENTAGE OF STUDENTS WHO ARE BELOW GRADE LEVEL					
GRADE LEVEL	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS	STUDENTS WITH DISABILITIES	ELL STUDENTS
3	55.55%	64.87%	62.98%	84.10%	88.16%
4	50.67%	57.14%	60.74%	82.44%	86.26%
5	55.25%	60.04%	60.22%	80.56%	88.90%

Calculated from <http://schools.nyc.gov/NR/rdonlyres/66E8CC55-51E7-4DE5-8C5C-08C588701A1E/0/SchoolELAResults20062012Public.xlsx>

TABLE 4 2012 MATH EXAM STATISTICS FOR NORTH SHORE SCHOOLS: PERCENTAGE OF STUDENTS WHO ARE BELOW GRADE LEVEL					
GRADE LEVEL	ALL STUDENTS	BLACK STUDENTS	HISPANIC STUDENTS	STUDENTS WITH DISABILITIES	ELL STUDENTS
3	49.26%	64.70%	53.78%	72.15%	71.81%
4	38.71%	51.88%	45.95%	69.38%	65.92%
5	37.60%	51.78%	40.90%	61.36%	82.43%

Calculated from <http://schools.nyc.gov/NR/rdonlyres/A77DF9C5-BD62-4171-9995-4EB41E7E4067/0/SchoolMathResults20062012Public.xlsx>

The achievement test data in the tables 3 and 4 above indicate that Black students, Hispanic students, students with disabilities and ELL students in the North Shore K-5 public schools are not well served as they have unacceptably low achievement rates in both ELA and Math. Furthermore, there does not appear to be improvement in ELA scores for any group across grades 3-5. In fact, for math, 1.25 times more ELL students in grade five were below grade level than were ELL students in grade four.

How SIGCSED will improve student learning and achievement:

The basis for the ELA program will be researched and evidence-based. The *Wonder Works* (McGraw-Hill) model using Reading Works is specifically developed to enhance the instructional support in reading and writing aligned to Common Core State Standards. It will focus on improving higher levels in reading and writing by using the Foundational Skills sets that incorporate intervention for both struggling and advanced readers, who also need enrichment to prevent boredom and frustration in school. To enhance mathematics achievement, *Every Day Mathematics* will be replaced with the *My Math* series from McGraw-Hill due to the concerns communicated by our parents at the Caselton Moravian Church on March 30th, 2013 Open House and Art Auction sponsored by The Friends of The Staten Island Green Charter School, INC. Parents were disillusioned with the content in Every Day Mathematics as well as the ability for the parents to work within its structure.

- RTI- every child will be asses with the Curriculum Based Measurement Program to monitor and assess students' progress and teachers delivery of instruction
- All children will focus on community issues bridging the gap between high achieving students engaging in environmental programs, and giving our students the opportunity to become community advocates of a healthy and greener lifestyle that will improve the living conditions on Staten Island, and their neighborhoods in particular. Their academic growth will grow a socially conscious environment where drugs and violence will no longer interfere with their learning.
- Students will be given support through extended day programs, and Saturday tutorial and test prepping.
- Parents will be involved in the Literacy and Math program, as well as contributing to environmental awareness. Teachers and school leaders will work hand in hand with parents

to develop a support system that children can be firmly rooted in.

- Community Leaders will be supporting our programs as they have raised concerns about current test scores, and the plight of Climate Change that has affected our children’s lives.
- Every child will have access to technology every day, and will be given technical instruction on developing the uses of technology for their research and learning.
- Students will develop green programs with their teachers, and will be serving the community in growing gardens, planting fruits and vegetables, and applying research using the skills of STEM to advance their discoveries.

E. Public Outreach

SEE ATTACHMENT 2

SIGCSED was featured on Time Warner Cable’s Staten Island Channel.in this televised program the community was offered the school’s website, as well as the Executive Team’s email addresses for public comment. The administration and founding group went to various community functions such as meeting with El Centro, Councilwoman Debi Rose in May of 2013, Senator Andrew Lanza, State Assemblyman Michael Cusick, Community planning board I in 2012, numerous church organizations and parent fundraisers at Barnes and Noble. Founding team members work in various schools on Staten Island providing access to possible incoming students. The Department of Education held 3 public hearings at The Petrides Complex concerning our school, as well as other charter schools. We organized and hosted school open houses gaining potential students. As a result, parents have expressed an interest in SIGCSED. Parents have also contacted us in response to the articles and cable program. The school has just held a fundraiser, and Art Auction sponsored by the Alliance for Health Food Organization on July 7th, 2013, and is planning a community Health Walk for all district 31 schools on October 13th, 2013 at Clove Lake Park which is advertised on our website, and through flyers, and posters at supermarkets, and Banks, public schools, private schools, and child care centers, Dr. Reiss has met August 18th with the Executive Director of Northfield Bank Foundation who has promised financial support through the Northfield Bank Foundation. Dr. Maligno has also reached an agreement with Pratt Recycling who will be providing support and funding for the school’s environmental education program. The group has also distributed school fliers, organized fundraisers and has been cited by The Staten Island Advance concerning our various public meetings and meetings with elected officials, such as Assemblyman Cusick and Councilwoman Rose. SIGCSED has generated much attention on Staten Island. Our school’s website offers a comment page, where the Executive Team continuously answers the questions the parents have about the opening, and lottery requirements of our school.

Community Leaders	Community Organizations and Parent Q/A Sessions
Assemblyman Matthew Titone, North Shore – 7/7/12, 2 meetings	Staten Island Zoo, Director Ken Mitchell and Director of Education Ella Viola – 3/22/11
James Molinaro, Borough President- 7/7/12	Snug Harbor, Composting, Andrew, Blancero, 11/7/11
James Oddo, Councilman- 2 meetings, 2010, 2012	Staten Island Children’s Museum, Addie Long 1/10/12
Senator Diane Savino- North Shore, 10/4/2012,3meetings	YMCA, Executive Director, Gregory Coil, 2/10/12
Community Planning Board 1- North Shore- 10/4/2012	Staten Island Museum, Joyce Otis, 5/26/12
Assemblyman Michael Cusick (Education) – 3/24/13	El Centro- Latino Immigrant Organization, 6/12/12
Senator Andrew Lanza - 3/24/13,8/28/2013	Geraldine Parker, NYCHA Community

	Housing Director, 8/27/12
Councilwoman, Debi Rose- North Shore- 5/27/13	Baptist Church Fellowship, Reverend Tony Brown, 9/10/12
Staten Island Economic Development Council- Steven Grillo, 7/8/2013	First Central Baptist Church, Reverend Pastor Carolina, 10/4/2012
Staten Island Advance- Ongoing, Reporter, D. Lore	Public Hearings arranged by the NYC DOE, District 31, Petrides Complex Open Houses with Parents, and the Community, July, 2012, March, 31,2013
Staten Island Parent Magazine- Jodi Pelano	Pratt, Recycling, 4/15/13
Staples Account Executive- Julie Reiger	Northfield Bank foundation Diane Seervechia, Executive Director, 8/19/13

F. Programmatic and Fiscal Impact

DISTRIBUTION OF THE DIFFERENT TYPES OF PRIVATE ELEMENTARY SCHOOLS ON THE NORTH SHORE OF STATE ISLAND AS OF SPRING 2013		
TYPE OF SCHOOL	NUMBER OF SCHOOLS	TOTAL STUDENT POPULATION
Islamic Schools	1	253
Jewish Day Schools	2	613
Lutheran School	1	217
Secular Private Schools	2	157
Catholic Schools	9	2796
Calculated from Board for Staten Island Community District One, <i>District Profile</i> , http://www.nyc.gov/html/dcp/pdf/lucds/si1profile.pdf		

There are 15 private secular and parochial elementary schools located in the North Shore of Staten Island (see Table 6 on page 8), all of which have a K-8 configuration, and are open to any student who lives on Staten Island. The total enrollment equals 4036 students. (Board for Staten Island Community District One, *District Profile*, <http://www.nyc.gov/html/dcp/pdf/lucds/si1profile.pdf>) There has been no indication that in the North Shore of Staten Island, students from the private school sector have been transferring to the charter school sector and hence SIGCSED is not expected to have a negative programmatic impact upon the private school sector. Furthermore, families who are considering the private school sector might not want to change their choice, because the all the private schools provide their students with same school stability through the eighth grade. Additionally, families intending to enroll their children in a parochial school usually make that choice because they want to their children to have intensive religious instruction and/or the structure and discipline that is often characteristic of such schools

The two Catholic elementary schools that closed in June served predominantly scholarship students and the archdiocese lacked sufficient funds to subsidize those two schools. Since 68 percent the students at the closing schools had been given places at the remaining Catholic schools and the

archdiocese announced in August 2013 that there would be more scholarships to accommodate the rest of students from the closed schools, the closing of the two Catholic schools should be categorized as a consolidation of the Catholic school population into fewer school buildings and not a decrease in the Catholic school population due to an expansion of charter schools in Staten Island.

(http://www.silive.com/news/index.ssf/2013/02/two_staten_island_catholic_sch.html

http://www.silive.com/news/index.ssf/2013/01/as_archdiocese_shuts_schools_i.html

http://www.silive.com/news/index.ssf/2013/08/new_school_year_will_see_3_new.html) Consequently, the establishment of SIGCSED will not have a negative fiscal impact upon the Catholic school system.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2014-15	125	\$13,527	\$1,690,875	\$167,875	\$1,858,750	\$579,056,000	0.32%
2015-16	200	\$13,527	\$2,705,400	\$268,600	\$2,974,000	\$579,056,000	0.51%
2016-17	275	\$13,527	\$3,719,925	\$369,325	\$4,089,250	\$579,056,000	0.71%
2017-18	350	\$13,527	\$4,734,450	\$470,050	\$5,204,500	\$579,056,000	0.90%
2018-19	425	\$13,527	\$5,748,975	\$570,775	\$6,319,750	\$579,056,000	1.09%
Source http://www.newyorkschools.com/counties/ricmond.html							

The grade configuration of SIGCSED mirrors that of the elementary schools on the North Shore. Sixteen of the public elementary schools on the North Shore have a K-5 configuration and are zoned schools. (The only exception is the Staten Island School for Civic Leadership that has a K-8 configuration and any student living in District 31 can attend the school.)

In the fifth year, when the SIGCSED will have a fifth grade class, total student population will be 425 students and hence it will only equal 4.09 percent of the current K-5 public school population of the North Shore schools and will only account for 1.09 percent of the funding for the entire Community School District 31. At the same time, the positive effect of the establishment of SIGCSED is that can relieve some of the overcrowding that exists in the North Shore schools.

Although SIGCSED will allocate 19 percent of the seats to students with disabilities, since the actual funding from the district will depend upon each student's IEP we cannot predict in advance the

Special Education funding SIGCSED will actually obtain from the school district.

II. EDUCATIONAL PLAN

A. Achievement Goals

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students from all grade levels will gain and retain reading and writing comprehension and become effective communicators proficient in writing and speaking the English language.

- **Metric 1:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.
- **Metric 2:** Each year, the school's aggregate Performance Index (PI) on the state English language arts examination will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- **Metric 3:** Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts examination will be greater than that of students in the same tested grades in the local school district.
- **Metric 4:** Each year, the school will exceed its predicted level of performance on the state English language arts examination by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- **Metric 5:** Each year, all grade-level cohorts of students will decrease by 1/2 the gap between the percentage at or above Level 3 on the previous year's state English Language Arts examination and 75 percent at or above Level 3 on the current year's state English Language Arts examination. If a grade-level cohort exceeds 85 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- **Metric 6:** The school aims to have to at least 20 percent of the students at level 4.

GOAL II: MATHEMATICS

Goal: Students from all grade levels will improve and increase their skills in mathematics and are able to utilize newly learned skills in real life setting and situations with ease and confidence.

- **Metric 1:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.

- **Metric 2:** Each year, the school's aggregate Performance Index (PI) on the state mathematics examination will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- **Metric 3:** The school's goal is to maintain students at a 40 percent level 4.
- **Metric 4:** Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics examination will be greater than that of students in the same tested grades in the local school district.
- **Metric 5:** Each year, the school will exceed its predicted level of performance on the state mathematics examination by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- **Metric 6:** Each year, all grade-level cohorts of students will decrease by 1/2 the gap between the percentage at or above Level 3 on the previous year's state mathematics examination and 75 percent at or above Level 3 on the current year's state mathematics examination. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

Goal: Students from all grade levels will gain complete understanding about health and wellness, the environment, and concerns related to each; generate possible outcomes or hypotheses to unresolved issues through community-based exploration and learning; and contribute to addressing issues associated with pollution, health care, recycling, energy consumption, and economic growth with strong determination and self-reliance.

- **Metric 1:** 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exams that are given in grade 3
- **Metric 2:** We aim to have 40 percent of the students attain a level 4
- **Metric 3:** Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science examination will be greater than that of students in the same tested grades in the local school district.
- **Metric 4:** Students are expected to be on level 3 and 4 at the rate of 75 percent each year.

GOAL VI: ALL SUBJECT LEVELS

Goal: 75 percent of the students will be performing on grade level and above

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: Parent and Student Satisfaction

Goal: Student population will significantly increase and student attendance rate will retain high consistency each year.

- Each year, 90 percent of all enrolled students will return and enroll in the following year.
- Each year, daily student attendance rate will retain an average percentage of at least 90 percent.

GOAL II: Legal Compliance and Fiscal Soundness

Goal: The school will maintain legal compliance and fiscal soundness in the subsequent years preparing it for renewal and assisting in the continuance of its mission.

- Each year, the school will demonstrate compliance with all applicable federal and state laws, rules, and regulations through timely submission of corresponding assurances.
- Each year, the school will employ effective management and systems, policies, and procedures, as well as collaborate with well-known accounting and auditing firms to ensure fiscal soundness.

Student Assessment Plans

SIGCSED will use assessments that are aligned to the New York state testing program. Students in the second grade through fifth grade levels will be assessed utilizing the Terra Nova assessment program. This research-based computer adaptive reading assessment tracks students longitudinally to monitor their reading level and growth. The questions utilized on this assessment coincide with the state standards giving the school reliable student performance data. This assessment test will be administered once every eight weeks.

All students, regardless of age and grade level, will undergo TerraNova Multiple Assessments, Complete Battery, and Survey from CTB/McGraw-Hill each year, specifically in English/language arts, mathematics, science, and social studies. Administering this assessment on all four core subject areas gives the school accurate student performance data aligned with the school curriculum, which is based on state standards.

Tracking internal assessments allow the proposed charter school to gauge student growth, while tracking data to itemize external high-stakes assessments gives a clearer sense of how SIGCSED performs compared to other schools. For this reason, school leaders look carefully at high-stakes tests such as the TerraNova assessment programs for screening and CBM for monitoring within RTI. In these assessments, all test questions are examined in order to classify them by skills and sub-skills. More specifically, teachers learn the areas in which their students already excel and in which ones their students need further support.

In addition, the science and social studies curriculums also include monthly assessments for all students. These monthly assessments are generated during the curriculum development and refinement process to assess mastery of the curriculum standards, which are developed in order to align with the New York State performance standards. The assessments are constantly evaluated and refined to ensure that they remain valid measures of student performance and achievement.

Moreover, to maximize classroom time, SIGCSED will constantly seek out more efficient ways to raise student test scores by carefully examining high-stakes tests such as the New York State English Language Arts and Mathematics Assessments. Dissecting these tests helps the instructional development team in identifying what the students' needs are and how to effectively assist them in passing these tests. In addition, we will drill down the data and extrapolate and identify.

Data Collection

Staten Island Green Charter School for Environmental Discovery enforces specific protocols as to how schools will collect, distribute, and analyze assessment data. These protocols work to help teachers and school leaders freely access information in real-time allowing them to maximize the utilization of time and resources, as well as student achievement.

The process by which SIGCSED collects data plays an important role on how the school will handle data. The proposed charter school will equip its facility with a centralized database and each teacher with his or her own laptop. A data director will work with school leaders and design templates on the database through which teachers will individually enter student scores.

All the data will be entered onto the central database with CBM and will be monitored by a data manager. After all compilations of student information have been uploaded, the manager can then transmit them to SIGCSED for accessibility to the director who will oversee the process. This system has the following advantages:

- It gives teachers closer familiarity on their students' performance since they are responsible for entering scores electronically;
- Decisions about instructional modifications can be made more quickly and even without conducting meetings; thus, greatly improving teaching and learning;
- It allows administrators to easily monitor and troubleshoot; and
- It gives SIGCSED both an overall snapshot of school performance and the ability to hone in on specific problem areas.

To efficiently benefit from the system, teachers will administer monthly tests that are identical for all classes and grade levels. These similar tests will generate similar results, which can be easily shared through the system; thus, effecting into comparable results. In addition, for each test, the data collection lists skills and sub-skills tested on each question, which gives teachers and school leaders a line-by-line breakdown of student performance.

The frequency of these tests will give volumes of data and an ongoing overview of how students are performing academically. Moreover, all student data are accessible to all administrators and teachers, further reinforcing a collaborative culture within the proposed charter school's management and organization.

Similarly with data collection, and Curriculum Based Measurement, collaboration is also critically important in the analysis of results. Teachers and school leaders meet once a week to discuss how students performed on tests. To effectively evaluate each result, teachers and school leaders consider the following areas:

- Overall school performance;
- Instruction refining for students who did not perform well on assessment tests;
- Mastery and re-teaching of specific skills;
- Teaching methods of teachers who were successful in teaching such skills;
- Making instruction more challenging to students

Assessment results serve as a tool for teachers and school leaders to evaluate lessons and topics, directing them to change or replace topics of study with enhanced student instruction. In addition, these are also utilized by teachers and school leaders, along with members of the board, in measuring the effectiveness of the current curriculum being applied by SIGCSED. By thoroughly studying the results, with particular focus on each student's performance, teachers and school leaders are able to determine if there is a need to reevaluate the curriculum and raise an appeal to the Board of Trustees. Members of the board will then review the consolidated results, reports, and all relevant resources to verify the need to reassess the curriculum.

For parents, however, assessment results serve as a strong indication of their children's academic performance. Assessment results enable parents to provide more useful input regarding the quality or level of education provided to their children. These results stimulate strong collaboration and relationship between parents, teachers, and school leaders with regard to assisting students in obtaining academic success. Additionally, assessment results also serve as a highly conducive motivation to students. Seeing their scores in the assessment examinations will inspire them to perform better.

These results provide concrete measurement on the academic progress of each student. Hence, these are especially useful for the teachers, school leaders, and Board of Trustees of the proposed charter school in continuously improving and developing its curriculum and academic approach, as well as for students and parents to motivate them in accomplishing their educational goals.

B. School Schedule and Calendar

SEE ATTACHMENT 3A for School Schedule

SEE ATTACHMENT 3B for Calendar

*Breakfast will be served daily from 7:15 a.m. to 8:00 a.m. for all lower and upper grades. We have 184 instructional days and added 21 hours of New York State test preparation which will be done on Saturdays.

C. Curriculum and Instruction

The Staten Island Green Charter School for Environmental Discovery will offer a rigorous education as compared to our traditional public schools on Staten Island. SIGCSED will achieve excellence while advocating for environmental preservation, focus on a healthy lifestyle, while engaging families and the overall school community. Our curriculum is aligned to the New York State Common Core Standards. We will expect literacy and mathematical excellence from our students. The curriculum will focus upon the development of environmental awareness by engaging all school stakeholders. Our curriculum addresses the problems associated with pollution and climate changes, as well as directs students to discover methods of improving the physical environment by solving real-world problems. The curriculum will be supported by Environment as an Integrating Context (EIC), a

system of educational practices developed by State Education and Environment Roundtable (SEER). The EIC model is student-centered and uses collaborative instruction to provide learning experiences that build upon the Constructivist Learning Theory while not negating direct and explicit instruction when necessary. The EIC model does not replace instructional methods for teaching Common Core Learning Standards as they apply to all academic subject areas. It will focus on the environment as a conduit to further the development of the reliance upon students in the ability to guide their own learning.

Teaching and learning at SIGCSED using the EIC model will be focused on the natural community surroundings of each student in our school as well as each child's unique abilities and strengths. Using this model guided focus will be centered on environmental projects. SIGCSED will use the conservation and sustainability of our natural resources as a framework for students to build upon their learning practices and experiences. Through interdisciplinary learning, students will gain a better understanding of academic subject areas while making a connection to the outside world. Through the EIC method, teachers will provide delivery of instructional services to their students so that the students themselves are able to construct their own knowledge supported by traditional educational practices.

SIGCSED's academic program will engage students in community-based investigations, allowing them to experience the outdoors and gain a sense of environmental awareness. The EIC approach will encourage critical thinking, foster higher-order questioning skills, creativity, and a love of the outdoors. Through the constructivist approach, students will become actively involved in the learning process, creating motivated and independent learners. The EIC will guide teachers through direct instruction while leading students through higher-order questions to build upon prior knowledge, gaining new knowledge, and verbalizing their findings within their peer groups.

The six important elements of EIC include: integrated-interdisciplinary instruction, community-based investigations, collaborative instruction, learner-centered constructivist approaches, combinations of independent and cooperative learning, and local and community surroundings as the venue for connecting together proven pedagogies to effectively improve teaching and learning. Through these progressive approaches, teachers are able to address the New York State Common Core Standards while incorporating instructional materials and environmental education to best engage and inspire the curious minds of SIGCSED's students. The EIC model addresses all students of all different needs by differentiating instruction through experiential learning. The students of SIGCSED will be able to gain the opportunities to apply the skills gained to real-world experiences.

The proceeding bullet points are separated by subject areas for discussion purposes, but in practice will be connected.

Mathematics: SIGCSED's will work to facilitate overall high academic achievement in mathematics. In doing so, SIGCSED's curriculum and instruction will be aligned to Common Core Standards and stress mathematical excellence while being supported by the EIC framework through our goals and visions. To ensure that all individual needs are accounted for, SIGCSED will engage in differentiated instruction through instructional methods and research-based strategies with individual guidance, preparing them for standardized testing. Our school plans on using textbooks and workbooks from *My Math*, which is in alignment with the New York State Common Core Standards. In using the EIC model as our curriculum framework, SIGCS will incorporate experiential community-based learning within our mathematics curriculum to provide our students with the opportunity to apply mathematical concepts to everyday real life situations. Our students will be actively exploring the meaning of green and engaging in mathematics activities that are environmentally based as well as community derived.

Mathematics Instructional Methods

- **Experiential/Didactic Instruction**-This is the overall baseline for knowledge. Topics will be introduced through mini-lessons involving modeling while keeping students actively engaged. Concepts will be explained through its procedures, and demonstrated through modeling by the teaches and through active participation of the students.
- **Guided Math Groups**- Using small groups of students to work on activities, problems and assignments can increase student mathematics achievement. After daily mini-lessons, students will be given time to practice the new math skill of the day and coaching and support when needed to further their achievement through this cooperative-group learning method. Special tasks will be given to specific groups depending on their individual needs, allowing for specific group goals and individual accountability.
- **Open-ended Problems**- Open-ended problems allow students to communicate their mathematical thinking. When students are required to communicate reasoning processes, it allows for a better change of understanding what it is they know, learned, and how they can apply it to a given problem.
- **Real world contexts**- Problem-solving within real-world situations is an important part of the EIC model because it allows students to experience mathematics as active learners while connecting it to their environment.

Mathematics Instructional Materials

- **My Math** is the research-based curriculum published by McGraw Hill that is 100% aligned to the Common Core State Standards. This coherent curriculum enables students to fully develop and master content standards at the appropriate grade level according to the CCSS. It is a great rigorous curriculum which connects conceptual understanding with application to the real world. It also enables teachers to work electronically, using tools online to enhance technology within the classroom. *My Math* uses ongoing assessment, periodic assessment, and progress check-ins, allowing for students to stay on track as teachers assess their students.
- **Manipulatives, Models, Technology, and Tools** will be used within and outside of the classroom to develop the understanding and application of math concepts within the framework of EIC.

English Language Arts Reading and Writing Labs: SIGCS will be using ELA throughout all curriculums, including within the EIC model, which is both minds on and hands on learning, allowing students the opportunity to apply what they are learning to their thinking and problem solving skills, and what is happening in their every day life, such as interpersonal communications. SIGCS students will be given two ELA periods daily, one reading and one writing, to provide the students with a sound framework while incorporating the States Common Core Standards. The curriculum SIGCS will be using is Reading Wonders. This program is the first and only reading program designed specifically for the Common Core State Standards for Reading and Language Arts.

ELA Instructional Methods:

- **Direct Instruction:** Teacher will use structured Overview as a start to a lesson. The teacher will distill difficult or complex ideas into simple definitions, then show how all information relates. By connecting new ideas to information makes it easier for students to retain the information.
- **Guided Reading:** Small groups based on the students reading levels, teachers will guide students in reading strategies as they read and discuss what was read. The SIGCS classroom libraries will include reading materials in environmental education, science, non-fiction, cultural and historical readings., poetry, rhymes, songs, maps, charts, magazines, folktale,

mysteries, newspapers.

- **Independent Reading :** At a students reading level, they will choose books that they will read independently to develop skills for comprehension, decoding, and to acquire knowledge of the content. They will read independently in the morning and in the afternoon before after school.
- **Indirect Instruction:** One goal of this curriculum is to develop fluent and proficient readers. Effective reading instruction should enable students to become self- directed readers who can construct meaning from all different types of books. Realize that there are different types of reading materials for different purposes of reading. To develop a life- long interest and enjoyment in reading. To take this joy of reading and learning onto college and real life.
- **Phonics, Grammar and Vocabulary:** Students will be developing their vocabulary while learning spelling, phonics and grammar included in their writings and oral languages. Language skills will be apart of the school day, included in reading .
- **Interactive Read Alouds:** Teachers will model fluent reading, and engage students in reading, while developing vocabulary and comprehension skills.
- **Writers Workshop:** Teachers will teach lessons on writing, showing clear and precise techniques so that students will be able to write independently, and can add to their portfolios.
- **Readers Workshop:** Students will participate in small groups to discuss what they have read, about plots, characters, and then write about the book that was read, showing evidence of their claims of if the book was interesting or not. There will also be teacher conference on the books and writings, and to work on specific skills.
- **Experiential Learning:** Teachers will use field trips, Narratives, Storytelling, Role –Playing, model building, focused imaging During ELA lesson times, to promote critical and evaluative thinking. To be able to take real life situations and write about them, give speeches in front of groups, evaluate how and what they are writing and reading .
- **Journal writing:** journals will be written through the use of technology, the students will be expected to write journals for ELA and science. These Journals will be used as a way to communicate information, and to enhance learning.

ELA Instructional Materials

- **Reading Wonders:** This program is the first and only reading program designed specifically for the Common Core State Standards for Reading and Language Arts. Reading Wonders helps build a strong reading foundation accessing complex text, finding and using text evidence, engaging in collaborative conversations and writing to sources. It uses a rich range of diverse print and digital media to actively engage our students. This program also provides each classroom with a book of short reads to model and teach close reading.
- **Technology, E-Books, Literature Big Books, Literature Anthology, Leveled Readers, magazines, newspapers, digital newspapers**

Social Studies: Social Studies curriculum will be developed based on the New York State learning standards and Common Core. The curriculum will include schools, community, family, economics, governments, transportation, agriculture, culture, geography, history and New York state. Within these subjects we will intertwine environmental education. Teachers will guide students during the lessons and connect what they are learning to what they already know, where they live, their lives. The goal is to have the students to be able to solve complex problems within the social studies units.

Social Studies Instructional methods:

- **Didactic Instruction:** Teachers will teach the Social Studies information that the children will need to grasp a more complex understanding of what they will learn.

- **Project based learning:** Students will do hands on projects rather than just be told what they know. They will be working in groups and individually to complete these projects. Hands on will help the students retain the information they are learning. They will have to look research the information with guidance from the teacher.
- **Interactive Instruction:** Students will be discussing and sharing their research. Learning from peers and teachers to develop social skills and abilities, to organize their thoughts and to be able to rationalize their arguments. Teacher will outline the topic, the amount of time given to it and guide the students in their work, to keep them on task.

Social Studies Instructional Materials:

- **Core Knowledge-** This program is 100% aligned with the New York Common Core Standards. It identifies the foundational knowledge each child needs to reach their achievement goals as it outlines all content areas within Language Arts and Literature, History and Geography, Mathematics, Science, Music, and Visual Arts. The materials within this program offer detailed help and materials grounded in scientific research to our students. The materials are driven by science, history and research, providing academic excellence, greater equity, and higher literacy to teach a cumulative and content-specific core curriculum.
- **Digital newspapers, Leveled Readers, newspapers, neighborhood newspapers**

Science: SIGCSED's will work to facilitate high academic success in Science. SIGCSED's curriculum will be aligned to Common Core Standards and stress scientific excellence and encourage exploration while being supported by the EIC framework through our goals and visions. To make certain the student's individual goals are being met, SIGCSED will provide differentiated instruction through research-based strategies with individual support and teacher scaffolding; all while preparing them for standardized testing. Our school plans on using textbooks and flipbooks from *Science: A Closer Look*; which is currently aligned with the New York State Common Core Standards. SIGCS will integrate experiential community-based learning within our Science curriculums to provide students with multiple opportunities to apply scientific concepts to everyday life scenarios. SIGCS students will be actively engaging and exploring the concept of green in scientific activities; especially those that are environmentally grounded.

Science Instructional Methods

- **Experiential Instruction-**This is the overall baseline for knowledge. Lessons and topics will be introduced through mini-lessons and scaffolding while keeping students participating and engaged. Concepts will be explained through procedures and demonstrated through teacher modeling and through active participation of all students.
- **Guided Science Groups-** Students will work on activities, solve problems and complete assignments while working in smaller groups, which will increase student's science skills and success. Students will be provided time to practice their newly acquired science skills after daily lessons. With scaffolding and further assistance provided to guide their achievement through this cooperative-group learning experience students will work collaboratively to achieve goals. Tasks and activities will be given to specific groups based on students' individual needs, allowing for individual accountability.
- **Problem solving-** Open-ended problems allow students to express their scientific thinking without limits. When students express processes, it allows for a better chance of understanding what it is they know, what knowledge was obtained, and how they can apply it to a given problem or a real life situation.

- **World-Self Connections-** Problem-solving within real-world situations is an important part of the EIC model because it allows students to experience science as active learners while connecting it to their environments

Science Instructional Materials

- Pearson Interactive Science is a next generation K-8 science program featuring an innovative student edition that makes learning personal, interactive and engaging. Interactive Science's innovative student edition allows students to acquire all of the content, interactivity, and practice they need. Interactive Science features a variety of hands-on and minds-on inquiry options to keep all your students engaged. From directed, to guided, to full inquiry, there are options to meet the way you teach and the time you have for lab. Interactive Science features a complete online digital course at MyScienceOnline.com where teachers can set up and manage their class and where students can interact online with active art simulations, directed virtual labs, animated art, and get extra help.

Foreign Language: The foreign language that SIGCSED is offering instruction in is Spanish. All students K-5 will have Spanish two times a week. Spanish is spoken in an abundance of households in New York, and especially in the north shore of Staten Island, where it is prevalent. We hope by introducing Spanish in Kindergarten, we are encouraging ESL students to apply and succeed in our school. The curriculum is based on New York State Standards. By starting the Spanish curriculum in Kindergarten we will produce learners who will have the ability to know a second language. And in turn, they can then be peer tutors to younger grades or ELS students.

Technology: SIGCSED will incorporate computers in every classroom and in every subject. Each student will have their own iPad to be used throughout the school day. Students will be allowed to research their projects in the classrooms, with guidance from the teacher and also work independently on the computers. Technology-based literacy will be used to develop the students computer skills, and to prepare them for the college and beyond.

Music: SIGCSED will offer music instruction twice a week, that is up to New York State Standards and Common Core. Every student will have the opportunity to learn an instrument, play in front of an audience, learn how to read music, and have a band experience. We feel music opens up the mind and allows for students to focus on other subjects.

Arts: Art will be integrated into all subject area, as well as an enrichment period, where the students learning of the arts will be further enriched. Projects will be created by focusing on a topic in other subject areas that the teacher has covered. SIGCSED will plan trips to the many museums in New York area, to discuss and focus on different art styles and artists.

Health & Wellness: The Great Body Shop is now including a comprehensive Health, Physical Fitness Program aligned to NYS Commons Core Learning Standards. This program will ensure a positive impact on children's health, attitudes, knowledge and behavior. This program in elementary schools will promote responsible lifetime decision-making and it will contribute to a healthy and a safe society. The physical fitness is a vital role in students' development growth. Some studies have shown that the physical well-being of a student is directly related to his or her performance whether in class or in the office. There are several reasons that prove why Health and Fitness should be included in the SIGCSED Curriculum: It is a linked to good health; students will learn how to take care of themselves through proper grooming and eating healthy. By doing this, it will prevent obesity. It will also help to develop "motor skills and eye-coordination". It also promotes academic learning by allowing students

to function better in the classrooms. It will help tremendously with the students' self-esteem where if they are active in any type of sports it will help them to feel more confident with themselves. Students will learn to work as a team allowing them to interact together to a common goal. SIGCSED will offer this program four times a week to lower elementary students and five times a week to upper elementary students.

D. Assessment System

SIGCSED will assess all students at the start of the school year with the Terra Nova Assessment 3rd edition, and periodically during the school year in order to compare their data on academic progress with grade level, benchmark standards so that adjustments in teaching and curriculum can be made where indicated. This is an added assessment as the assessments are detailed below using the curriculum in Wonder Works, however, we would also like to assess students on broader levels with their applied learning. For any student who does not achieve grade level benchmarks, SIGCSED will intervene early with RTI to assure that the student can achieve at least grade level. As stated previously SIGCSED is a Data-Driven school and focuses on all learning in every subject area to enhance reading and math skills. Small group instruction is provided daily to differentiate, and as a component of our Response To Intervention model. Leveled weekly Assessments are provided to assess fresh needs to skills taught. Multiple choice and constructed response items are both included. Fluency Assessment is provided in leveled passages where goals and accuracy rates are provided. Testing schedules are also suggested for different groups. Unit Assessments assess Common Core State Standards taught in the unit which included multiple choice and constructed response items. The administration of the tests can be pencil and paper or online. The Common Core Standards are assessed through a Benchmark Assessment where both multiple choice and constructed response items provide item analysis.

Formative Assessments: SIGCSED will train teachers to identify formative assessments in their lessons plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning.

- **Questioning:** Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding. All Hands-on-Learning programs partner with Informational Text and other sources of research and aligned with Common Core Assessments within the ELA and Mathematics core subjects. Curriculum Based Measurements will be used to effectively track students progress through a data management system of collection and analysis.

- **Checklists:** Teachers will develop grade-wide checklists to identify student mastery of specific skills with ten ELA and Reading Checklists and 25-30 mathematics checklists. These tests extend student assessment beyond the screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, comprehension, word recognition, pseudo word recognition, number sense, and computation used within the STEM Model.

- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.

- **Rubrics:** With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.

- **Computer-Based Assessments:** One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers. Our STEM program will use programs that compliment Common Core Assessments ensuring that all students are meeting their growth targets and showing evidence off progress.

Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals.

- **Reading Inventory:** Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently and as often as quizzes administered daily, and weekly.

- **Writing Prompts:** As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.

- **Benchmark Tests:** In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts using the Scientific Method.

E. Performance, Promotion, and Graduation Standards

Performance Standards: We expect our students to demonstrate mastery of skills and knowledge, and not merely just to show up to school. Their efforts are measured in their knowledge of State Standards and our curriculum provides the framework to assess what the students learn, and what they know, and how they use their knowledge to score high on State Examinations, as well as to use the Scientific Method to problem solve. We use the Terra Nova examinations to assess and bench mark and to evaluate student progress, as well as teacher prepared examinations, and our curriculum guide examinations that are both written, oral, and interactive using technology for student answers and for scoring to generate progress reports for parents, as well as to develop statistical data to be used to track the school's progress as a whole within our district. Our use of our curriculum will help us to determine student mastery, and we will constantly be using our RTI program for intervention where the child needs it.

We expect our teachers to look at the whole child before determining to either promote or not promote a child, and our children will be given all of the support and preparation that they need so that they can be successful. The Principal will make the final determination using all of the information about the child in consultation with the guidance counselor, and according to the child's IEP.

Exit Standards: In order to complete elementary school at SIGCSED and graduate to middle school, a student must demonstrate mastery of skills, content, and character in all subjects at the 5th grade level or above. Our exit standards are based upon our English Language Arts Reading Works program, and My Math, Core Knowledge Social Studies, and McGraw- Hill Science, A Closer Look, and Inquiry

based STEM program. All of these programs are aligned to Common Core Standards. The results of state exams and our internal assessments, and also the use of the Terra Nova will determine students' grades.

ELA

SIGCSED will use New York state common core standards in ELA aligned with the New York state testing program as promotion and graduation criteria. This is true in mathematics, social studies and science as well. SIGCSED has developed the ELA promotion and graduation standards using the McGraw Hill Reading Wonders program, which is aligned with the New York State Common Core Learning Standards and the New York State testing program.

SEER EIC model and THE GREAT BODY SHOP

The SEER model and THE GREAT BODY SHOP curriculum are aligned to New York State Common Core ELA standards and the New York state testing program.

According to the SEER website, "Learning based on the EIC Model™ is about using a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices.

The EIC Model™ uses:

integrated-interdisciplinary instruction that breaks down traditional boundaries between disciplines;

- community-based investigations as learning experiences that offer both minds-on and hands-on experiences through service-learning opportunities;
- collaborative instruction so teachers, parents, students and community members can connect together instruction and learning;
- learner-centered, constructivist approaches adapted to the needs and unique abilities of individual students;
- combinations of independent and cooperative learning; and,
- local natural and community surroundings, as the "venue" for connecting together these proven pedagogies, to improve teaching and learning"

THE GREAT BODY SHOP meets the EIC Model™ "best practices" criteria. The purpose of this document is to explain how THE GREAT BODY SHOP addresses each of the following best practices.

-Integrated-Interdisciplinary Instruction

THE GREAT BODY SHOP provides a thematic approach to comprehensive health education and is by design an integrated, interdisciplinary curriculum. This can be seen in the Cross-curricular chart that accompanies each lesson. Additionally, every lesson and Reinforcement Activity has a designated cross-curricular area. Student Issues can be read as not only health information, but as an example of Informational Text in order to meet objectives related to the Common Core for English, Language Arts, and Literacy. Finally each month in THE GREAT BODY SHOP contains a theme.

For example, in the fourth grade, month 3, the theme is *The Digestive System*. Not only does the unit address this body system, it also integrates other health-related themes like nutrition, physical activity, and the impact of alcohol on the digestive system. This unit also lends itself to be approached from various disciplines including science, reading, and drug prevention. THE GREAT BODY SHOP approach allows students to explore a health concept through an integrated, and interdisciplinary instructional method.

-Community-Based Investigations

All of THE GREAT BODY SHOP units contain Cross-curricular Reinforcement Activities, in addition to a community health strand. These two avenues provide learning experiences that

offer both “minds-on and hands-on experiences through service-learning opportunities.” For example, in the third grade unit, *Community Health*, students not only learn about their community in the lessons (Lessons 1-4), work as a family on recycling projects (Homework, Lesson 2), but also can take advantage of the Reinforcement Activities that target community involvement on several levels (Activities 10-15).

-Collaborative Instruction

As a way to encourage teachers, parents, students and community members in the learning and instructional process, THE GREAT BODY SHOP provides ample opportunities for collaborative instruction. For example, the kindergarten unit, *We Stay Safe*, includes a Family Bulletin complete with suggestions for family learning, as well as Parent/Child Reinforcement Activities (Activity 12, 14) that utilize the parents as educators. This unit also includes a number of Reinforcement Activities (Activities 8, 15, 21) which actively seek out school and community members for educational purposes.

-Learner-Centered, Constructivist Approaches

THE GREAT BODY SHOP utilizes a variety of instructional methods. One instructional strategy is the learner-centered, constructivist approach. This is accomplished by having students participate in experiments and drawing conclusions. An example of this approach is found in the second grade unit, *When I Feel Afraid*. In Lesson 2: How Being Afraid Affects Your Body, students begin with an experiment, share their experiences, and draw conclusions about the effect of adrenaline on the body. By looking at the Teaching Outline of every lesson, Suggested Teaching Strategies are listed. This location will assist teachers in finding the instructional strategy most appropriate to their students.

-Cooperative and Independent Learning

Each lesson in THE GREAT BODY SHOP contains a list of “Suggested Teaching Strategies” found in the Teaching Outline. There are ample opportunities within each unit to experience both cooperative learning and independent learning. For example, in the fifth grade unit, *First Aid Facts*, Lessons 2-3 utilize Cooperative Learning activities, where as Lesson 4 requires independent reading and research. Both methods are embedded in each lesson and listed in the Teaching Outline.

-Local Natural and Community Surroundings

THE GREAT BODY SHOP supports learning through both natural and community surroundings. This is why there is an abundance of Reinforcement Activities which focuses on using and preserving our natural resources through recycling (third grade, *Community Health*; fourth grade *Community Safety*), reducing exposure to pollution, and second-hand smoke (fourth grade, *No Smoking*; fifth grade, *Love Your Lungs*), as well as observing and experiencing the natural environment (kindergarten, *The Five Senses*; first grade, *Talk and Listen*). Because THE GREAT BODY SHOP is a comprehensive health education curriculum, the curriculum does not solely address environmental issues, but does provide a health context for that topic.

Math in Focus®: Singapore Math by Marshall Cavendish

The research base used to guide the development of the Common Core State Standards cited Singapore's pedagogy as one of their key research models. Singapore math's effective framework parallels the big ideas in the New York State Common Core.

See more at: <http://www.hmhco.com/shop/education-curriculum/math/math-in-focus-singapore-math/why-math-in-focus-singapore-math/common-core#sthash.MDOb9Y1v.dpuf>

F. School Culture and Climate

SEE ATTACHMENT 4 for Student Discipline Policy

The school model is built upon the following core principles:

- All children, regardless of background and socioeconomic status, can learn.
- SIGCSED staff will be committed to and accountable for creating and outstanding learning environment that will facilitate academic achievement and personal growth for all students.
- We are partners in SIGCSED. Staff, students, parents are all responsible for achieving the school's mission to produce respectful, problem-solving, environmentally-conscious individuals. To that end, time and effort will be expended by all SIGCSED members.
- Respect will be the basis for all staff and student interactions at SIGCSED. Respect is key. Every child at SIGCSED will command respect and learn to impart it to others. Character development will be achieved via students' respect for themselves, their peers, staff and their environment. The "green" theme will be tantamount to learning respect for all inhabitants of nature.

G. Special Student Populations and Related Services

Members of the perspective board for SIGCSED viewed the Powerpoint presentation and the webinar on Special Education Services available on the NYSED website. SIGCSED's primary goal as it pertains to students with special needs is to ensure that they meet and exceed both long and short term goals articulated on their IEP's.

We will ensure that our students arrive at this primary goal by using a variety of instructional techniques that support the individual learner. Differentiation of instruction will be a primary strategy implemented to arrive at this goal. Our school will use the inclusion model in each and every classroom to ensure that the IEP is being fully and properly implemented. In addition to the Collaborative team-teaching model, each classroom will have an associate teacher who is fluent in the primary language of the students' homeland. Using this model we will ensure that each student is receiving instruction in the least restrictive environment (LRE). One of the measures as it pertains to the evaluation of students with IEP's will be the percentage by which they meet their short and long term goals. Parents will be engaged fully to support their child's Individualized Education Plan. SIGCSED will provide ongoing training and support to ensure full involvement of the caregivers of each and every student. Further, Signature Learning will provide related services as mandated on the student's Individualized Education Plan (i.e. speech, occupational and physical therapy, etc.) All IEP's will be secured in the guidance office. In addition, SIGCSED will ensure that each and every parent/guardian will have a copy of their child's IEP.

Students will be identified for referral based on objective criteria outlined in city, state, and federal guidelines. All applicable stakeholders in the students' education will be invited and encouraged to attend pupil personnel team as well as IEP meetings. We will ensure that parents have an understanding that they may bring an advocate to these meetings. In addition, a translator will be provided if a parent requests or needs one.

Another focus of our school's targeted population is English Language Learners. To initially identify students that may be ELL's, we will employ the home language survey. Based upon the information gained from that survey, we will determine which students need to be assessed using both The Lab-R and New York State English Language Achievement Tests (NYSELAT). The Student Achievement Coordinator will form instructional clusters (using both the push-in and pull-out model) based upon level of student proficiency.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Name	Current Employment	Relevant experience/skills and role on founding group	Proposed Roles
<u>Carole Reiss, PhD</u>	NYC School Teacher	NYC School Teacher for 36 years – specializing in Health and Wellness ; Executive Director for SIGCSED; PhD is in K-12 Leadership; currently attends the Harvard Graduate School of Education for Urban Leaders.	Executive Director for SIGCSED
<u>Vincent Maligno, PhD</u>	Retired Assistant Principal	Education Administration and Special Education K-12 Teacher for 25 years; Proposed School Leader for SIGCSED; PhD in Education.	Principal
<u>SEE ATTACHMENT 8B for Proposed School Leaders</u>			
<u>Eric Coursen</u>	Network Technologist	Network Technologist for over 35 years at Bell Laboratories; organized the curriculum in the original application; BS in Engineering.	Board Advisor
<u>Elaine Friedland</u>	Political Scientist and teacher	College Adjunct Professor at CUNY University; Proposed Director for Professional Development and Teacher Training; Political Scientist with a PhD specializing in Southern African politics	Director of Professional Development and training
<u>Dawn Cucciniello</u>	Retired school teacher for NYCDOE	NYCDOE Teacher grades 2-12 for 30 years; Adjunct Professor Adult B.E. College of S.I. ; Director of Curriculum Development for SIGCSED; B.A. and M.S. in Education and M.S. Administration/ Supervision	Director of Curriculum Development
<u>Barbara Galarza</u>	Certified NYCDOE teacher	NYCDOE Teacher grades 4-8 for 11 years; Director of Special Education for SIGCSED; M.S. in Special Education K-12	Kindergarten Teacher, Director of Special Education
<u>Mary Desjardins</u>	Educational Instructor at the YMCA	Project Learning Tree and Project Wild Facilitator for NYDEP and Swim Instructor to all ages for 6 years; Director of Environmental Education for SIGCSED; B.S. in Marine Biology, Master’s in Public Administration (MPA).	Environmental Education Director

<u>Cristina Calo</u>	Substitute Teacher for the Department of Education, certified NYCDOE teacher	Substitute teacher for the Board of Education, After-school music teacher assistant, Preschool teacher for VBS summer camp, Nursery attendant, and Sunday School teacher at Castleton Hill Moravian Preschool; Kindergarten Teacher for SIGSED B.S. Degree in Early Childhood Education specializing in birth-2 nd grade, M.S. Degree in Special Education specializing in grades 1 – 6.	Kindergarten Teacher
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B. Board of Trustees and Governance

SEE ATTACHMENT 5A for Board of Trustees Resumes/Background information

SEE ATTACHMENT 5B for Bylaws

The purpose of the corporation is to establish and operate to ensure academic success for students in grades K-5 in the Staten Island community.

SEE ATTACHMENT 5C for Code of Ethics

To avoid any situations in which the existence of conflicting interest for any Board of Trustees and employees which may fall into question the integrity of the operational facility.

SEE ATTACHMENT 8A for Personnel Policies

Policies and procedures are guidelines for employment between SIGCSED and it's employees.

<u>Trustee Name</u>	<u>Voting Y/N</u>	<u>Position on the board</u>	<u>Length of initial time</u>
Dr. Roy Calafato	Y	Board Chair	2 years
Eletha Duffy	Y	Vice Chair	2 years
Dr. Richard Ronga	Y	Board Member	2 years
Keith Jacobsen	Y	Secretary	2 years
Katherine Romanelli	Y	Treasurer	2 years

C. Management and Staffing-

Position***	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal			1	1	1
CFO*	see OnPoint	Partners Contract			
Business Manager*	see OnPoint	Partners Contract			
HR Generalist*	see OnPoint	Partners Contract			
Bookkeeping/Accounting*	see OnPoint	Partners Contract			
Lead Teachers	5	9	12	15	17
SPED Teachers	5	9	12	15	17
Associate Teachers	5	9	12	15	17
Teaching Assistant		2	3	4	5
Aides	2	4	6	8	10
Language		1	1	1	1
PE		1	1	1	1
Music			1	1	1
Art				1	1
Librarian				1	1
Receptionist		1	1	1	1
STEM Coordinator				1	1
Counselor					1
Dean of Students			1	1	1
Student Achievement Coordinator					1
Custodian**	1	1	1	1	1
O/T				0.5	0.5
Total Employee	20	39	54	69.5	80.5
* All Business & Operations functions contracted to OnPoint Partners					
** One Staff Custodian additional resources via Janitorial Contract					
*** Positions not filled in years 1 or 2 will be covered by current staff					

Charter Management Organization- Does Not Apply

D.Evaluation

The annual auditing report will primarily consist of the following:

- A school report card, which shall include measures of the comparative academic and fiscal performance of the school as prescribed by the commissioner in regulations adopted for such purpose; such measures shall include, but shall not be limited to, graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending for every pupil and administrative spending each pupil.
- Discussion of the progress made towards achievement of the goals set forth in the charter.

The Annual report will be initiated at the end of each school year and will be submitted for board approval no later than the August Board meeting. Upon approval of the Board and with signature of the Board Chairperson, the document will be submitted to the authorizer and any other regulatory agency and made available to the public within 15 working days. In addition, the proposed charter school will develop an accountability plan as required by the authorizer. The accountability plan will be based on the goals described in this charter that establish annual benchmarks and measures for academic progress, organizational viability, and other institutional standards. These goals will be

determined in consultation with the authorizer.

E. Professional Development

- Professional development programs focused on each student's needs using RTI and curriculum training provided by school leaders and consultants from education companies as well as the NYC Department of Education. The school will create a Professional development program aligned with the chosen curriculum and RTI model.
- Professional Trainers and School Staff will conduct all Professional development using technology as well as hands on training focusing on delivering instruction and assessment.
- Data Driven Grade and Team meetings, which are professional learning communities and structured to develop the focus of the cycle for inquiry ,where useful strategies are developed to deliver an action plan and then share the results of the assessment strategy.

Training: Professional Development opportunities will be designed coordinated and implemented by a variety of State holders within the school community. Additionally teachers and other school personnel will be afforded opportunities to attend courses, workshops, and training seminars both at local universities as well as at conferences that are sponsored by professional organizations.

Understanding, internalizing, and implementing the schools mission, vision, common core learning standards, units of instruction and opening of school routines and procedures as they pertain to the safety of students and staff will be paramount.

Throughout the school year, professional development will be customized to the needs of our teachers. Topics will include but will not be limited to Data Analysis, Response to Intervention (RTI), Attendance /Improvement, IEP Development, and Methodology that specifically address, English Language Learners (ELL).

In addition, throughout the fall and spring academic terms sustained training will encompass the referral process for students that may have special needs. As a defined component of our Professional Development Initiatives at SIGCSED, we will be pair experienced educators with novices. This will enable our new or newer teachers to inculcate best practices in Early Childhood and Elementary grades.

During the school year, the children will be released at 1:30 p.m. on Fridays, so that school leaders may provide clearly articulated time for training. The weekly agenda will be determined by the needs of the staff and teachers as they relate to instructional priorities and input. It may be provided to the staff as a whole or grade level teams. We will also encourage teachers to take ownership of the implementation of staff development. These Friday sessions will provide important educational opportunities for teachers and intervention staff.

Preparation periods can be maximized in schools by taking into account common planning periods. Therefore, SIGCSED teachers will be trained to use protocols, to evaluate, student work to norm expectations, review assessment data to inform action plans and discuss students' achievement and behavior to develop redirecting strategies. School leaders will facilitate and observe meetings as teachers become familiar with protocols.

Coaching

High quality feedback is the key resource for new teachers to become competent and for competent

teachers to become experts (Sartain et al). Our Instructional Leaders, will spend significant time supporting faculty. The coaching model will include review and feedback on curriculum maps, lesson plans, models of instruction, collaborative team teaching and observation of best practices. Further, we will engage in the reciprocal process of reflection as it pertains to the Critical Friends paradigm. The instructional leader, the Student Achievement Coordinator as well as all pedagogues' will have the opportunity to engage in inter and intra grade visitations. At grade level meetings our staff will debrief as it pertains to next steps on the instructional continuum. Further, the instructional leaders will engage in low inference observations, throughout the school year. They will use these opportunities to collect evidence related to each teachers' professional growth, as well as the ongoing evaluation of the implementation of the professional development initiatives. All members of the school community will be accustomed to classroom visitors and not break stride. SIGCSED will also implement digital recording of instruction to monitor and track both student progress and teacher performance. Instructional rigor and student engagement will be a highly valued component of our coaching model. Feedback will be both verbal and written and will be aligned with the Danielson Performance Model. The instructional leaders will meet with teachers both individually as well in small groups on an ongoing basis so that in-depth dialogue may take place among and between teachers and school leaders. In addition the Student Achievement Coordinator will be scheduled to meet regularly with all members of the learning support staff. Further, the importance and demonstration of articulation between teachers will be highly valued and continually demonstrated. Finally, the gradual release of responsibility will take place from coach to teacher.

Teacher Evaluation

Teacher evaluation will be ongoing throughout the school year. It will be based upon cumulative evidence collected over the course of the school year, from observation of classroom practice, student performance data, self-reflection, and peer and parent input. Teachers as well as school leaders will develop professional growth plans that include measurable goals for the year based on domains contained within the Teacher Performance Rubric. School leaders will work with staff to ensure all goals are aligned with student needs, professional development priorities and mission. Instructional leaders and teachers will compile evidence throughout the year and hold monthly conferences to evaluate progress toward goals. Pedagogues will be expected to prepare a self-reflection portfolio based on their individual goals. They will be required to bring supporting evidence such as assessment results, digital recordings, and artifacts of classroom instruction. Teachers with performance deficits will be placed on an improvement plan specific and explicit strategies and a deadline for improvement.

Feedback will be both verbal and written and will be aligned with the Danielson Performance Model. The instructional leaders will meet with teachers both individually as well in small groups on an ongoing basis so that in-depth dialogue may take place among and between teachers and school leaders. In addition the Student Achievement Coordinator will be scheduled to meet regularly with all members of the learning support staff. Further, the importance and demonstration of articulation between teachers will be highly valued and continually demonstrated. Finally, the gradual release of responsibility will take place from coach to teacher.

Staff Development Resources

Instructional leaders will spearhead professional development initiatives with the Student Achievement Coordinator to ensure adequate resources including dedicated time in the daily and weekly schedule. Teacher trainers with relevant expertise in technology, digital recording and data analysis software will serve as consultants. Finally we will access ongoing technical assistance and support the applicable committee on Special Education.

F. Facilities

120 Stuyvesant Place, Staten Island, New York, 10301, or co-location with District 31 Department of Education School. We chose 120 Stuyvesant Place because it is free of toxic pollutants and is also a great place for students coming from Manhattan to arrive on The Staten Island Ferry. We also have At 120 Stuyvesant Place we have 1200-1400 sq.feet that we can also grow upwards to another floor

1. Kitchen
2. Multi-purpose room
3. 10 classrooms/ all K classes will have bathrooms for students
4. 2 Administration rooms
5. Media Center/Library
6. Parent's Room
7. Outdoor Garden

G. Insurance

Staten Island Green Charter School for Environmental Discovery (SIGCSED) plans to develop a comprehensive plan for insurance coverage, in consultation with a licensed and state approved insurance company, Ten Eyck Group. The school expects to attain the following insurance coverage:

- Automobile insurance for any of the school's vehicles; Hired & Non-Owned \$1 million in coverage;
 - Directors and officers insurance, to include Educator's Legal Liability and Employment Practices Liability for officers and board members, \$1 million in coverage;
 - Employee benefits such as Health and Dental insurance and supplemental benefits;
 - General liability insurance to protect the school staff from personal injury, bodily injury, and property damage, approximately \$3 million aggregate and \$1 million for each occurrence;
 - Property insurance, to include Business Interruption, that protects the building, equipment, valuable documents, personal property, and others, approximately \$250,000 in coverage;
 - Umbrella liability insurance that provides excess protection and increases the limits of the general liability policy, approximately \$5 million aggregate and \$5 million for each occurrence;
 - Workman's compensation insurance;
 - Workers' Compensation: rate determined by state of New York
 - NYS Statutory Disability; and
 - Student Accident Insurance; Medical & Dental \$25,000 coverage, Accidental Death/Dismemberment \$10,000 coverage and Catastrophic \$1 million coverage Response 22-1 See Response 26 (b)
- Supplemental Support Documents for insurance estimate and detailed coverage limits – year 1 from Ten Eyck Group

H. Health, Food, and Transportation Services

Health

Staten Island Green Charter School for Environmental Discovery (SIGCSED), will comply with all health services requirements applicable to public schools, including Education Law (§ 901-914 and § 136.2(2)(d)) of the Commissioner's Regulations.. SIGCSED will contract with a part-time Registered Nurse to provide on-site health care services in addition to the health services that are mandated to be provided by The New York City Department of Health to the charter school in accordance with sections 2853(4)(a) and 51912 of the Education Law. Such health services are equivalent to those available to

children attending New York City Public Schools. Staten Island Green Charter School for Environmental Discovery staff will work with the City Health Department, New York City Department of Education, and other appropriate authorities to provide these services.

Health services will primarily include the following:

- Physical examination upon admittance to the school;
- Physical examination upon entry into any grade deemed necessary by the New York City Department of Education and/or Staten Island Green Charter School for Environmental Discovery;
- Annual vision screening tests for all students, per section 905 of the New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision;
- Annual hearing tests for all students at any other time deemed necessary by the New York City Department of Education and/or the proposed charter school;
- Annual scoliosis (spinal) screening tests for all students 8-16 years of age;
- Maintenance of cumulative health records;
- Emergency care of ill or injured students; and
- Compliance with and enforcement of mandatory immunization requirements.

In addition to these health services, the proposed charter school will also keep automated external defibrillator (AED) equipment on site to ensure ready and appropriate access for use during emergencies. The school shall ensure that a staff member is trained in the operation of the equipment for use in the school premises and at any school-sponsored events in locations other than the school facility.

Maintenance and Storage of Cumulative Health Records

Staten Island Green Charter School for Environmental Discovery will store all health records of all enrolled students. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held ten years after the immunizations were administered. Parent will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured. In the event of an injury or illness, parents or guardians will be contacted immediately. If no one can be reached, the emergency contacts for that child will be utilized.

Immunization Requirements

Staten Island Green Charter School for Environmental Discovery will comply with New York State law regarding immunization. The said law requires that each student entering kindergarten or a new school district in grades 1 through 12 must have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunization requirements and the proper supporting documents shall be completed for all new students.

The New York State immunization requirements include complete vaccination for the following:

- Diphtheria – three doses of a toxoid containing vaccine such as Diphtheria, Tetanus, and Pertussis (DTP) or the Diphtheria and Tetanus Toxoids and Acellular Pertussis (DTaP)
- Polio – four doses of Inactivated Polio Vaccine (IPV) or three doses of Oral Polio Vaccine (OPV)
- Measles/Mumps/Rubella (MMR) – one dose for children born before 1985; two doses of measles containing vaccine and one dose each of mumps and rubella vaccines, preferably as MMR, for children born after 1985
- Hepatitis B – three doses for children born on or after January 1, 1993

- Varicella vaccine – one dose for all children

Before a child can be permitted to enter and attend Staten Island Green Charter School for Environmental Discovery, parents or guardians must present documentation that their child has received all required initial doses of vaccines and is waiting to receive the subsequent doses at appropriate time intervals. Parents, however, may waive these immunization requirements in accordance with Public Health Law. Exceptions to the requirements shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization (see § 2164(8) and (9) of the Public Health Law).

Plans and Procedures for Students Who Require Medication in School

Staten Island Green Charter School for Environmental Discovery will comply with all federal, state, and local laws and regulations pertaining to the administration of medicines in schools. All students who have written documentation mandating administration of medication during school hours will receive the required medications under the following procedures and policies:

- Prescription medication must be delivered to the school in the original container with an appropriate label including student, name and phone number of pharmacy, licensed prescriber's name, date and number of refills; name of medication/dosage; frequency of administration; and route of administration.
- All medications will be stored in a safe and secure place
- The registered nurse will administer the medication at the prescribed time
- Meticulous, written records of all medicine administered will be kept by the registered nurses who administered medication
- The registered nurse who administered medication will carefully observe students to ensure that medicines are swallowed

Food

Staten Island Green Charter School for Environmental Discovery (SIGCSED) will make breakfast, lunch and snacks available to all students. All food is provided through the NYC Department of Education Healthy Food Program and is free of charge to the students. We will provide the food handler as the DOE has requested.

Participation in Subsidized Meal Programs

The proposed charter school will participate in the federal free- and reduced-priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. Generally, students from households with incomes at or below 130 percent of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

SIGCSED will adhere to all applicable requirements including, but not limited to, meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the federal and state meal programs will be used exclusively for the purpose of providing meals to eligible students and for no prohibited purpose.

Provision of Food Services

If located in an existing New York City, Department of Education building, SIGCSED will use the Office of Food and Nutrition Services of the Department of Education to provide breakfast, lunch and afternoon snacks to its students. The school has already formed a relationship with the Office of School Food and Nutrition, and will be provided free lunch, and breakfast for our vegetarian menu.

Facilities

The proposed charter school will allocate rooms for a pantry or cafeteria where students can eat comfortably.

Transportation

The students of the proposed charter school, Staten Island Green Charter School for Environmental Discovery (SIGCSED), shall receive transportation services for which they are eligible under sections 2853(4)(b) and 3635 of the Education Law. Aside from this, the New York City Department of Education (NYC DOE) provides yellow-bus service to students attending charter school who reside beyond the statutory mileage limits of the proposed charter school, but still within the city limits. The families of students outside of the 15 mile radius of the school's location will be responsible for providing their own transportation to SIGCSED. SIGCSED staff will assist parents of students outside the transportation radius in connecting them with other parents who may be from the same area for the purposes of carpooling.

SIGCSED's application period runs from January 2nd through April 1st each year. The school will communicate with all applicants that transportation requests must be received by their school district of residence no later than April 1st. The school's lottery will be held on the first Saturday following April 1st. In cases where the school is not oversubscribed by the application due date (April 1st), the school will continue to accept applications but will advise applicants that the deadline for filing transportation requests ended April 1st.

Subject to annual approval and funding by the Board of Trustees, Staten Island Green Charter School for Environmental Discovery can seek to provide transportation for any student enrolled in the school who is not eligible for transportation from his or her residence. The school can accomplish this by collaborating with the NYC DOE to provide such services to resident students attending the proposed charter school. Transportation services will be funded in part by aid monies received by the NYC DOE for this purpose. In the event that SIGCSED does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation. Since the proposed charter school may be in session on days when the students' school district of residence is not in session, SIGCSED shall seek arrangements with the NYC DOE, if necessary, to provide transportation at cost pursuant to section 2853(4)(b) of the Education Law; otherwise, the proposed charter school shall make other necessary transportation arrangements.

I. Family and Community Involvement

The SIGCSED founding team firmly believes that parental involvement in a child's education plays a significant role in his or her academic success. Therefore, it seeks to bring together parents, teachers, and the entire community to collaborate in creating a healthy environment conducive to every student's learning and development. Parents will be invited to plan and participate in outdoor education activities and weekly experiential learning community activities. They too will become a part of our world of reading and will help us choose appropriate library books for our classroom library. The way we engaged our parents in our school was to plan the school with us, and to develop dialogue where they felt that their input and experiences were important for their child's learning. This made the school experiential in design for the parent and the student. Since we have started this school's plan to exist, every parent has had the opportunity

to voice their concerns about the start up program as well as the teachers involvement n their child's education, and the chosen curriculum, They also will be invited to volunteer in the classroom, to help out during recess and lunch, and to serve on the Board of Trustees and PTA.

Parents who's children have now aged out of entering in our lottery in year 1, have expressed a desire for us to have second grade class in year 1. This may be an option if the lottery numbers do not reflect Support for a class of 25 students in either grade 1 or K. We already have a list of students who would enter the lottery for a 2nd grade class.

J. Financial Management

The school has hired OnPoint Partners (OPP) to provide all operational support including bookkeeping, accounting, payroll and HR services, vendor and office management, business management and data management. OnPoint is headed by Mr. Gary Fredericks who has 15 years of charter school experience as a founder, board chair and parent of Newark Charter School (NCS) in Delaware. NCS is a Core Knowledge school listed as one of the top 6 schools nationally by the core knowledge foundation. The school campus is home to 2,200 students in K through 12 in Three facilities and 35 acres of land. Gary also was the founding President & CEO of Innovative Schools Development Corporation, a non-profit that provided loan guarantees and operational and incubation support to charter schools.

The school intends to use GAAP accounting principles and cash accounting method to run the school and provide reports to management and the board of directors. OPP has recommended the following be key parts of the financial management oversight of the school's operation:

- Establish a Finance committee on the Board of Directors. All budgets, and financial transactions will be reviewed by the Treasurer and the finance committee.
- OPP will submit a budget draft every year in January and will collect input from the Executive Director and the Principal and will incorporate that input into the budget forecasts.
- OPP and the ED will present the budget to the executive in April and will get feedback which will be incorporated into the budget.
- Once all agree the finance committee will vote to send the budget to the full board for review and approval in May. The Treasurer (with OPP assistance) will present the to the board at the May meeting. Additional feedback from other board members will be incorporated if necessary and a final vote will be taken in June.
- OPP will create financial reports that will be available to the Executive Director and Treasurer electronically. A package of financial reports will be created for each board meeting which will include:
 - Budget YTD versus Actual
 - Variance analysis
 - Fiduciary Account Tracking (monies received from grants for specific purposes)
 - Enrollment (Beginning of the fiscal year through December of when 100% is achieved)

- Revenue tracking (reports when revenues are received from state and local sources)
 - Federal grant tracking – ensures that federal monies are being used as stated in the grant and that funds are used in a timely manner.
 - OPP and school leadership will also create all financial reports required by the authorizer and will meet with the authorizer periodically to answer questions and discuss future plans.
 - Other reports as requested/needed
- The school hire a qualified public accounting firm to conduct a yearly audit commencing in late June
 - OPP and the schools founding board are currently evaluating systems that will track and integrate, enrollment, admissions, attendance, FRL eligibility, finance, payroll grading and special education. Systems we are currently reviewing include eSchool, EDIS, Black Baud and Blackboard. We will continue to locate and review systems that can assist leadership in tracking important information on a daily basis.
 - OPP will train the Board on school finance, what is important to look at, how a board member ensures compliance, etc.
 - We are also seeking out assessment systems that can integrate with all other systems the school employs. OPP has extensive experience with systems integration project and will be assisting the school with implementation.

Finally, OPP and school leadership are in process of developing process and procedures that will ensure proper controls are in place, that segregation of duties exists.

K. Budget and Cash Flow

SEE ATTACHMENT 9

Attachment 9 contains the schools 5-year budget projections and cash flow. This budget we developed to support the school's academic program and vision that Staten Island Green Charter School for Environmental Discovery provide an excellent education to all students. The school leadership has created three person teaching teams including a Lead Teacher, Special Education Teacher and an Associate Teacher. The school's enrollment for year 1 is 125 students, which comprises 5 classrooms of 25 students. This model will carry through to full enrollment. As such, we have budgeted for 10 teachers in year one allocating 5 teachers to regular education and 5 teachers to special education. In addition, the budget includes funding for 5 associate teachers, two aides and one assistant teacher.

The school leadership consists of a CEO and Principal in years 1 & 2 with the addition of an Assistant Principal, who will also manage curriculum and instruction duties, and a Dean of Students who will handle Student Services, discipline and other student related activities in year 3.

Staten Island Green Charter School has outsourced all operations, financial and HR processes and

procedures to OnPoint Partners (OPP). OPP will working closely with the school's board and leadership to create processes and procedures that work well with the systems the school uses and guarantee appropriate controls and segregation of duties exists. OPP will prepare all financial transactions, enter them into the bookkeeping system prepare bills to be paid, ensure that all monies owed the school is collected, track all fiduciary funds, prepare reports for the authorizer and the board, process payroll, develop HR handbooks, administer benefits, and other duties as required. By contracting with OPP, the schools will be able to save approximately 40% of the cost we would incur by hiring all these positions and paying benefits. This allows us to better afford the 3-teacher model discussed above in the financial management section.

The first year of operation is the most difficult for any charter school. Charter schools enroll students usually one grade at a time, which can take several years to achieve critical mass. As a result, we will be relying on the CSP grant funds in both the planning period and year 1 of operation to cover some start up costs. The school will use the planning period to choose and purchase textbooks, hire staff and faculty, recruit students, develop processes and procedures, handbooks and more. We have budgeted to have the Executive Director and Principal working in paid positions part time during the planning period. In addition OPP will provide all office support and assist with marketing the school to prospective students.

We will be using zero-based budgeting as well. This means the school will not be carrying over excess funds from year to year but will show the excesses "below the line". This will assist the school in building contingency funding for facilities, additional programs. No grants or foundation funding (with the exception of IDEA, Titles I-VII) will be used to operation the school's core academic programs. These funds will be used to enhance services to students in need academically and financially.

The school has budgeted to lease and occupy space 120 Stuyvesant Avenue in Staten Island at a cost of approximately \$28/square foot, which represents lease and utilities. We have also budgeted money for security, custodial services and renovations/maintenance for this property. We are also working on securing DOE space but have decided to budget for the leased property in the event the DOE space does not pan out. If we are successful in securing DOE space the budgeted funds will be reallocated to renovations, purchasing furniture, hiring addition classroom aides and materials to create the farm students will be creating earlier than year 3.

We plan to contract for teachers for specials (art, music, PE, foreign language, etc) fully in year one. In years 2 through 5 we will begin to hire these teachers until we have all specials teachers hired by year 5. We have also budgeted for yearly audits, legal advice, technology, supplies, furniture, professional development, recruiting students, field trips and fundraising and much more.

The school is currently looking at bus companies to determine transportation costs. It is our intention to subsidize these costs if possible (still under review). We will also be identifying and applying for Free and Reduced Lunch funds and are in the search process for a food service vendor.

The school has made provisions in the budget for the \$75,000 Dissolution Escrow and Reserves Contingency and has allowed for depreciation expense in each year totaling \$150,000 after 5 years. We have included a very small amount of grant and donation funding to assist with offsetting start up expenses. Once the school is fully operational, we will use grant and donation funding to enhance current programs or to locate/design and purchase a facility after year 5.

We feel this is a strong financial plan that guarantees that the school can function in the early years with as few as 85 students and in all years using the funding received through State and Local sources.

Operating a school with fewer than the targeted 125 students in year 1 will be challenging but possible. We will reduce payroll costs significantly; adjust our contracts with outside services and contractors and reduce operating expenses across the board.

Once approved we will begin fundraising in earnest to fund the school’s library, eco-farm and educational materials, facility costs, technology and other important items that students and teachers can use to enhance the academic and student service programs. We have no plans to incur debt with the possible exception of a line of credit (unbudgeted at this time). The leadership expects higher than normal special ed population as is reflected by school census statistics Staten Island’s North Shore. We are prepared to assist these children in learning to become successful and environmentally responsible citizens. We look forward to working with NYSED to make this much needed and anticipated Staten Island school a reality.

L. Pre-Opening Plan –

Step up building, develop curriculum, develop handbook, calendar for board meetings, recruitment for students, professional development for teachers, training for teachers, parent committees.

BOT=Board of Trustees; PR=Principal; DOO=Director of Operations; SAC=Student Achievement Coordinator; ED= Executive Director

Domain	Action	Start	End	Responsibility
				BOT
Governance	Appoint board officers	1/2014	2/2014	BOT
Facility	Conduct facility negotiations and execute lease	1/2014	3/2013	BOT
Facility	Renovation: Identify needs, secure contractor, establish timeline, complete punch list	1/2014	5/2014	BOT, PR, DOO
Governance	Recruit Head of School	1/2014	4/2014	BOT
Operations	Obtain 501c3	1/2014	4/2014	BOT
Finance	Approve fiscal policies and procedures	1/2014	4/2014	BOT
Finance	Contract	1/2014	4/2014	BOT, PR
Staffing	Recruit Director of Operations	12/2013	1/2014	PR, ED
Recruitment	Recruit students: develop and disseminate materials, host open-houses, door-to-door marketing	12/2013	11/2014	PR, ED
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents	4/2014		PR, DOO, ED
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	6/2014	8/2014	DOO, SAC
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	1/2014	6/2014	PR, DOO, ED

Staffing	Hire school staff: salary negotiations and offer letters	1/2014	6/2014	PR, DOO
Academic	Research and secure online content providers	1/2014	6/2014	PR
Academic	Research and secure curriculum resources	1/2014	6/2014	PR, ED
Academic	Research and secure standardized assessments/CBM	1/2014	6/2014	PR, SAC, ED
Technology	RFP for technology infrastructure	1/2014	6/2014	DOO,ED
Finance	Approve budget for FY13-14	3/2014	5/2014	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	3/20/14	6/20/14	DOO
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	3/20/14	6/20/14	DOO
HR	Finalize staff handbook and personnel policies	3/20/14	6/20/14	BOT, DOO , ED
Operations	Develop and distribute student handbook	3/20/14	6/20/14	PR, DOO, ED
Technology	Install technology infrastructure	3/20/14	6/20/14	DOO, ED
HR	Complete fingerprinting and background checks	3/20/14	6/20/14	DOO, ED
Academic	Prepare school calendar and distribute to families	3/20/14	6/20/14	PR, DOO, ED
Technology	Install Curriculum Based Management	5/2014	7/2014	DOO,
Facility	Obtain Certificate of Occupancy	3/2014	8/2014	DOO
Recruitment	Conduct open houses for admitted students	5/2014	6/2014	PR, DOO , ED
Academic	Contract with Related Service Providers	1/2014	7/2014	SAC
Academic	Conduct home visits	5/2014	6/2014	PR, SAC
Operations	Secure insurance policies	1/2014	5/2014	DOO
PD	Prepare Summer Institute materials	5/2014	7/2014	PR, SAC, ED
Finance	Complete Initial Statement of Financial Controls	1/2014	6/2014	DOO
HR	Complete staff fingerprints and background checks	1/2014	4/2014	DOO
Operations	Secure IEPs and student records	6/2014	7/2014	DOO, SAC
Operations	Create a draft SAVE plan and submit it to SED	1/2014	3/2014	DOO
Operations	Purchase AEDs and train staff	6/2014	8/2014	DOO
PD	Conduct Summer Institute	7/2014	8/2014	PR, SAC, ED
PD	Develop staff growth plans	6/2014	7/2014	PR, ED
Academic	Create lesson plans for first weeks of school	6/2014	7/2014	PR, ED

M. Dissolution Plan-

The school will work closely with appropriate representatives of the New York City Department of Education (NYC 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/immunization records, attendance records, and report cards. Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of education programs of their children, including New York City district schools, charter schools, and nonpublic schools.

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 and eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the New York City School District as designated by the Board.

ADMISSIONS POLICY AND PROCEDURES

If students need to repeat a grade they may be older than 10 years at graduation.

Staten Island Green Charter School for Environmental Discovery (SIGCSED) will not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and it shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act, the Americans With Disabilities Act, and 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measure of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Publicity and Outreach

Each year, the school holds information sessions to notify families and community members about the school and the admissions process. These information sessions are held at the school in other, widely populated, community-based locations. The sessions are publicized widely through varied means such as flyers, mailings, local schools, community organizations, school board meetings, school website, school signage and local businesses. And local newspapers and web based papers. Families are encouraged to visit the school to observe classes in action and meet currently enrolled students ask questions and provide feedback once chartered.

The Application

Families interested in enrolling a child at Staten Island Green Charter School for Environmental Discovery are required to submit a completed application form. The application is available at the school's information sessions and in the school. There are no fees associated with the filing of the application, nor are there any tuition charges for attending the school.

Special Requirements for Kindergarten

Only students who turned 5 years old by December 1st of the matriculation year are eligible for kindergarten.

Enrollment Period

Staten Island Green Charter School for Environmental Discovery (SIGCSED) will serve grades kindergarten through grade 5. Students must be 5 years old or turn five years old by December 1 of the matriculation year in order to gain acceptance into the kindergarten level. For any other of the grade levels, the school will accept students only until age 10.

SIGCSED will open with an enrollment of 75 students in kindergarten and 50 1st grade in year one (K = 75 1 = 50). We intend to carry three classes of 25 students in each grade K thru 5 with a total enrollment of 425 students in year five. There will be three classes of K each year, and 2 classes of grade 1 in year 1 only. Then each year after year 1 there will be three 1st grade classes.

The current board, its planning team and other SIGCSED volunteers plan continue outreach at churches, community centers, community events and other venues to garner interest and build capacity through the application period or until the school becomes fully enrolled. For example, if the school has received 75 or more applications for kindergarten and 50 or more for first grade by March 10, 2014, outreach will then focus on recruitment of students for future years.

SIGCSED plans to begin accepting applications for enrollment on January 2, 2014 through the April 1, 2014. If the school is oversubscribed by April 1, 2014 we will conduct a random selection lottery on the Saturday immediately following April 1, 2013. If April 1 falls on a Saturday, the lottery will take place on the next Saturday (April 8, 2013). If April 1st falls on a Sunday, we will accept applications through close of business on April 2nd.

SIGCSED will include on its application the information stated above as it relates to the timing of the lottery if the school is oversubscribed. In addition, the school will publicly announce the date of the lottery at its

February and March Board meetings as well as by advertising with flyers at community centers, placing ads in local newspapers, magazines and community newsletters, and a notice on the school website at least 72 hours prior to the scheduled date.

SIGCSED amended its enrollment numbers based on feedback from the community. Below, is our total projected enrollment by operating year. Additional information on the enrollment numbers can be found in the table below.

125 students for the first year
200 students for the second year
275 students for the third year
350 students for the fourth year – Full capacity reached
425 students for the fifth year

In the event that there is a need for a lottery, admission preference shall be granted to applicants in the following manner:

To the extent a vacant space is available in the school's first year:

Only kindergarten and first grade students are admitted through lottery;

First preference is given to siblings of students whose siblings may have already gained entry through the lottery;

Second preference is given to students who reside within SIGCSED's Community School District;

If space remains, students outside SIGCSED's Community School District are admitted;

Each sibling applying to the school receives one card in the lottery; and

Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn (and according to the admissions preference listed above).

In subsequent years:

Only kindergarten students are admitted through lottery; however, the school may admit new students into other grades from the school's waiting list in the case of unexpected attrition;

First preference is given to students who attended the school in the previous year and are returning to the school;

Second preference is given to siblings of students enrolled in the school;

Third preference is given to students who reside within the SIGCSED's Community School District;

If space remains, students outside SIGCSED's Community School district are admitted;

Each sibling applying to the school receives one card in the lottery; and

Once the available spaces are filled by students whose names are drawn or by students whose brothers are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn (and according to the admissions preference listed above).

A student's address is the address where his/her parent or current guardian resides. A parent or guardian is defined as:

Parent, by birth or adoption

Step-parent

Legally appointed guardian or foster parent (including a foster agency)

Person in "parental relation"

A person in parental relation refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside the state. A person may only qualify as a person in parental relation if no other eligible person applies as parent or guardian. Any determination about who constitutes a person in "parental relation" must be based on the individual circumstances surrounding guardianship and custodial care of the particular child. This shall include consultation with the Executive Director. A person who may provide temporary care (i.e., babysitting) for a child or children does not qualify as a person in parental relation. A sibling of a student is defined as a child who shares the same parent or guardian.

The Community School District will be defined based on the physical location of the State Island Green Charter School for Environmental Discovery at the time of the lottery, even if the proposed charter school has plans to

move to another location in the following school year. Community School District preference will be determined by the school utilizing online information. A student's Community School District will be based on the elementary school district in which the student resides. Families are required to provide documentation to verify the student's home address. The following documents will be accepted:

Accepted Documents	Valid Date for Documentation
Driver's license	Not expired
Cable bill	One year from application deadline
Documents from federal, state or city agency that shows home address	One year from application deadline
Gas, electric or water bill	One year from application deadline
Deed to a house or lease agreement	One year from application deadline
Document from City Housing Authority of the Human Resources Administration that includes home address	One year from application deadline
Medical or insurance card with home address	One year from application deadline

If documentation is not received by SIGCSED on or before the application deadline, the student will not be eligible for Community School District preference in the lottery for admission. The proposed charter school reserves the right to ask for additional documentation to establish a student's Community School District. In addition, SIGCSED reserves the right to expel any student if false Community School District documents were submitted. Timely applications are accepted for kindergarten and first grade class in the first year of the proposed charter term and only for the kindergarten class thereafter. Furthermore, these applications are accepted only prior to the application deadline in the year that the kindergarten class starts.

Applications received for higher grades or after this deadline are considered untimely. Staten Island Green Charter School for Environmental Discovery will not reopen the application period nor will it hold a lottery for these untimely applications. As a courtesy, the proposed charter school will add untimely applications to the bottom of the waiting list for a given class based on the date and time the completed application is received. Untimely applications received from siblings of students enrolled at the proposed charter school will also be added to the bottom of the waiting list based on the date and time the completed application is received. These completed applications will not be added to the beginning of the waiting list. Untimely applications will be considered complete even if the Community School District documentation is not included.

The waiting list will roll over from year to year. This waiting list will be the only official, legal document in identifying the names of grade-eligible students with applications to Staten Island Green Charter School for Environmental Discovery that are pending acceptance for the subsequent school year, or when unexpected attrition occurs.

Student Recruitment Activities

Staten Island Green Charter School for Environmental Discovery may undertake the measures below, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation):

- Sending letters to the residents of the New York City School District;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary schools, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families

In accordance with the Charter Schools Act, SIGCSED aims to attract a student population that is similar in demographics to that of the Community School District in which the school is located. Through extensive outreach, it will attract students who reflect the demographics of the Community School District including

students with disabilities and students who have Limited English Proficiency. Staten Island Green Charter School for Environmental Discovery is committed to attracting and retaining such students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

Enrollment and Eligibility

All students who are accepted for enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. Students may forfeit their right to enroll if the forms are not returned by the designated date. All new students must take the school's baseline standardized tests. Parents and/or guardians and students are encouraged to attend information sessions and orientations, sign the Enrollment Form and Family-School Covenant, and agree to fulfill their obligations to Staten Island Green Charter School for Environmental Discovery including adherence to the Code of Conduct.

In addition to the requirements described above, a child is eligible for kindergarten only if he or she turns five years old by December 1 of the matriculation year. A child may not be eligible for admission if the parent/guardian and student fail to complete all required forms truthfully.

Students are considered reenrolled for the following school year unless parents notify the school, otherwise, by the end of the current school year.

Vacancies

Barring an unexpectedly high attrition rate, the proposed charter school does not plan to accept students after the first grade. To make any vacancies full, however, separate waiting lists are maintained for each grade level. The random lottery utilized for student admission also serves to place students in preferential order on these waiting lists.

Staten Island Green Charter School for Environmental Discovery reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill the vacancy, the school contacts the parent or guardian of the student who is next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school 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 are maintained by the school.

Withdrawal from the School

Staten Island Green Charter School for Environmental Discovery is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students verbally or in writing. Students who miss five or more consecutive days of school without notifying the school are subject to being un-enrolled. A student who attends another school is subject to being un-enrolled from SIGCSED. The school ensures the timely transfer of any necessary school records to the student's new school.



The Staten Island Green Charter School for Environmental Discovery

Mail To: P.O. Box 120076 Staten Island, New York 10312-0076

Contact: 718-608-5232 – www.SIGCS.com

Parent Survey

Name:

Date:

Please answer each question that pertains to your knowledge of the Staten Island Green Charter School for Environmental Discovery.

1. Do you understand the mission and vision of the Staten Island Green Charter School?
2. Do you feel that the instructional model supports your child's needs?
3. Does your child need special support services? Will this school be able to support those needs?
4. Please feel free to add any resources that you feel will help us service your child better.
5. Do you have ideas or suggestions to help the planning team with aspects of the school such as instructional support, community involvement, transportation, location?
6. Why do you feel that this charter school is important in this community?
7. Would you like to become a sponsor to help support the school's initiatives?

Thank you,

Dr. Carole Reiss

Executive Director

Staten Island Green Charter School

for Environmental Discovery

**TOWN HALL
INFORMATION MEETING
FOR THE
STATEN ISLAND GREEN
CHARTER SCHOOL FOR
ENVIRONMENTAL
DISCOVERY**

**PLACE: SI MUSEUM
75 STUYVESANT PL.**

DATE: AUG 11, 2012

TIME 1-3PM

ACTIVITIES

- **QUESTION AND
ANSWER SESSION
ABOUT THE SCHOOL**
- **SING-A-LONG FOR
CHILDREN**

**EVERYONE IS
WELCOMED**

SPONSORED BY THE SI MUSEUM



SIGCS OPEN HOUSE POSTCARD

**Staten Island
Green Charter School
for Environmental Discovery
OPEN HOUSE**

Where: Castleton Hill Moravian Preschool In Fellowship Hall (Entrance off of Hodges Place) 1657 Victory Boulevard Staten Island, New York 10314

When: March 30th, 2013
4:00 p.m. - 8:00 p.m.

50/50 Raffle, baskets and art auction.
Food and drinks will be provided
Children are welcome!
Free Admission
Si habla Español

Please come join us at our Open House to meet the teachers and administration!

Please RSVP to Bgalarza75@gmail.com by March 23rd, 2013
Any further questions, please contact
Barbara: 917-306-4770 Cristina: 917-331-6062 Carole Reiss 718-608-5232



STATEN ISLAND
GREEN CHARTER SCHOOL
FOR ENVIRONMENTAL DISCOVERY
PO Box 120076
Staten Island, NY, 10312-0076
Ph 718-948-2465
www.sigcs.com

We invite you to respond with comments or feedback!

Call us today!

Dr. Carol Reiss
creiss1952@gmail.com
(718) 608-5232

SIGCS OPEN HOUSE FLYER

Please come join us at our OPEN HOUSE to meet the teachers and administration of the

**Staten Island
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Barbara: 917-306-4770 Cristina: 917-331-6062
or
Carole Reiss 718-608-5232

Visit SIGCS.com for more information about our school!

We would like your feedback, please email creiss1952@gmail.com with your comments

STATEN ISLAND GREEN CHARTER SCHOOL FOR ENVIRONMENTAL DISCOVERY
PO BOX 120076 STATEN ISLAND, NY 10312-0076
PH 718-948-2465
www.sigcs.com



SIGCS HEALTH WALK FLYER

**FIRST ANNUAL
FRIENDS OF STATEN ISLAND
GREEN CHARTER SCHOOL
HEALTH WALK**

October 13th, 2013
Start Time 9:00 am
Clove Lake Park

\$10 per child to enter the walk-
ALL CHILDREN WELCOME!

Every child will receive a t-shirt
and a pedometer supplied by our
generous sponsors!

Trophies will be awarded to
1st, 2nd and 3rd place
finishers

To sign up, please visit
www.sigcs.com and fill out the
registration form. Entry fee can
be paid at the walk but
entrants must pre-register!



**JOIN
THE FRIENDS OF THE STATEN ISLAND GREEN CHARTER SCHOOL
and
THE NATURAL RESOURCES PROTECTIVE ASSOCIATION
for
REPAIRING OUR NATURAL ENVIRONMENT**

DATE: JULY 7, 2013

TIME: 4 to 8 PM

LOCATION: FELLOWSHIP HALL

CASTLETON HILL MORAVIAN PRESCHOOL

AT 1657 VICTORY BOULEVARD (ENTRANCE ON HODGES PLACE)

STATEN ISLAND 10314

PROGRAM:

SHORT FILM: ENERGY INDEPENDENCE WITHOUT FRACKING

**GUEST SPEAKER: JAMES SCARCELLA OF THE NATURAL RESOURCES
PROTECTIVE ASSOCIATION**

TOPIC: STATEN ISLAND'S ECOLOGY AND EDUCATION

VEGETARIAN DINNER

prepared by student chefs from the Natural Gourmet Institute

ART AUCTION

50/50 RAFFLE

ADMISSION \$25 PER PERSON

RSVP AND ADVANCE PAYMENT REQUIRED TO BE ON THE LIST OF ATTENDEES

TO PAY BY CREDIT CARD

GO TO www.sigcs.com AND CLICK THE DONATE BUTTON

TO PAY BY CHECK:

MAKE YOUR CHECK OUT TO

THE FRIENDS OF THE STATEN ISLAND GREEN CHARTER SCHOOL

INCLUDE A NOTE WITH YOUR NAME AND NUMBER OF PEOPLE ATTENDING

AND MAIL TO P.O. BOX 120076

STATEN ISLAND, NY, 10312-0076

**We thank Mr. Kevin C. Mannix, owner of ShopRite, for donating the ingredients for
the dinner.**

From: Pekoe Amy

Sent: Friday, February 22, 2013 7:20 AM

To: [REDACTED]

Cc: Reiss Carole

Subject:

Good Morning,

Thanks for attending the NASA'S Best PD yesterday. Hope you can use the activities/ideas presented by Laurie and Susan.

Looking forward to collaborating with you in the future. Dr, Carole Reiss is partnering with the Department of Education to establish an Environmental Education center in Staten Island. I will Work with your team to obtain grants from Science Ward, where both of our centers will share funding for district programs. Together, we will use our model to bring high quality Environmental Science to Staten Island schools, as well as other district schools. I am happy to see that Councilwoman Rose will have the " Staten Island Green Charter School Environmental Center named after her.

Let me know how your meeting on April 22 goes with her, and if I can be of help.

If you have questions, please feel free to ask.

Looking forward to seeing you on Monday.

Amy

Amy Pekoe-Renz,

Assistant Principal

Environmental Study Center

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Edith Reaves

[REDACTED]

New York, NY 10039

September 5, 2013

On August 27, 2012, Dr. Carole Reiss and I attended a meeting in the Stapleton Housing Complex with several affluent NYCHA tenant Association Presidents which included Geradine Parker. The meeting was set up through founding team member, Dr. Elaine Friedland and Councilwoman Debi Rose. At the meeting Dr. Reiss and I informed the participants about The Staten Island Green Charter School and the benefits of having the school in their community. All of the attendees were impressed with the school and were willing to volunteer and get signatures from parents. They also invited us to events they were having in the near future.

Sincerely,

Edith Reaves

September 15, 2013

To Whom It May Concern:

I, Rosa Nunez along with Ana Olivo and Guadalupe Acosta and being Staten Island residents are writing a letter requesting The STATEN ISLAND CHARTER SCHOOL FOR ENVIRONMENTAL DISCOVERY to open in September 2014. We are showing our support for the above school because we are sure that the work that they will provide to the students will be above and beyond the current standards. We had the opportunity to meet a few of the prospective staff members and they seem to be very well prepared, dedicated and anxious to start educating the children from our community. Although, our children are currently attending NYC High Schools, we always hoped that they could've had an opportunity like this when they were younger. But, we are advocating for the new population of children that are growing every day in our community. We are sure that if our children of today can start from their first school year to learn how to care for the environment and it's preservation, a healthy lifestyle along we a rigorous curriculum and instruction, their success will be higher than the current population.

We thank you in advance for taking the time to hear our opinions and we hope to see the Green Charter School in Staten Island open next year.

Sincerely,

Rosa Nunez _____

Ana Olivo _____

Guadalupe Acosta _____

#396	Jose Landeros	Apr 9, 2013	staten island, NY
#395	Michael Abenante	Apr 8, 2013	Staten Island, NY
#394	Jackie Abenante	Apr 8, 2013	Staten Island, NY
#393	Amy	Apr 8, 2013	Staten Island, NY
#392	Angela moore	Apr 8, 2013	Staten Island, NY
#391	Jennifer G.	Apr 8, 2013	Staten Island, NY
Staten Island needs an alternative opportunity for learning about our environment, especially a more hands on approach.			
#390	Jennifer Hermus	Apr 8, 2013	Staten Island, NY
#389	Kathleen	Apr 8, 2013	Staten Island, NY
Our children need another approach to learning. They need to be able to have hands on education and learn about the environment they are being raised in.			
#388	Carlos Wilson	Apr 8, 2013	Staten Island, NY
#387	Jennifer Vasquez	Apr 8, 2013	Statn Island, NY
#386	Michelle S.	Apr 7, 2013	Brooklyn, NY
#385	Jackie Scarcella	Apr 7, 2013	STATEN ISLAND, NY
#384	Eram	Apr 4, 2013	Staten Island, NY
#383	Eve K	Apr 4, 2013	Staten Island, NY
#382	Laura Feathers	Apr 3, 2013	Staten Island, NY
#381	Anthony Maselli	Apr 3, 2013	Staten Island, NY
#380	Christopher Burgos	Apr 2, 2013	Staten Island, NY
#379	Andrew Larsen	Apr 1, 2013	New London, CT
#378	Karen Chu	Apr 1, 2013	Staten Island, NY
#377	Christian rosa	Mar 31, 2013	Bronx, NY
#376	Marisol Torres	Mar 28, 2013	Staten Island, NY
#375	Leetwon nathaniel	Mar 26, 2013	Bayonne, NJ
#374	Lisa Rowe-Kingdom	Mar 26, 2013	Staten island, NY
#373	Rahsaan Clark	Mar 26, 2013	Charlotte, NC
#372	Kiara Brown	Mar 26, 2013	Staten Island, NY
#371	Nakia Brown	Mar 26, 2013	Staten Island, NY
#370	ERENY Ghobrial	Mar 25, 2013	Staten Island, NY
#369	Robert honor	Mar 22, 2013	Staten Island, NY
#368	Mary Larimer	Mar 21, 2013	Staten Island, NY
#367	Elizabeth froese	Mar 21, 2013	Staten Island, NY
#366	David Boyle	Mar 21, 2013	Staten Island, NY
#365	North Shore Community Coalition for Environmental Justice	Mar 21, 2013	Staten Island, NY
#364	Elm Park Civic Association	Mar 21, 2013	Staten Island, NY
#363	Luis	Mar 19, 2013	Staten Island, NY
#362	Laila Modzelewski	Mar 18, 2013	Staten Island, NY
#361	leslie akoto	Mar 18, 2013	silver spring, MD
Education is always a good thing!!!!			
#360	sonia	Mar 17, 2013	Staten Island, NY
#359	Jackeline trejo	Mar 17, 2013	Staten island, NY
#358	Lisa Chernyak	Mar 17, 2013	Staten Island, NY
Not many school choices and too many lottery schools here.			
#357	Donna Oliva	Mar 16, 2013	Staten Island, NY
#356	Lorie Honor	Mar 16, 2013	Staten Island, NY
#355	Monserrate Spicer	Mar 16, 2013	New York, NY
The children should learn and protect the environment from an early age.			
#354	candy	Mar 15, 2013	staten island, NY
#353	Deborah	Mar 15, 2013	Staten Island, NY
Please open this much-needed school in our community.			
#352	William Edwards	Mar 15, 2013	Staten Island, NY
#351	Steve siozos	Mar 15, 2013	Staten Island, NY
#350	mike DiDonna	Mar 12, 2013	brooklyn, NY
More jobs and the children need to learn more skills to achieve excellence in the future!			
#349	Anna M Jackson	Mar 12, 2013	Staten Island, NY
#348	Vera Everett	Mar 11, 2013	STATEN ISLAND, NY
#347	Larry Grabovan	Mar 11, 2013	Brooklyn, NY
#346	Valerie Arroyo	Mar 11, 2013	Staten Island, NY
#345	Sean Pattison	Mar 10, 2013	Staten Island, NY
#344	Rose Pattison	Mar 10, 2013	S.i., NY
#343	AnnMarie Conti	Mar 9, 2013	New York, NY
Your school sounds wonderful! I am a teacher currently working on my Masters degree and would love to learn more about job opportunities in your school.			
#342	maryann kaufman	Mar 8, 2013	Brooklyn, NY
#341	matthew zelevansky	Mar 8, 2013	MARLBORO, NJ

this is the way the world is going lets do it

#340	Donna Zelevansky	Mar 8, 2013	MARLBORO, NJ
#339	Yanira blancas	Mar 7, 2013	Staten island, NY
#338	Vincent Sorezza	Mar 7, 2013	staten island, NY

Lets open up this school!

#337	Evelina	Mar 6, 2013	Staten Island, NY
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Staten Island needs the Staten Island Green Charter School for Environmental Discovery!

#336	Jason DePinto	Mar 6, 2013	Rochester, NY
#335	jesse davila	Mar 6, 2013	brooklyn, NY
#334	Francesca favaloro	Mar 6, 2013	Staten Island, NY
#333	Christina Taverna	Mar 6, 2013	Staten Island, NY
#332	jennifer schoer	Mar 6, 2013	staten island, NY
#331	Jorge Soto	Mar 6, 2013	Staten Island, NY

Please be receptive.

#330	Madelyn Torres	Mar 6, 2013	Staten Island, NY
#329	Lana z	Mar 2, 2013	Staten Island, NY
#328	Michelle	Mar 1, 2013	Staten Island, NY
#327	Selena Rogets	Feb 28, 2013	Staten Island, NY
#326	Esmeralda Lopez	Feb 28, 2013	staten island, NY
#325	adeola dagbo	Feb 27, 2013	staten island, NY

ithink there is a very high level of gun vilonce in schools

#324	Natasha	Feb 26, 2013	Staten Island, NY
#323	Samantha	Feb 26, 2013	Brooklyn, NY
#322	Desiree Gagliardy	Feb 25, 2013	Staten Island, NY
#321	Nicole Quainoo	Feb 25, 2013	Staten Island, NY
#320	caryn davis	Feb 24, 2013	staten Island, NY

We need innovative and reliable middle schools with a maximum of 23 children per classroom on the north shore of Staten Island!!!!!! We need it now!!!! Caryn Davis

#319	Tina Jones	Feb 23, 2013	Staten island, NY
#318	Roni Pollina	Feb 23, 2013	toms river, NJ
#317	Anna Demone	Feb 23, 2013	Staten Island, NY
#316	Joseph Abernethy	Feb 23, 2013	Staten Island, NY
#315	Rachael Guerrierio	Feb 23, 2013	Staten Island, NY
#314	Krystalina Aviles	Feb 23, 2013	Staten island, NY
#313	gordon forquignin	Feb 23, 2013	Staten Island, NY
#312	Nicole Bruno	Feb 23, 2013	Staten Island, NY
#311	Terrina Tucker	Feb 23, 2013	Staten Island, NY
#310	iroshini panditaratne	Feb 23, 2013	staten island, NY
#309	Crystal Castro	Feb 23, 2013	Staten Island, NY
#308	Judy Allen	Feb 23, 2013	Staten Island, NY
#307	Carmen Peña-Peralta	Feb 21, 2013	Arverne, NY
#306	Nicole Bruno	Feb 21, 2013	Staten Island, NY
#305	Edward Fitzgerald	Feb 21, 2013	Staten Island, NY
#304	Josh Wilson	Feb 21, 2013	London, Canada
#303	Brian Fitzgerald	Feb 21, 2013	Staten Island, NY
#302	Nedra Woody	Feb 21, 2013	Staten Island, NY
#301	Sean Fitzgerald	Feb 21, 2013	Staten Island, NY
#300	Yessenia Prosper	Feb 21, 2013	Staten Island, NY
#299	Bernadette Bouno	Feb 21, 2013	Staten Island, NY
#298	Jody Caccese	Feb 21, 2013	Staten Island, NY
#297	Kevin Abernethy	Feb 21, 2013	Staten Island, NY
#296	lee caccese	Feb 21, 2013	staten island, NY
#295	genaro acosta	Feb 21, 2013	BK, NY
#294	Liset Brito	Feb 21, 2013	Bronx, NY
#293	Linda Acosta	Feb 21, 2013	Brooklyn, NY
#292	Denise Belmonte	Feb 20, 2013	Staten Island, NY
#291	Juan morales	Feb 20, 2013	Staten Island, NY
#290	Anthony Giachi	Feb 20, 2013	Staten Island, NY
#289	Dennis Hewitt	Feb 20, 2013	Staten Island, NY
#288	Mike dorillo	Feb 20, 2013	Staten Island, NY
#287	Christine schuval	Feb 20, 2013	Staten Island, NY
#286	John mcpartland	Feb 20, 2013	Brooklyn, NY
#285	Christopher ford	Feb 20, 2013	Brooklyn, NY
#284	Sammy quattrocelli	Feb 20, 2013	Staten Island, NY
#283	Paul Gomez	Feb 20, 2013	Brooklyn, NY

#282	Juan morales	Feb 20, 2013	Brooklyn, NY
#281	Dana Catalano	Feb 20, 2013	Staten Island, NY
#280	Joseph fazzolari	Feb 20, 2013	Staten Island, NY
#279	John fazzolari	Feb 20, 2013	Staten Island, NY
#278	Milly fazzolari	Feb 20, 2013	Brooklyn, NY
#277	Vinny fazzolari	Feb 20, 2013	Brooklyn, NY
#276	Katie Fasulo	Feb 20, 2013	Staten Island, NY
#275	Finike Abdushi	Feb 20, 2013	Staten Island, NY
#274	Saša Uskokovic	Feb 20, 2013	Staten Island, NY
#273	Kim Johnson	Feb 20, 2013	Staten Island, NY
#272	Lisa Peghi	Feb 20, 2013	Staten Island, NY
#271	Karen Canoro	Feb 20, 2013	Staten Island, NY
#270	Sean Pattison	Feb 20, 2013	Staten Island, NY
#269	Stephanie Mallia	Feb 20, 2013	Staten Island, NY
#268	Daniela Mallia	Feb 20, 2013	Staten Island, NY
#267	Fran Mallia	Feb 20, 2013	Staten Island, NY
#266	Phil Mallia	Feb 20, 2013	Staten island, NY
#265	Joseph Calo	Feb 20, 2013	Staten Island, NY
#264	Alberta Pellegrino	Feb 20, 2013	Staten Island, NY
#263	Nicole Pellegrino	Feb 20, 2013	Staten Island, NY
#262	James Fazzolari	Feb 20, 2013	Staten Island, NY
#261	Nancy Calo	Feb 20, 2013	Staten Island, NY
#260	John Fahey	Feb 19, 2013	Staten island, NY
Good for our children an innovative idea			
#259	Joe John Lee	Feb 19, 2013	Staten island, NY
A much needed resouitrce for education.			
#258	Alicyn Insogna	Feb 19, 2013	Staten island, NY
An exciting, worthy and needed investment in our S.I. children.			
#257	Maram Salem	Feb 18, 2013	Staten Island, NY
Approve the School! -- Please			
#256	Melissa Gabriellini	Feb 18, 2013	Staten Island, NY
#255	Rosie Calo	Feb 18, 2013	Staten Island, NY
#254	Joe Besignano	Feb 18, 2013	Aventura, FL
#253	John rosado	Feb 17, 2013	queens, NY
#252	Matthew Bartels	Feb 17, 2013	brooklyn, NY
#251	Rebecca Hayes	Feb 17, 2013	brooklyn, NY
#250	Magd Khidir	Feb 17, 2013	Brooklyn, NY
#249	Pericles stavridis	Feb 17, 2013	Brooklyn, NY
#248	Jose Guerrero	Feb 17, 2013	Staten island, NY
#247	Yiyuan Zheng	Feb 17, 2013	Staten island, NY
#246	Xing Lin	Feb 17, 2013	Staten Island, NY
#245	Berenise Benitez	Feb 17, 2013	Staten Island, NY
#244	Shadi Alchtiwi	Feb 17, 2013	Brooklyn, NY
#243	migdalia smith	Feb 17, 2013	Staten Island, NY
#242	Gabriella Russell	Feb 17, 2013	Staten Island, NY
#241	Nicole Paloscio	Feb 17, 2013	Staten Island, NY
#240	Carlos Rodriguez	Feb 17, 2013	Staten Island, NY
#239	Margarita Cortes	Feb 17, 2013	Staten Island, NY
#238	Bonnie Kennedy	Feb 17, 2013	Staten Island, NY
#237	Jillian Chrust	Feb 17, 2013	Staten Island, NY
#236	Xian Huang	Feb 17, 2013	Brooklyn, NY
#235	Walter Noqra	Feb 17, 2013	Staten Island, NY
#234	Peter Ferraro	Feb 17, 2013	Staten Island, NY
#233	Nick Bonsanti	Feb 17, 2013	Staten Island, NY
#232	Joe Giubileo	Feb 17, 2013	Staten Island, NY
#231	Victoria Gagliotto	Feb 17, 2013	Staten Island, NY
#230	Amber Mathieu	Feb 17, 2013	Staten Island, NY
#229	Silvia Guaman	Feb 17, 2013	staten island, NY
#228	Edward Cardona	Feb 17, 2013	Staten Island, NY
#227	Meme Ghanim	Feb 17, 2013	Brooklyn, NY
#226	ZhenBun Tang	Feb 17, 2013	Brooklyn, NY
#225	Xiaoming Lin	Feb 17, 2013	Brooklyn, NY
#224	Qin Yao Zheng	Feb 17, 2013	Brooklyn, NY
#223	Blanca Benitez	Feb 17, 2013	Staten Island, NY

#222	Robert Croke	Feb 17, 2013	Staten Island, NY
#221	Alex Yarmatov	Feb 17, 2013	Staten Island, NY
#220	Aracelli Lopez	Feb 17, 2013	Staten Island, NY
#219	Kurtis Kraum	Feb 14, 2013	Rockledge, FL
#218	PATRICIA GARCIA	Feb 14, 2013	FORT PIERCE, FL
#217	Donna Witmore	Feb 14, 2013	Cocoa, FL
#216	William Witmore	Feb 14, 2013	Cocoa, FL
#215	Donna-Lee	Feb 14, 2013	Staten Island, NY
#214	Spencer Hinck	Feb 13, 2013	Pintura, UT
Kids need the best, to be the best. Don't settle for mediocre.			
#213	Billy Witmore	Feb 13, 2013	Cocoa, FL
Quality education is hard to come by! Let's get this going.			
#212	Lisa ann Ethredge	Feb 13, 2013	Hawley, PA
#211	Gui perry	Feb 13, 2013	Boonton, NJ
More education is always a good thing!!			
#210	Patricia Sayers	Feb 13, 2013	Staten Island, NY
#209	Colleen McGovern	Feb 13, 2013	Ireland
#208	Fran fasano	Feb 12, 2013	Staten Island, NY
#207	Arslan	Feb 12, 2013	Brooklyn, NY
Cristina sent me			
#206	Rober lamantia	Feb 12, 2013	Staten Island, NY
#205	bart harte	Feb 12, 2013	staten island n.y., NY
#204	Patricia Guinta	Feb 12, 2013	Staten island, NY
#203	Mike Guglielmo	Feb 12, 2013	Staten Island, NY
#202	Jennifer	Feb 12, 2013	Staten Island, NY
#201	Nancy Moran	Feb 12, 2013	Staten Island, NY
#200	Lina Calo	Feb 12, 2013	Staten Island, NY
#199	Daniel Villaret	Feb 12, 2013	Staten Island, NY
#198	melissa hazen	Feb 12, 2013	Staten Island, NY
#197	will villaret	Feb 12, 2013	Staten Island, NY
#196	robert Hazen	Feb 12, 2013	Staten Island, NY
#195	tara villaret	Feb 12, 2013	Staten Island, NY
#194	Damian Villaret	Feb 12, 2013	Staten Island, NY
#193	Ron Hazen	Feb 12, 2013	Staten Island, NY
#192	Laurie Hazen	Feb 12, 2013	Staten Island, NY
#191	Gregory Hazen	Feb 12, 2013	Staten Island, NY
#190	Matthew Fluckiger	Feb 12, 2013	El Centro, CA
#189	Nancy Fazzolari	Feb 12, 2013	Staten Island, NY
#188	Omar Gonzalez	Feb 12, 2013	Riverview, FL
I was born and raised in New York, everything education related should be approved.			
#187	Chris villaret	Feb 12, 2013	Statenisland, NY
#186	Carol Taylor	Feb 12, 2013	Staten Island, NY
#185	Masayo Sato-Chalmers	Feb 12, 2013	Staten Island, NY
#184	jonathan chalmers	Feb 12, 2013	Staten Island, NY
#183	Andrea DOria Cameron	Feb 12, 2013	Staten Island, NY
As a parent of a child in Kindergarten I believe the SI Green Charter School will provide a much needed opportunity for our young children.			
#182	Teresa Nuccio	Feb 12, 2013	Staten Island, NY
#181	cathy lynn	Feb 12, 2013	staten island, NY
Please allow the charter school to be built on the North Shore of Staten Island.			
#180	Barbra Messina	Feb 11, 2013	Levittown, NY
I am a former Staten Islander			
#179	Miguel Fernandez	Feb 11, 2013	Staten Island, NY
#178	Marianne Wagner	Feb 11, 2013	Staten Island, NY
#177	Marcy Kobrak	Feb 11, 2013	Staten Island, NY
#176	Alexa Jones	Feb 11, 2013	SI, NY
#175	melissa hertman	Feb 11, 2013	staten island, NY
#174	Angela Rinaudo	Feb 11, 2013	Staten Island, NY
#173	Dawn Lonczynski	Feb 11, 2013	Staten Island, NY
#172	Heidi Settimo	Feb 11, 2013	Manalapan, NJ
#171	Nadine hill	Feb 11, 2013	Staten Island, NY
#170	Susan Stumpf	Feb 11, 2013	Staten Island, NY
#169	Roseanne Zoda	Feb 11, 2013	Staten Island, NY
#168	david galarza	Feb 11, 2013	staten island, NY
#167	Julie Fetzke	Feb 11, 2013	staten island, NY

#166	Barbara Edwards	Feb 11, 2013	staten island, NY
#165	Rita Azzopardi	Feb 11, 2013	Staten Island, NY
I love the environmental focus of the school and I wish you lots of luck.			
#164	Susan Gunther	Feb 11, 2013	Staten Island, NY
#163	Stacey Ryan	Feb 11, 2013	Staten Island, NY
#162	Maria Medina	Feb 11, 2013	Staten island, NY
#161	Kevin ryan	Feb 11, 2013	Staten island ny, NY
#160	Karen Schleifer	Feb 11, 2013	Brooklyn, NY
#159	christine battista	Feb 11, 2013	gansevoort, NY
#158	Kaitlin Cruz	Feb 11, 2013	Staten Island, NY
#157	Lakira Williams	Feb 11, 2013	Staten Island, NY
#156	Shelly Vega	Feb 11, 2013	Staten Island, NY
#155	Lisa Mazza	Feb 11, 2013	Staten Island, NY
#154	Jessica montalvo	Feb 11, 2013	Lords Valley, PA
#153	Tami troise	Feb 11, 2013	Staten Island, NY
#152	Maribel Gonzalez	Feb 11, 2013	Bronx, NY
#151	Carmen Galarza	Feb 11, 2013	West Islip, NY
#150	Sandra Cruz	Feb 11, 2013	Orlando, FL
#149	stacy salvione	Feb 11, 2013	Staten Island, NY
#148	Gary B. Luke	Feb 10, 2013	Binghamton, NY
education comes first.			
#147	rosa	Feb 10, 2013	brooklyn, NY
#146	gary r	Feb 10, 2013	Lynbrook, NY
#145	Natalie	Feb 10, 2013	Harpursville, NY
#144	Karen	Feb 10, 2013	Manalapan, NJ
#143	Kevin Keeley	Feb 10, 2013	Si, NY
#142	Bridget Grady	Feb 10, 2013	Staten Island, NY
#141	Megan	Feb 10, 2013	Staten Island, NY
#140	Denise Keeley	Feb 10, 2013	Staten Island, NY
#139	BONNIE QUARTIERO	Feb 10, 2013	STATEN ISLAND, NY
#138	Cassidy Galarza	Feb 10, 2013	staten island, NY
Comment			
#137	Dawn sayers	Feb 10, 2013	Staten island, NY
#136	william Galarza	Feb 10, 2013	staten island, NY
#135	Barbara Galarza	Feb 10, 2013	staten island, NY
#134	Jessica Yandun	Feb 9, 2013	Staten Island, NY
We really need this type of school in Staten Island.			
#133	Darlene Bowman	Feb 8, 2013	Staten Island, NY
College of Staten Island High School and Staten Island Tech are the top schools on Staten Island and unfortunately both are nearly impossible to get into. I am a parent and an educator. We need options for our children on Staten Island. Please help.			
#132	Nancy Hazzard	Feb 7, 2013	Staten Island, NY
#131	Josephina Lee	Feb 5, 2013	Staten Island, NY
#130	Spyro Stathon	Feb 5, 2013	New York, NY
#129	Nichola Balogun	Feb 5, 2013	Staten Island, NY
#128	Jacqueline Junnttonen	Feb 5, 2013	Staten Island, NY
#127	Andrea Bargabos	Feb 5, 2013	Staten Island, NY
#126	AL CARDONE	Feb 5, 2013	STATEN ISLAND, NY
#125	Mira Kim	Feb 5, 2013	Staten Island, NY
#124	Camille Croke	Feb 5, 2013	Staten Island, NY
#123	Sofia Grigorieva	Feb 4, 2013	Staten Island, NY
#122	Serhiy Kondratenko	Feb 4, 2013	Staten Island, NY
#121	Tina Osbourne	Feb 4, 2013	Staten Island, NY
#120	Stephen Ferdinando	Feb 4, 2013	Staten Island, NY
#119	Nikolas Grigorieva	Feb 4, 2013	Staten Island, NY
#118	Courtney Castro	Feb 4, 2013	Clifton, NJ
#117	Michelle	Feb 4, 2013	Dumont, NJ
#116	Heidi Rashid	Feb 4, 2013	Rutherford, NJ
#115	Lynne Bruger	Feb 4, 2013	Paterson, NJ
#114	Jen Braun	Feb 4, 2013	far hills, NJ
#113	Elizabeth Filippelli	Feb 4, 2013	NEW YORK, NY
#112	Robin James Castaldo	Feb 2, 2013	Hastings on Hudson, NY
#111	Elizabeth Barreto	Feb 2, 2013	Staten Island, NY
#110	Dr. Eleanor Calafato	Feb 2, 2013	Staten Island, NY
A noble cause which is much needed for our island. Dr. Reiss is very qualified to lead this effort. Let's make it happen.			

#109	Dr. Roy Calafato	Feb 2, 2013	Staten Island, NY
As a clinical psychologist who has worked with children for many years, I endorse the efforts of Dr. Reiss to establish a school that focuses on environmental issues at its core. A noble and needed entity.			
#108	Amanda Calafato	Feb 2, 2013	Staten Island, NY
I am a certified teacher and I support a school being established that addresses the environment. This is a critical issue for our world.			
#107	Katey Furgason	Feb 1, 2013	Santa Fe, NM
#106	Jeff Schutz	Feb 1, 2013	Boise, ID
#105	edward lotz	Feb 1, 2013	POUGHKEEPSIE, NY
#104	Diana Grigorieva	Jan 31, 2013	Staten Island, NY
#103	LaShana Brown	Jan 31, 2013	Staten Island, NY
#102	Kim Smith	Jan 31, 2013	Staten Island, NY
#101	Tiffany	Jan 30, 2013	Staten Island, NY
#100	Maybeli Mercado	Jan 30, 2013	Staten Island, NY
Hope to hear this coming school year that Staten Island parents can count on a new charter school for our growing future..			
#99	Denise Olsen	Jan 30, 2013	Staten Island, NY
#98	Doug Olsen	Jan 30, 2013	Staten Island, NY
#97	Veronica Sandiford	Jan 28, 2013	Rhinecliff, NY
#96	Edee grant	Jan 28, 2013	NY, NY
#95	Theresa Monforte-Caraballo	Jan 28, 2013	Brooklyn, NY
Dear Governor Cuomo, I do not live in Staten Island, I live in Brooklyn. I have had the pleasure of teaching in a charter school in Staten Island from 2010 to 2012. I have also had the opportunity to visit and observe children learning at other schools on the island and have only been impressed by a few. The children that came to the charter school I was located at were very far behind in the following areas: Emotional, Psychological and Academically, the most important parts of a child's development and preparation for their future. Within one year of extremely hard work from administrators and educators these children were able to come to level or as close to as possible. The North shore of Staten Island is home to a very diverse group of families. However, it is also home to many of the less fortunate families. Charter schools fill many gaps and provide many services that our regular public schools cannot due to their lack of funds, knowledge and most off time and lack of staff. Staten Island Green Charter is not your run of the mill charter school. Their focus will be on our environment and I'm sure you will agree with me in saying due to Sandy the charter school will provide so many life learning lessons without ever having the need to leave the island. And not to say how important the children will feel and note the impact they will have on helping to FIX their island. Please consider a short but extremely necessary conversation with SUNY in granting the charter to this school. Don't let the children of the North shore of Staten Island suffer any longer, help them get the best education they deserve especially in the area of Environmental Discovery. Sincerely, Theresa Monforte-Caraballo			
#94	Ella Reaves	Jan 28, 2013	Ny, NY
#93	Jared Anderson	Jan 27, 2013	Staten Island, NY
#92	Caitlin Garrity	Jan 27, 2013	Staten Island, NY
#91	Victoria M. Gillen	Jan 25, 2013	Staten Island, NY
This school will be located in an EPA-designated Environmental Justice Showcase community - we need good schools, and fostering environmental awareness and empowerment is vital for our future.			
#90	Elizabeth Morrison	Jan 25, 2013	Bothell, WA
#89	Bernadette Pecora	Jan 25, 2013	Gloversville, NY
I am in full support of the Staten Island Green Charter School for Environmental Discovery. What a wonderful idea for Staten Island. I agree wholeheartedly with its mission and vision.			
#88	Marissa Rodriguez	Jan 24, 2013	Staten Island, NY
Great idea for a charter school!			
#87	Elaina Mazarisi	Jan 23, 2013	Staten Island
#86	Joseph Abernethy	Jan 23, 2013	Staten Island, NY
#85	Cristina Calo	Jan 23, 2013	Staten Island, NY
Please consider this Charter School. A school like this is very well needed on Staten Island, especially after Hurricane Sandy. Please provide the necessary funding! This school could go a long way in the education of young minds.			
#84	Alexander Summers	Jan 23, 2013	Staten Island, NY
#83	Lisa Goris	Jan 22, 2013	Staten Island, NY
#82	Joanne Mathis	Jan 22, 2013	Staten Island, NY
#81	Maria Luisa Corona	Jan 22, 2013	United States
#80	Krystal	Jan 21, 2013	Staten Island, NY
#79	Sandra Vitaliti	Jan 21, 2013	Staten Island, NY
#78	Colomba Varriano	Jan 21, 2013	Staten Island, NY
#77	Ellen Grascia	Jan 20, 2013	Freehold, NJ
#76	Glenn Grascia	Jan 19, 2013	Freehold, NJ
#75	lavesia reaves	Jan 19, 2013	New York, NY
#74	Jacqueline Perine	Jan 18, 2013	Staten Island, NY
#73	nicholas manzi	Jan 18, 2013	staten island, NY
#72	Jeanne Paliswiat	Jan 18, 2013	Staten Island, NY
#71	George Y. Bramwell	Jan 17, 2013	Staten Island,, NY
#70	Kristen Van Hooreweghe	Jan 17, 2013	West Potsdam, NY
The Borough could benefit from such a wonderful school.			
#69	Dominic Cenatiempo	Jan 16, 2013	Staten Island, NY
#68	Michele Yacovello	Jan 16, 2013	staten island, NY
#67	Marshall Lomazow	Jan 16, 2013	Staten Island, NY
#66	Erica Lack	Jan 16, 2013	Staten Island, NY
#65	Stephanie Golding	Jan 16, 2013	Staten Island, NY

#64	Berta Villa	Jan 16, 2013	Staten Island, NY
#63	Claudia	Jan 16, 2013	Staten Island, NY
We need a school like this on Staten Island. Let this school open! Provide the necessary funding and support!			
#62	R franco	Jan 15, 2013	Brooklyn, NY
#61	Claudia Sparnroft	Jan 15, 2013	Staten Island, NY
#60	Neil Barris	Jan 15, 2013	staten island, NY
#59	Kristen	Jan 14, 2013	Staten Island, NY
#58	Fern Barris	Jan 14, 2013	Staten Island, NY
#57	Betty Doria	Jan 14, 2013	Fort Mill, SC
#56	Brian Kudler	Jan 14, 2013	Staten Island, NY
#55	peter polczyk	Jan 14, 2013	brooklyn, NY
#54	talia matteo	Jan 14, 2013	staten island, NY
#53	Linda Rossi	Jan 14, 2013	Staten Island, NY
#52	Joan Legge	Jan 13, 2013	St James, NY
#51	Kerrylynn Konecny	Jan 13, 2013	staten island, NY
#50	Marianne Bury	Jan 13, 2013	Staten Island, NY
#49	Patrizia A, Perez	Jan 13, 2013	Staten Island, NY
The school is needed and necessary. Making a decision not to see what the great possibilities are of this concept is beyond imagination. This is the way of the future and we want our children to be more responsible and yet we dont show them how. Please consider this Charter school.			
#48	Naomi Newberger	Jan 13, 2013	Staten Island, NY
#47	Kenneth Darby	Jan 13, 2013	New York, NY
#46	Linda Palazzo	Jan 13, 2013	Staten Island, NY
#45	adelaide m. laurie	Jan 13, 2013	staten island, NY
Anything that will improve the educational system is something that I fully support. Our children are not getting the education that they deserve.			
#44	Sunny Jarrod-West	Jan 13, 2013	Staten Island, NY
#43	Edith Reaves	Jan 12, 2013	New York, NY
#42	dawn cucciniello	Jan 12, 2013	new york, NY
This school would be a great asset to a borough which has endured much hardship this year.			
#41	Steve Jones	Jan 12, 2013	Staten Island, NY
#40	Evelyn Candelario	Jan 12, 2013	Staten Island, NY
Our children are our richest resource but unfortunately we are not financially able to send ours to a private school. My daughter is very interested in the environment and what she can do to protect it. This school would be a blessing not only to us but to our community, our country and ultimately the world.			
#39	Mini Sharma	Jan 11, 2013	Staten Island, NY
#38	Anthony Steiniger	Jan 11, 2013	Staten Island, NY
#37	Barbara Martin	Jan 11, 2013	staten island, NY
There need to be options for parents who care about education.			
#36	Heema Sharma	Jan 11, 2013	Staten Island, NY
#35	Lesette Gonzalez	Jan 11, 2013	Staten Island, NY
#34	Wardel Fenderson	Jan 11, 2013	Staten Island, NY
#33	Philip Stern	Jan 11, 2013	Staten Island, NY
#32	Meredith Barton	Jan 11, 2013	Staten Island, NY
I live in Staten Island, and every morning I see droves of Staten Island high school students commuting long distances to get to 'better' high schools in other boroughs. We do need more educational support in 'the forgotten borough.'			
#31	Susan Sacirbey	Jan 11, 2013	Staten Island, NY
#30	Carl Attilio Avidano	Jan 11, 2013	Staten Island, NY
I think MoveOn should support this petition. I am a resident of Staten Island, and also support this petition.			
#29	Dereck Norville	Jan 11, 2013	Staten Island, NY
#28	Peter A. Roman Jr.	Jan 11, 2013	New York, NY
We need and want Staten Island Green Charter School. Especially on SI!			
#27	Jillian Barris	Jan 11, 2013	Staten Island, NY
#26	Robert diamant	Jan 11, 2013	Staten island, NY
#25	Jill Ferrulli	Jan 11, 2013	Staten Island, NY
#24	joseph schiavone	Jan 10, 2013	S.I., NY
#23	Joanne Rizzo	Jan 10, 2013	StatenIsland, NY
Our students are unique in their personality, and style of learning...Lets offer them, their way of learning that is as unique and personal to meet their needs. Staten island is home to many students who have special learning needs due to the umbrella of autism and other developmental disabilities. We are a small borough that has to depend on itself for many reasons, but we are a dedicated borough when it comes to wanting what is best for our children. With that said, it should not diminish the NEED for a school that can help service the students who require much time & resources to help them strive. They are the adults of our future, lets help them learn to be as productive individuals as we would expect for our other students who will also be adults of our future. If they aren't expected to settle for less...then why should our students who need it the most, should. Lets fix what has been broken for too long... Students who have developmental disability...should be taught in a developmental approach.			
#22	Gregory Diaz	Jan 10, 2013	Staten Island, NY
This would be a groundbreaking innovative approach to education that Staten Island is sorely in need of.			
#21	Chetana K Dongerkery	Jan 10, 2013	New York, NY
With the increasing importance of sustainable development, there is a immediate need to start teaching our youngsters about the environment and the effects of our actions on it			
#20	Debra Korn	Jan 9, 2013	Staten Island, NY

#19	ADAM CRISS	Jan 9, 2013	EDISON, NJ
#18	Guadalupe Acosta	Jan 9, 2013	Staten Islnd, NY
We need a school like this to be open in our community.			
#17	TERRI RIZZUTI	Jan 9, 2013	STATEN ISLAND, NY
#16	Sandra Gering	Jan 9, 2013	Wilsonville, OR
#15	Hannah Pecora	Jan 9, 2013	Staten Island, NY
Staten Island needs the Staten Island Green Charter School for Environmental Discovery!			
#14	Mary	Jan 9, 2013	Manalapan, NJ
For the future			
#13	Christine Fiorenza	Jan 9, 2013	Staten Island, NY
#12	Angela Marie Franco	Jan 9, 2013	Staten Island, NY
#11	Lisa Donovan	Jan 9, 2013	Staten Island, NY
#10	Linda Beam	Jan 8, 2013	Freehold, NJ
#9	Sara Signorelli	Jan 8, 2013	Staten Island, NY
#8	Richard schwartz	Jan 8, 2013	Staten Island, NY
At a time when the world is approaching a climate catastrophe and other environmental disasters, this charter school and others like it are very much needed.			
#7	Carole Reiss, PhD	Jan 8, 2013	freehold, NJ
#6	Keith w Jacobsen	Jan 8, 2013	Richmond, NY
healthy living, job creation, and a better home for all;our kids are the future to everything surviving!			
#5	Jessica Giallanza	Jan 8, 2013	Staten Island, NY
#4	Erica Acierno	Jan 8, 2013	State Island, NY
Please help us it's for a great cause			
#3	Vincent J. Maligno PhD	Jan 8, 2013	Staten Island, NY
We need the Staten Island Green Charter School for Environmental Discovery especially after what happened with Hurricane Sandy!!!			
#2	Rabbi Gerald Sussman	Jan 8, 2013	Staten Island, NY
we need another charter school on SI			
#1	Elaine Friedland	Jan 8, 2013	Staten Island, NY

School Schedule and Calendar

School Schedule

	LOWER	ELEMENTARY		SCHOOL	
	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45-8:00	Morning Message	Morning Message	Morning Message	Morning Message	Morning Message
8:00-9:00	ELA/with Response to Intervention	ELA/with Response to Intervention	ELA/with Response to Intervention	ELA/ELA with Response to Intervention	Environmental Education/ SEER/EIC, Pratt Recycling, Community and College Programs
9:00-10:00	Writing	Writing	Writing	Writing	Writing
10:00-10:10	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess
10:10-11:10	Math	Math	Math	Math	Math
11:10-12:10	Social Studies	Social Studies	Social Studies	Science	Science
12:15-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-1:50	World Language	World Language	Music	Music	ELA
1:55-2:40	Art	Art	Science	Science	Science
2:45-3:30	P.E./Clubs	P.E.	Math	P.E./Clubs	Creative Movement
3:35-4:00	Environmental Science Tutorial Instruction/ELA	Math	Outdoor Education Tutorial	Community Projects	Working in the garden program
4:00-5:00	Homework	Health &	Math	Technology	Math

		Wellness		Instruction	
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UPPER

ELEMENTARY

SCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45-8:00	Morning Message	Morning Message	Morning Message	Morning Message	Morning Message
8:00-9:15	ELA	ELA	ELA	ELA	ELA
9:15-10:15	Writing	Writing	Writing	Writing	Writing/Math
10:15-11:30	Math	Math	Math	Math	Math
11:30-12:30	Social Studies	Science	Social Studies	Science	Social Studies
12:30-1:15	Science	Character Ed	Art	Art	Creative Movement
1:15-2:00	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-2:45	Science	Music	World Language	World Language	Music
2:45-3:30	Environmental Education	Outdoor/Community Projects	Environmental Education	Outdoor/Community Projects	Environmental Education Laboratory
3:30-4:10	P.E./Clubs	P.E.	P.E.	P.E./Clubs	Creative Movement
4:10-5:00	Clubs/Tutoring	Math	Clubs/Tutoring	Math	Science

4:00-5:00	Homework	Athletic Club	Technology	Tutoring	Students are dismissed
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Teacher's Schedule for Lower and Upper Elementary										
Instructional Min Per Day										
	Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total		
Time	8:00	ELA	45	45	45	45	45	90	270	Test Prep
	8:45	Mathematics	45	45	45	45	45	45	225	
	9:30	Writing	45	45	45	45	45	45	225	
	10:15	Science	45	45	45	45	45	45	225	
	10:45	Social Studies	45	45	45	45	45	45	225	
	11:30	Lunch	45	45	45	45	45	45	225	
	12:15	Music	45	45	45	45	45	45	225	
	12:45	Art	45	45	45	45	45	45	225	
	1:00	Technology	45	45	45	45	45	45	225	
	1:45	Spanish	45	45	45	45	45	45	225	
	2:30	RTI	45	45	45	45	45	45	225	
	3:15	Extended Day					Professional Development begins at 12:45			
		Sports	45	45	Recycling	45	and ends at 5pm.			
		Chess	45	45	Gardening	45				
		Dance	45	45	Community Service	45				
		STEM	45	45	45	45				
		Homework	Homework	Homework	Homework	Homework				
		As Needed	ASNeeded	ASNeeded	ASNeeded	As Needed				
		* ELA and Writing are offered 2x per day								
		* Friday Science and Social Studies includes Environmental Education EC Program which is also a unit of study in ELA and Math as well								
		* Extended Day Time will be offered every day except for NY STATE TEST PREPPING which begins in February								
		* Students will not have Extended Day on Friday . Friday is Professional Development								
		* There will be specialty courses at the YMCA in Swimming and , Fitness, and Basketball on those days as a part of Physical Education and Wellness								

AUGUST

- 11TH – First day of school for teachers- Professional Development
 - 12-15th - Teacher Training continues to end of week (Professional Development)
 - 25th – First day of school for ALL students (1/2 day for Kindergarten Students)
 - 26th- ½ day for Kindergarten Students
 - 29th- Professional Development 3-5
- *NOTES Professional Development Monthly Total: 34 hours

SEPTEMBER

- 1ST – School closed – Labor Day observance
 - 2nd – Extended Day Program begins
 - 3rd – Curriculum Conference, School wide ELA and Mathematics Assessments begin
 - 5th – Professional Development 3-5
 - 12th – Professional Development 3-5
 - 19th - Professional Development 3-5
 - 24th – Rosh Hashana Begins
 - 25th & 26th – Rosh Hashana- School Closed
- *NOTES Professional Development Monthly Total: 6 hours

OCTOBER

- 1ST – Curriculum Conference
 - 3rd – Professional Development 3-5
 - 7th – Parent-Teacher Conference (Afternoon Session), ½ Day Dismissal for all students
 - 8th – Parent-Teacher Conference (Evening Session)
 - 10th - Professional Development 3-5
 - 13th – Columbus Day- School Closed
 - 17th - Professional Development 3-5
 - 24th - Professional Development 3-5
 - 31st – Halloween
- *NOTES Professional Development Monthly Total: 8 hours

NOVEMBER

- 4th – Election Day – School Closed
 - 5th – Curriculum Conference
 - 7th - Professional Development 3-5
 - 11th – Veteran's Day- School Closed
 - 14th - Professional Development 3-5
 - 21st - Professional Development 3-5
 - 27th & 28th – Thanksgiving Holiday – School Closed
- *NOTES Professional Development Monthly Total: 6 Hours

DECEMBER

- 3rd – Curriculum Conference
 - 5th - Professional Development 3-5
 - 12th - Professional Development 3-5
 - 16th – Hanukkah
 - 19th - Professional Development 3-5
 - 23rd – ½ Day Dismissal; Winter Break starts- Return to School on 1/5
- *NOTES Professional Development Monthly Total: 6 hours

JANUARY

- 5th – Students return from Winter Break
- 7th – Curriculum Conference
- 9th - Professional Development 3-5
- 13th – Parent-Teacher Conference (Afternoon Session); ½ Day Dismissal for all students
- 14th – Parent- Teacher Conference (Evening Session)
- 16th - Professional Development 3-5
- 19th – Martin Luther King Day- School Closed
- 23rd - Professional Development 3-5

30th - Professional Development 3-5
*NOTES Professional Development Monthly Total: 8 hours

FEBRUARY

4th – Curriculum Conference
6th - Professional Development 3-5
7th – NYS Test Prep – 3 hours
13th - Professional Development 3-5
14th - NYS Test Prep – 3 hours
16th – President’s Day; Mid-Winter Recess begins
16th- 20th Mid-Winter Recess
21st - NYS Test Prep – 3 hours
23rd – Students return to School
27th - Professional Development 3-5
28th - NYS Test Prep – 3 hours
*NOTES Professional Development Monthly Total: 6 hours

MARCH

4th – Curriculum Conference
6th - Professional Development 3-5
7th - NYS Test Prep – 3 hours
13th - Professional Development 3-5
14th - NYS Test Prep – 3 hours
20th - Professional Development 3-5; Spring begins
21st - NYS Test Prep – 3 hours
27th - Professional Development 3-5
*NOTES Professional Development Monthly Total: 8 hours

APRIL

1st – Curriculum Conference
3rd – ½ Day Dismissal; Spring Break Begins
6th – 10th Spring Break
13th – Students Return to School from Spring Break
17th - Professional Development 3-5
22nd – Earth Day; Staten Island Green Charter School Recycling Literacy Day Event
24th - Professional Development 3-5
*NOTES Professional Development Monthly Total: 4 hours

MAY

1st - Professional Development 3-5
5th – Cinco De Mayo Literacy Day
6th – Curriculum Conference
8th - Professional Development 3-5
12th – Parent-Teacher Conference (Afternoon Session); ½ Day Dismissal for all students
13th - Parent- Teacher Conference (Evening Session)
15th - Professional Development 3-5
22nd - Professional Development 3-5
25th – Memorial Day – School Closed
29th - Professional Development 3-5
*NOTES Professional Development Monthly Total: 10 hours

JUNE

3rd – Curriculum Conference
5th - Professional Development 3-5
12th - Professional Development 3-5
19th – Professional Development 3-5; Last Day of School
22nd – 26th Professional Development Days
*NOTES Professional Development Monthly Total: 34 hours
Professional Development Yearly Total: 130 hours

Attachment Student Discipline Policy

In handling the discipline of students with disabilities, Staten Island Green Charter School for Environmental Discovery complies with all applicable federal laws and regulations governing the discipline of students with disabilities, including 34 CFR §300.519-529. The school holds that students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. In disciplining a student with an identified disability, the school acts in accordance with the following:

- Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines (a Behavioral Intervention Plan or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others or if those guidelines are followed with respect to a specific infraction, the matter is immediately referred to the local school district's Committee on Special Education (CSE) for consideration of a change in the guidelines.
- Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. If there is any reason to believe that the infraction is a result of the student's disability, the student is immediately be referred to the school district's CSE. If a connection is found, no penalty may be imposed, and the school works with the CSE to consider a possible program modification.
- A student identified as having a disability shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the district's CSE prior to the 11th day of suspension or removal, because such suspensions or removals may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the district's CSE is expected to follow its ordinary policies with respect to parental notification and involvement.
- Whenever a procedural safeguards notice is issued pursuant to Title 34 of the Code of Federal Regulations Section 300.523, the school notifies the resident district CSE in order to keep the

CSE appropriately informed of any disciplinary actions taken. The school works with the district to ensure that the district's CSE meets as soon as possible, but not more than 10 days after receiving notification of any of the following, for the purpose of considering a change in placement for the student involved:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction which is a result of the student's disability.

Protection for Children Not Yet Eligible for Special Education and Related Services

Staten Island Green Charter School for Environmental Discovery adheres to the requirements of Title 34 of the CFR Section 300.527. In accordance with this section, students who have not yet been determined to be eligible for special education and related services and who have engaged in behavior that violated the school's discipline code may assert any of the protections provided in Part 300 of Title 34 of the CFR if the charter school or school district of residence had knowledge that the student was a student with a disability before the behavior that precipitates the disciplinary action occurred.

Precision of Services during Removal

Students removed for a period less than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments of test missed as a result of such suspension. The school will also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student within 24 hours of a suspension, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one on one tutoring.

During any subsequent removal that, combined with previous removals, equals ten or more school days, but does not constitute a change in placement, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of her IEP. In these cases, school personnel in consultation with the child's special education teacher, make the service determination.

During any removal for drug and weapon offenses (pursuant to CFR Section 300.520(2) (a)) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(2)(a).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of its disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the district's CSE to either develop a behavioral assessment plan or, if the child has one, to review such a plan are required when: 1) the child is first removed from her current placement for more than 10 school days in a school year; and 2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur, which do not constitute a change in placement, the school works with the district's CSE to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the district's CSE believe that modifications are needed, then the district's CSE is expected to meet to modify the plan and/or its implementation.

Discipline Due Process Procedures for Students with Disabilities

If discipline, which will constitute a change in placement, is contemplated for any student, then:

- 1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in Title 34 of the CFR Section 300.504; and

2) immediately, if possible, but in no case later than 10 school days after the date when such decision is made, the district's CSE and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in Title 34 of the CFR Section 300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Unless otherwise provided below, the child remains in his or her current educational placement while the hearing is pending.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

**BOARD OF TRUSTEES RESUMES AND
BACKGROUND INFORMATION**

Roy Calafato, Ph.D., ABPP

Experience:

(April 1996 to present) State of New Jersey, Department of Corrections, Division of Operations, as Regional Health Services Manager for Mental Health and Medical Services/Principal Clinical Psychologist.

As an NJDOC Regional Health Services Manager for Mental Health and Medical Services, responsibilities include:

- acting as the liaison between the Department of Corrections, the local facility Administration and the private contractor.
- Administrative oversight of all mental health, medical, dental, and sex offender treatment services in the Northern Region of New Jersey
- writing monthly and specialized audit reports, monitoring and instructing on the EMR Logician system
- coordinating the Northern Region Quality Assurance Mental Health monitoring activity, assisting in the development and analysis of quality assurance measurement tools,
- a member of the QA Audit Development Committee for the State NJDOC.
- meeting with the Department of Corrections Commissioner, local Administration on a weekly basis to insure compliance with policies, standards and legal mandates of the Department.
- Developing RFP for contracted services

As a Supervising Principal Clinical Psychologist responsibilities include:

- Overseeing Mental Health compliance with the Federal Settlement Agreement which includes meetings with federal appointed monitors
- Developing Policies and Procedures for mental health practice
- Approving credentials for appointed psychologists
- Chairing M & M meetings which cover untoward Mental Health events

(January 1998 to Present) Jewish Board of Family and Children's Services as a Mental Health Consultant/Quality Assurance Coordinator

As a Mental Health Consultant/Quality Assurance Coordinator responsibilities include:

- Reviewing and assessing overall performance of the school based Diagnostic Group Home and the Psychiatric Children's Residence Group Home
- Responsible for compliance with all regulations as per ACS, OCFS, OMH, OSHA etc.
- Responsible for the Event Tracking System
- Responsible for the Outcome Statistics Data
- Responsible for developing Policies and Procedures for the site based programs
- Assisting the School Principal with requested performance data

(May,1995 to April 1996) Previously assigned to the State of New Jersey, Department of Corrections as a **Principal Clinical Psychologist and Assistant Director of Psychology**

As a **Principal Clinical Psychologist**, responsibilities include:

- Conducting individual, group and family therapies on a specialized mental health and sex offender inpatient treatment unit services 750 inmates.
- Conducting psychological assessments, specialized parole board reports
- teaching psycho-educational classes as part of the overall sex offender treatment program.

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As the **Assistant Director of Psychology**, responsibilities include

- assisting the Director in supervising and managing the overall mental health and sex offender treatment program
- interfacing with local Administration.
- supervising junior clinicians
- attendance at Administrative and Classification meetings.

(January 1985 to May 1995) Previously assigned to the State of New Jersey, Department of Human Services, Marlboro Psychiatric Hospital, as a **Principal Clinical Psychologist**.

As a **Principal Clinical Psychologist**, responsibilities include:

- the individual, group and family therapies on the adult psychiatric hospital units
- assessing and addressing the needs of inpatients who had psychiatric, psychiatric/substance abuse, criminally insane(NGRI) and sex offender diagnosis.
- Conducting psychological assessment
- supervising an interdisciplinary treatment team
- supervising junior clinicians
- conducting in-service training for staff
- a member of the peer utilization review/ quality assurance team.

(September 1977 to January 1985) Previously assigned to the State of New Jersey, Department of Human Services (UMDNJ), as a **Clinical Team Leader/ Psychologist on the Adolescent Day Treatment School Program**

As a **Clinical Team Leader**, responsibilities include

- supervising and coordinating a multi-disciplinary treatment team.
- assuming unit responsibility as the Acting Director in the absence of the Unit Director for the Adolescent Treatment Unit.

As a **Psychologist**, responsibilities include

- conducting individual, group and family therapies
- conducting psychological assessments, intake evaluations
- supervising junior clinicians, psychology interns and graduate social work students
- assigned to the facility's peer utilization review/quality assurance team.

(September 1976 to September 1977) Previously employed at the New York Odyssey House Residential Substance Abuse facility as a **Psychologist** on the Adolescent Treatment Unit

As a **Psychologist** responsibilities include:

- individual and group therapies with a dual diagnosis population
- teaching relapse prevention
- conducting intake and psychological evaluations for clients who were referred by the court in lieu of being incarcerated.

(September 1974 to September 1976) Previously employed at St. Michael's Services for Children Residential Center on Staten Island as a **Psychological Counselor**

As a **Psychological Counselor** responsibilities include:

- psychological counseling services to children and adolescents in cottage settings of a residential center.
- Interfacing with the on site school system

Education:

St. Joseph's Grammar School
Monsignor Farrell High School
Polytechnic Institute of Brooklyn(Polytechnic Institute of New York University)
B.S. in behavioral science/psychology, systems engineering
New York University
M.A. in Clinical Psychology
Columbia PacificUniversity
Ph.D. in Clinical Psychology
Rutgers Medical School, clinical psychology internship (APA)
Board Certified Diplomate (APA)
Board Certified Diplomate, Clinical Psychology (American Board of Psychological

Specialties)

Strengths: Extensive clinical, quality assurance, supervisory and administrative experience in psychiatric, school, substance abuse and correctional settings.

Affiliations: American Psychological Association
American Psychotherapy Association
American College of Forensic Examiners

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Roy Calafato

Charter School Name: S.I. Green Charter School for Environmental Discovery

Charter School Address: 120 Stuyvesant Place, S.I., N.Y. 10201

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
5. Please explain why you wish to serve on the board.

I want to lend my expertise in management and dealing with people and issues to assisting the Staten Island Green Charter School for Environmental Discovery to succeed. They would be a good addition to S.I.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

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

None Yes

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

Having been involved with management meetings at different levels, I find that the chairman or president of the meeting must maintain strict by-the-book conduct at meetings. For example, following Robert's Rules of Order allows for staying focused on the issue while eliciting equal time from all group members. This can avert the likelihood of a member dominating a meeting and serving their purposes rather than the groups/board's purposes. The absence of the strict adherence to Robert's Rules of Order will only allow and open the door for the self serving individual on a Board to take advantage and manipulate through a verbal self serving barrage.

If this fails to control the situation, a meeting outside of the actual Board meeting with the individuals or individual who is acting in a self serving manner should be more effective in handling a sensitive situation in the least threatening manner. If all else fails after making these strategic attempts to address the matter, a move to have these individuals removed from the board should occur while following the rules and guidelines of the board in addressing this unresolved destructive issue.

Educational Philosophy

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

My understanding of the school's mission is for the school to have each individual student reach their maximum potential intellectually, socially and environmentally.

The student will be guided to be a responsible contributing member to their community and society at large.

Staff, students and parents are responsible for achieving the school's mission to produce respectful, problem solving environmentally conscious individuals

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

My understanding of the education program as per the established school information available is:

- **The K-5 school will target low socio-economic families on the North Shore of Staten Island However, all children regardless of background and socioeconomic status will have an opportunity for a sound college preparatory education**
- **The target will also include a percentage of Special education and ELL students**
- **Commitment and accountability for creating an outstanding learning environment that facilitates academic achievement and personal growth.**
- **Respect is seen as the basis for all staff and student interactions. Every student will command respect and learn to impart it on others.**
- **Common Core Standards will be aligned to mathematical/scientific concepts related to the environment**
- **Longer extended days to provide greater opportunities to explore, investigate and solve environmental issues.**
- **Hands on projects to produce optimum results**
- **Students will be directed toward meeting their full potential intellectually while being socially conscious**

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

My understanding and belief in part from the research is that the characteristics of a successful charter school are:

- **Implement rigorous standards based curricula**
- **Using longer school days and year**
- **Test students often and use results as diagnostic tools to spot student weaknesses**
- **Crave grade level teams of teachers to analyze student data, plan for interventions and design instruction**
- **Use teaching methods that are empirically proven to improve student performance**
- **Ensure classroom accountability through frequent visits by the principal**
- **Expect students to behave in a manner conducive to learning**
- **Implement innovative school schedules and student groupings**
- **Setting clear goals for students while insuring that the student understands the goal**
- **Well organized assignments**
- **Providing students with clear, concise explanations and illustrations of subject matter**
- **Ask students frequent questions to insure they understand material**
- **Give students opportunities to practice what they learn**

The Board should

- **insure good management practices**
- **stable leadership**
- **cost efficiency**
- **fiscal accountability**
- **promote the school's vision and mission**
- **sound planning for the future. Where the school is and where it wants to be**
- **insuring that the close collaboration of staff, student and parent is occurring**

In my opinion, the Staten Island Green Charter School for Environmental Discovery aspires to all of the above.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A charter school board member should:

- **Insure good management practices by the school**
- **Monitor for cost efficiency and fiscal accountability**
- **Promote the school's vision and mission**
- **Assist in the sound and realistic planning for the future**
- **Be results focused**
- **Availability for meetings**
- **Ability to ask tough questions**

22. Please affirm that you have read and understand the charter school application, the charter school board's bylaws and all proposed policies.

I have read and have full understanding

23. Please provide any other information that you feel is pertinent to the Department's review.

I am committed to assisting the Staten island Green Charter School for Environmental Discovery to succeed. As a long time Staten Island resident I know the value of a good education and the need to make young people socially and environmentally conscious.

Ry Cooper 7/24/13

Keith w Jacobsen



To further look into the matters of life through various trainings to obtain a Doctorate

School

St.Paul's Catholic School 1976-85
Moore Catholic High School 1985-86
Red Bank Regional High School 1986-90
CUNY College of Staten Island B.S. Art 2007
CUNY Hunter College B.A Science & Art 2009
CUNY Hunter College Graduate Program 'Field work'

Apprenticeship and Volunteer

Staten Island Children Museum	Front desk	2000
St. Vincent's Hospital	Caregiver	2002
Partnership for the Parks	Events	2006-P
Waterfront Festival	Art&Crafts	2003-06
Salvation Army	Operations	2005-06,9
Hunter College	Studio Monitoring	2006-09
Show Gallery	Assistant Curator	2009
Snug Harbor	Various Positions "Docent"	2000-12
NSCCEJ.ORG	Secretary	2012-P
Natural Resource Protective Association	Environmental Coordinator	2012-P
Project Hospitality	Administration	2012
Staten Island Hunger Task Force	Member	2012-P
Staten Island Green Charter School	Interim Board Member	2012-P
Feeding Family	Food Service	2012-P
Wellful Environment Garden	Overseer	2013-P

Work

The Staaten	Banquet	2000
Whole Earth Bakery	Chef	2001-13
CSI Foundation	Data entry	2006
Freelance	Artist	2001-P
Edgewater Hall	Specialist	2012
doTerra	Consultant	2013-P

Training

Computer: Adobe CS, Microsoft Office,, Director, Final Cut, Studio Artist, Toast
Artistry: Photo, Drawing, Painting, Digital,Design, Various mediums, Healing
Nutrition: Body movements, Vegan&Raw processing, Holistic medicine,
Medical: First Aid, Psychology, FEMA courses, Aromatherapy
Health: Tai-Chi(wu,yang),PAL Boxing, Gymnastics, Gardener, Public Events
Maritime: Ports, Merchandile, Preservation
Cerification: Food Handlers License. Food Protection Certificate, FEMA

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Keith w Jacobsen

Charter School Name: Staten Island Green Charter School

Charter School Address: TBA

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. * Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. *I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. * I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I have worked with the founding members for several years.
5. Please explain why you wish to serve on the board. To care for the Environment better by aiding in the education of our growing generations.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board* Yes. (Include description here): I am on the Board of the Natural Resource Protective Association. I am intricately involved in the care of the environment on the Island. I wish to help others learn and take part in our preservation.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
If you require any information you are welcome to contact me or my lawyer. Robert Scamardella esq.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
* This does not apply to me

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
* I / we do not know any such persons. I only know members from currently working with them.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
* I / we do not know any such persons. I only know the founders through working with them.
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
*No. :
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
.
* I / we do not know any such persons. .
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a

direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

n.

* I / we have no such interest.

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

* I / we do not anticipate conducting any such business.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. * This does not apply to me, my spouse or other family members.

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

* **None**

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

I would follow proper procedure. I do not feel this is the case though.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. We are an environmental school following the methods of Project Learning Tree. Our interests are to educate children in a Green Way, holding the standards and practices of our states educational system.

19. Please explain your understanding of the educational program of the charter school. I have read the documents several times and done some research to support the method. Project Learning Tree is a nationally successful program with great results. Our society has an obligation to care for the environment and this curriculum is the best to have implemented. I have read and discussed the core classes and the itinerary of the student's day.

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

A lot has to do with funding, a process of building relations with agencies and businesses that support the mission and the needs of our school. I have a background in environmental activity and will work to have ample connection to the resources that will enable the charter school to thrive in its chosen medium.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. I am to work on designated role within the board. I will attend all meetings. I will uphold the law and treat others with respect. I will protect out students and aid in its advancement.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I so do affirm

23. Please provide any other information that you feel is pertinent to the Department's review.

I care for the environment, greatly. I work everyday to learn, care and protect my homeland. I have a working relationship with many agencies in the field. Thank you for the consideration.

Keith w Jacobsen



To further look into the matters of life through various trainings to obtain a Doctorate

School

St.Paul's Catholic School 1976-85
Moore Catholic High School 1985-86
Red Bank Regional High School 1986-90
CUNY College of Staten Island B.S. Art 2007
CUNY Hunter College B.A Science & Art 2009
CUNY Hunter College Graduate Program 'Field work'

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Staten Island Hunger Task Force	Member	2012-P
Staten Island Green Charter School	Interim Board Member	2012-P
Feeding Family	Food Service	2012-P
Wellful Environment Garden	Overseer	2013-P

Work

The Staaten	Banquet	2000
Whole Earth Bakery	Chef	2001-13
CSI Foundation	Data entry	2006
Freelance	Artist	2001-P
Edgewater Hall	Specialist	2012
doTerra	Consultant	2013-P

Training

Computer: Adobe CS, Microsoft Office,, Director, Final Cut, Studio Artist, Toast
Artistry: Photo, Drawing, Painting, Digital,Design, Various mediums, Healing
Nutrition: Body movements, Vegan&Raw processing, Holistic medicine,
Medical: First Aid, Psychology, FEMA courses, Aromatherapy
Health: Tai-Chi(wu,yang),PAL Boxing, Gymnastics, Gardener, Public Events
Maritime: Ports, Merchandile, Preservation
Cerification: Food Handlers License. Food Protection Certificate, FEMA

Dr. Richard Ronga

[REDACTED]
New York, NY 10010

Mobile: [REDACTED]

E-mail: [REDACTED]

Education

Fordham University

School of Education

Ed.D.

New York, NY

May 2011

University of New Orleans

School of Education

M.Ed.

New Orleans, LA

August 1984

Tulane University

School of Arts & Science

B.A.

New Orleans, LA

May 1982

Publications

Schools for gay, lesbian, bisexual, transgendered, and questioning youth:
What makes them viable

Work Experience

Adjunct Professor

Touro College, New York, NY

August 2010 – Present

Compliance Officer

NYC DOE, Committee on Special Education, New York, NY

August 2008 – January 2013

Principal

PS 166 M., New York, NY

July 2005 – July 2008

Assistant Principal

PS 166 M., New York, NY

August 2003 – June 2005

Assistant Principal

IS 232 X., Bronx, NY

November 2002 – July 2003

Director of School Improvement

NYC DOE, Community School District 5, New York, NY

May 2000 – October 2002

Project READ Facilitator

NYC DOE, Division of Instructional Support, Brooklyn, NY

November 1997 – April 2000

Reading Recovery Teacher

PS 116 M., New York, NY

September 1990 – October 1997

Teacher: Elementary Grades

PS 109 M., New York, NY

September 1986 – August 1990

Teacher: Elementary Grades

New Orleans Public Schools, New Orleans, LA

August 1982 – August 1986

References

See attached

Dr. Richard Ronga

[REDACTED]
New York, NY 10010

Mobile: [REDACTED]

E-mail: [REDACTED]

References

Dr. Thelma Baxter

Retired Superintendent
NYC DOE, Community School District 5

[REDACTED]
New York, NY 10027

Mobile ([REDACTED])

Dr. Gerald Cattaro

Division Chair
Division of Educational Leadership, Administration and Policy
Fordham University
Graduate School of Education

[REDACTED]
New York, New York 10023

Office ([REDACTED])

Dr. Bruce Cooper

Professor
Division of Educational Leadership, Administration and Policy
Fordham University
Graduate School of Education

[REDACTED]
New York, New York 10023

Office ([REDACTED])

School Trustee Background Information
--

Each proposed or prospective charter school board member must provide the information requested below.

Name: Richard D. Ronga, Ed.D.

Charter School Name: Staten Island Green Charter School for Environmental Discovery

Charter School Address: 120 Stuyvesant Place, Staten Island, NY 10301

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of the opportunity through a former student and former colleague.*

5. Please explain why you wish to serve on the board. *I believe my extensive experience in educational administration would greatly serve the students and families who attend the Staten Island Green Charter School for Environmental Discovery.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

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

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

None Yes

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

Having worked for the NYC Public School System on a District and Citywide level, I have had experience in facing situations where patronage was the primary motivation behind a personnel decision rather than the best interest of the students and/or school. It is crucial that the Superintendent, or Chairman in the case of a charter school, adhere to very stringent protocols during meetings so that focus remains on the issue at hand while ensuring that all members have equal time to voice their concerns. Strict adherence to protocol and procedures should minimize the chances of any one member dominating the meeting to fulfill their personal agenda rather than the board's purposes.

Should a situation continue to worsen, it may be necessary to have a private meeting during which time concerns can be addressed in a more private manner. If a discreet meeting does not remedy a situation, it may be necessary to seek the removal of the board member through consensus among the rest of the board.

Educational Philosophy

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

My understanding of the school's mission is to have each student reach their maximum potential intellectually, socially, and environmentally. The student will be guided to be a responsible contributing member to their community and society at large. Staff, students and parents are responsible for achieving the schools; mission to produce respectful, problem-solving, and environmentally conscious individuals.

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

My understanding of the education program as per the established school information available is:

- The K-5 school will target low socio-economic families on the North Shore of Staten Island. However, all children regardless of*

background and socioeconomic status will have an opportunity for a sound college preparatory education.

- *The target will also include a percentage of Special Education and ELL students.*
- *Commitment and accountability for creating an outstanding learning environment that facilitates academic achievement and personal growth.*
- *Respect is seen as the basis for all staff and student interactions. Every student will command respect and learn to impart it on others.*
- *Common Core Standards will be aligned to mathematical/scientific concepts related to the environment.*
- *Longer extended days to provide greater opportunities to explore, investigate and solve environmental issues.*
- *Project-based learning will be used to produce optimum results.*
- *Students will be directed toward meeting their full potential intellectually while being socially conscious.*

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

My understanding and belief in part from the research is that the characteristics of a successful charter school are:

- *Implement rigorous standards based curriculum*
- *Using longer school days and year*
- *Test students often and use results as diagnostic tools to spot student weaknesses*
- *Create grade level teams of teachers to analyze student data, plan for interventions and design instruction*
- *Used teaching methods that are empirically proven to improve*

student performance.

- *Insure classroom accountability through frequent visits by the principal.*
- *Expect students to behave in a manner conducive to learning.*
- *Implement innovative school schedules and student groupings.*
- *Setting clear goals for students while ensuring that the student understands the goal.*
- *Well organized assignments. Providing students with clear, concise explanations and illustrations of subject matter.*
- *Ask students frequent questions to ensure the understand material.*
- *Give students opportunities to practice what they learn.*

The Board should insure:

- *Good management practices. Stable leadership.*
- *Cost efficiency.*
- *Fiscal accountability.*
- *Promote the school's vision and mission.*
- *Sound planning for the future.*
- *Where the school is and where it wants to be.*
- *Ensure that the close collaboration of staff students and parents is occurring.*

In my opinion, the Staten Island Green Charter School for Environmental Discovery aspires to all of the above.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A charter school board member should:

- *Ensure good management practices by the school.*
- *Monitor for cost efficiency and fiscal accountability.*
- *Promote the school's vision and mission.*
- *Assist in the sound realistic planning for the future.*
- *Be results focused.*

- *Be available for meetings.*
- *Have the ability to ask tough questions.*

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and have a full understanding of the charter school application, the charter school board's by-laws and all proposed policies.

23. Please provide any other information that you feel is pertinent to the Department's review.

I am committed to assisting the Staten Island Green Charter School for Environmental Discovery to succeed. As a long time school administrator serving the children of the New York City Public Education system, I have committed my career to providing a fair and equitable education to all children. Also, as a long time professor of education in Staten Island, I have a keen awareness of some of the issues which face this community. It is my hope to continue my commitment to serving our community by helping to create socially and environmentally conscious individuals.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

<i>Dr. Richard D. Ronga</i>	<i>9/15/13</i>
Signature	Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

LAURA FARRELL



TEACHING PHILOSOPHY:

To promote and encourage individuality and self-confidence along with communication and listening skills through an open forum of education and discussion, thereby creating a well rounded, open-minded student. To interact with people with the goal of facilitating their academic, social and career development.

TEACHING EXPERIENCE:

ARGOSY UNIVERSITY ONLINE

Adjunct Instructor: Spring 2012 to Present

- Completed training in E-Learning, E-College, Moodle and BlackBoard platforms.
- Execute and maintain online course content including discussion boards, assignments, group pages and grade centers.

TOURO COLLEGE – BROOKLYN, NEW YORK

Adjunct Instructor: Fall 2003 to Present

COLLEGE OF STATEN ISLAND, CUNY – STATEN ISLAND, NEW YORK

Adjunct Instructor: Fall 1999 to Present

Instructor, School of Continuing Education – Bookkeeping & Business Math: Summer 1999

ST. JOHN’S UNIVERSITY – STATEN ISLAND, NEW YORK

Adjunct Instructor: Fall 1999 to Present

- Recipient of the Peter J. Tobin College of Business Teaching Excellence Award: 2002

WAGNER COLLEGE – STATEN ISLAND, NEW YORK

Assistant Professor: Fall 1997 to Fall 2010

Director of Campus Career Programs: Spring 1997 to Fall 1999

Full-Time Faculty: Fall 1993 to Spring 1997

Undergraduate Coordinator, Business Department: Spring 1996 to Spring 1997

METROPOLITAN COLLEGE OF NEW YORK – STATEN ISLAND, NEW YORK

Staten Island Coordinator/Instructor, Extension Program: Fall 1999 to Spring 2003

Instruction

- Develop, modify and implement diverse lessons; design special projects, independent studies and senior seminars for graduate and undergraduate coursework.
- Modify curricula and course outlines, as needed; adjust accredited coursework to assist graduating seniors in meeting their final year requirements.
- Proctor and grade tests, papers, etc. Tutorial teaching at the undergraduate level; assist students in one-on-one instruction, as needed, for the benefit of obtaining credits through remedial study.

Accounting

- Financial Accounting I & II; Intermediate Accounting; Auditing; Federal Taxes; Managerial Accounting

Graduate

- Managerial Accounts; Financial Statement Theory, Money & Capital Markets, Management of Financial Institutions

Economics

- History of Economics; Macroeconomics; Microeconomics

Management

- Human Resource Management; Introduction to Management; Small Business Management

Marketing

- Introduction to Marketing; Marketing Research; Principles of Marketing

Finance

- Money & Banking

Career Development

- Directed the activities of Wagner College’s Center for Career Development. Applied expertise in program development and career counseling.
- Planned and organized administrative operations of undergraduate services.

Special Projects

- Conducted faculty meetings to coordinate teacher core programs in the Business Department for the Staten Island Campus of Metropolitan College. Assisted in hiring Adjunct Professors.
- Served as Faculty Leader to advise the Marketing Management Club and Alpha Omicron Pi Sorority. Co-Coordinator of special events. Represented the college’s VITA Program. Collaborated with business department team for membership and accreditation by the Association of Collegiate Business Schools (ACBSP).

PROFESSIONAL EXPERIENCE:

P&L TAX PREP – STATEN ISLAND, NEW YORK

Tax Consultant: 1992 to Present

- Prepare corporate and personal tax returns.
- Maintain a working knowledge of new and revised tax laws.
- Advise personal and small business clients regarding financial matters.

EDUCATION:

WAGNER COLLEGE – STATEN ISLAND, NEW YORK

Master of Business Administration; Finance Concentration: 1986

Bachelor of Science Degree in Economics; Accounting Concentration: 1983

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Laura Farrell

Charter School Name: Staten Island Green Charter School For Environmental Discovery

Charter School Address: 120 Stuyvesant Place St. Ny. 10301

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Finance

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
5. Please explain why you wish to serve on the board.

I was interested in the school and learned about it through the website

To help the school thrive in Staten Island

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

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

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None Yes

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

I would ask the Board to dismiss them immediately

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. TO give all children equal access to a better education, and provide equal access to learning
19. Please explain your understanding of the educational program of the charter school. This is a beautiful green school that incorporates all subjects into environmental learning & choices for all parents
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
- 1) That the principal is competent to lead
 - 2) teachers are well trained
 - 3) The School is organized
 - 4) parents are involved
- Other
21. Please explain your understanding of the appropriate role of a public charter school board member. TO oversee the finances and operations on a day to day basis
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read everything
23. Please provide any other information that you feel is pertinent to the Department's review.

I am a certified Accountant,
and College Adjunct Professor

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Laura Farrell 9/15/2013
Signature Date

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Eletha L. Duffy

Attorney at Law

[REDACTED]

[REDACTED]

[REDACTED]

Fax: [REDACTED]

Email: [REDACTED]

OBJECTIVE

To use my career skills to the benefit of the next generation: specifically, to influence the information and nature of studies at the Staten Island Environmental Charter School. I have extensive first-hand knowledge of environmental damage and its long lasting effects on all forms of life. By teaching young children to incorporate environmental awareness into their daily thinking, they will grow and develop to support the safe evolution of our environment rather than live in contrast with it.

EXPERIENCE

January 2002 – Present Eletha L. Duffy, LLP Princeton, NJ

Private Practice

General practice, representing corporate and personal clients.

General counsel for independent defense contractor.

October 1993–July 2001 Outside Counsel, Sequa Corporation Princeton, NJ

Independent Contractor

- Handled dozens of Superfund cases, representing the client in various capacities, from *de minimis* to primary defendant.
- Frequently participated in defense litigation committees, steering committees and allocation committees. Provided substantive guidance in negotiation, settlements, proposed case management orders for the court.
- Successfully litigated against major defense group comprising of 57 large corporations (primarily Fortune 500 companies).

June 1991 – October 1993

Cohen, Shapiro, *et. al.*

Princeton, NJ

Associate

- Lead counsel on environmental cases in all aspects of pre-trial litigation.
- Successfully represented clients in regulatory aspects of environmental law on federal and state level.
- Assisted lead counsel in health care matters.

August 1988- May 1991

Manger, Kalison, *et al.*

Morristown, NJ

Associate

- Extensive work for largest medical malpractice insurance carrier in New Jersey: attended board meetings, drafted Professional Office Policy that was reviewed by the Department of Insurance and written on *verbatim* for over a decade.
- Litigated insurance matters such as non-renewal cases.
- Extensive motion practice success and experience.
- Read and wrote summaries of hundreds of health-care cases for the annual Case Summary Publication of the National Health Care Lawyers Association.

EDUCATION

1985-1988 University of Pennsylvania Law School Philadelphia,
PA J.D., top third of class

Member, Sharswood Law Society

1981-1985 New York University, Stern School (then called 'College of Business and
Public Administration') New York, NY

- B.S. *magna cum laude*
- Double major: Management, International Business
- 32 credits towards MBA (all classes taken at the Graduate School of Business)
- 'Raccoosin' Merit Scholarship (only merit-based scholarship offered, required to maintain 3.75 GPA each semester to maintain the scholarship. Maintained it from time of award to graduation).
- University Scholars Program (cultural enrichment scholarship that funded regular trips to cultural events, as well as three annual trips: Paris, France; Rio De Janeiro, Brazil; and London, England).

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Eletha L. Duffy

Charter School Name: SIGCSED

Charter School Address: TBD

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board member.

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I met the school’s founder, Carole Reiss, PhD. I was extremely impressed with everything about her and the core curriculum of her proposed school. Dr. Reiss subsequently invited me to serve on the board as one who can add a unique perspective given my professional experience as a seasoned environmental lawyer.

5. Please explain why you wish to serve on the board. I look forward to working with the board of this proposed charter school whose aim is not only academic excellence, but also environmental awareness and advocacy. I believe that the most effective way to influence the next generation to respect and nurture our environment is through education.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. (Include description here):

Many years ago I served as board member and counsel for the Morris County Urban League. I served for approximately two years (from 1990 to 1992). I believe my background as an attorney who has focused her practice in environmental law for the past fifteen years, particularly in the area of Superfund litigation, will provide the ability to readily guide the board in its efforts to accurately and regularly include local environmental 'history' in the curriculum of this proposed school.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. No.
N/A

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
No. N/A.

If the answer to this question is yes, please provide an explanation. N/A.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I know the prospective board members simply because I have met them to discuss this proposed charter school.
10. If your answer is yes, please indicate the precise nature of your relationship here: I have no independent relationship with any of the members of the board.

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

I do not know any such persons.

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

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

No.

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

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

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

I / we do not know any such persons.

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

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

I / we have no such interest.

14. If the charter school is partnered with an educational services provider,

please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. No, to the best of my knowledge, information and belief.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
I am not aware of any ethical or legal conflicts that might arise should I be approved for service on this charter school's board.

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would immediately discuss the matter with Dr. Reiss.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of the charter school is to make education accessible to all children, specifically, those whose families may be struggling economically, on Staten Island. Along with adherence to the Core Curriculum, this charter school intends to educate children about their environment, so that they will view their environment as the precious asset it is. In addition, the school will teach 'hands on' benefits of caring for the environment by creating urban gardens.

19. Please explain your understanding of the educational program of the charter school.
It is my understanding that the proposed charter school will use Common Core standards while integrating those standards with a strong foundation in educating children about the fundamentals of environmental knowledge. The proposed charter school plans on implementing many

'hands on' programs so that the children will learn that they are an integral part of their environment, and that they are its ultimate caretakers.

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

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have.
23. Please provide any other information that you feel is pertinent to the Department's review.

Katherine Anne Romanelli

Phone: [REDACTED]

Email: [REDACTED]

Synopsis: Accomplished and respected Equities Trader experienced in both NASDAQ and listed markets with a diverse portfolio of customers, clients, and trading partners.

Experience:

Tejas Securities

712 Fifth Ave, 7th Floor, New York, NY

Jan 2012 – present

Managing Director/ Head of Broker Dealer Sales

- Coordinated daily trading / sales trading operations
- Relationship maintenance
- 15c2-11 worked with small companies to list stocks
- Opened retail accounts for all the 15c2-11 holders
- Coordinated FIX, ACES lines with SUNGUARD
- Developed Book of Business for future trading opportunities

Domestic Securities

1090 King Georges Post Road #503, Edison, NJ

Feb 2006 – May 2011

Broker/Dealer Sales Trader

- Develop relationships with potential trading partners
- Solicit business from other firms
- Handle all equity markets transactions
- Developed a “book of business” for future trading opportunities

Tradition Asiel

75 Park Place, New York, NY

March 2005 – Feb 2006

Broker/Dealer Sales Trader

- Develop relationships with potential trading partners
- Solicit business from other firms
- Handle all equity markets transactions
- Developed a “book of business” for future trading opportunities

Lehman Brothers

745 Seventh Avenue, New York, NY

1997 – December 2004

Agency Trader, NASDAQ

- Recruited to join Lehman Brothers in 1997.
- Acted “as agent” in securing best price and executing trades for institutional and retail customers, using trading technology including NASDAQ, Instinet, Archipelago, and Autex.
- Developed relationships with market makers and represented Lehman Brothers at numerous financial industry functions.
- Promoted to **Vice President** in 1998.

Trading Floor Clerk, NYSE

- Transferred to floor broker’s assistant position due to a decline in NASDAQ trading activity and corporate reorganization.
- Participated in “Women In Lehman Leadership” initiatives, attending meetings, providing orientation tours of the New York Stock Exchange.

Morgan Stanley

1585 Broadway, New York, NY

1985 - 1997

Agency Trader, NASDAQ

- Promoted to trader in 1991

Operations Clerk, Foreign Equities

- Recruited to join Morgan Stanley in 1985.
- Handled the overnight trading activities from the Pac-rim offices, particularly the Japanese client base, gained a reputation for accuracy and reliability.

McKinley Square Securities Corporation

919 Third Avenue, New York, NY

1981 – 1985

Trading Operations

- Responsible for trade matching, trader support, and client services duties.
- Qualified for Series 7.

Licenses: Series 7, Series 63, Series 55, Series 25

(All fully up-to-date with continuing education requirements satisfied)

Education:

SUNY Oswego: B.A. Psychology 1987

New York Institute of Finance: Securities Trading certificate program, 1985

Morgan Stanley/Lehman Brothers: ongoing trader training and accreditation courses

REFERENCES AVAILABLE UPON REQUEST

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Katherine Romanelli

Charter School Name: _____

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The NYC Parks Department suggested to contact Carde Reiss regarding a park project I was working on.
5. Please explain why you wish to serve on the board.
I think a green charter school in Staten Island would be a wonderful opportunity for school children in Staten Island. It is an exciting opportunity for our growing community.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): We are in the process of applying for 501c3 status for the Friends of Granitville Quarry

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

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

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would first confirm my suspicion with the Board member in question, then I would relay this information to the other board members
- Educational Philosophy**
18. Please explain your understanding of the charter school's mission and/or philosophy. I agree totally with their mission and philosophy. It is a welcome enhancement to the education dept of Staten Island
19. Please explain your understanding of the educational program of the charter school. It is a very exciting mission and a great venue for all students from Staten Island
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Funding, funding, so very important. Quality teachers and management are crucial to the development of the school
- Other**
21. Please explain your understanding of the appropriate role of a public charter school board member. To ensure that the school lives up to its very high standards and attracts quality personnell and students.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. YES, I have
23. Please provide any other information that you feel is pertinent to the Department's review.

This is an outstanding opportunity for Staten Island, children, educators, and board members.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

Katherine Romanello 9/16/13
Signature Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

FOUNDING MEMBERS RESUMES

Glenn J. Grascia



(home)
(office)

Profile:

- Progressive data communications experience in various telecommunication disciplines: pre-sales, new business development & customer consultative work
- Extensive experience developing and applying new technologies to business opportunities, pragmatic solutions, and designing / architecting customer solutions.
- Strong ability in framing and resolving multivariate problems; clarifying, organizing and assessing priorities to meet customer timetables and cost constraints.
- Proven success in business analysis and strategic planning for the application of technologies to reduce costs and/or increase revenues.
- Skilled at learning new technology and applying sound solutions to solve complex problems. Demonstrated creativity in identifying new technical solutions for business applications.
- Strong proven track record managing people toward organizational goals and objectives. Dedicated to a high level of customer satisfaction.

Professional Experience:

Alcatel-Lucent

2005 - Present

67 Mountain Ave
Murray Hill, New Jersey 07730

*Position: Pre-sales Solutions Architect & Consulting Systems Engineer
– Enterprise & Strategic Industries*

As pre-sales person developed & sold wireless and wire line solutions for transportation, utility and state & local government entities. In the wire line domain, specialized in pre-sales and new business development for transport solutions based on photonics (DWDM) switching (Layer 1), Ethernet, MPLS and ATM switching (Layer 2) and IP Service Routing at Layer 3. In the wireless domain specialized in fixed wireless applications such as WiFi, Wimax and Microwave for end user applications like LTE & LMR. In this role took a holistic approach to developing solution that accounted for both the communications transport network and end user sub systems & applications. I presented solution to systems engineers and executive level management team selling the technical and financial merits of design.

In 2010, pre-sales person that closed 25 million dollar opportunity with PECO / Exelon (Utilities) This was an industry specific Sonet network and WiMAX access solution to support smart grid application. Currently working NYC Transit VHF LMR opportunity for 100 million dollars (to be awarded in 4Q2010). Technical lead for network solution providing oral presentation to NYCT executive management team. Also participated in financial and terms & conditions negotiation session.

Transit Customer Engagements: New York City Transit (Ethernet, LMR), Norfolk Southern Rail (MPLS), Chicago Transit Authority (Sonet & EoS), Massachusetts Bay Transit Authority (Sonet & EoS), NYCT Electronic Security Systems (ESS) and Passenger Station LANs (Ethernet).

City of Baltimore – Worked with Motorola to a public safety LMR solution supporting police, fire and department of public works personnel. The solution utilizes 55 carrier grade T1 circuits (Sonet ring) to facilitate voice communication between 11 locations serving first responders in the Baltimore area. Aided team in creating customer acceptance criteria document for LMR application.

As a pre-sales person my primary responsibilities were:

- Listening and learning about our customer's present and future telecommunications needs with respect to application direction, business goals, and operational and capital expenditure objectives
- Lead person for developing and delivering technical solution which was tailored to customer environment & needs. Routinely deliver presentation to system executive management personnel and engineering teams.
- Develop response to customer Request for Proposals (RFPs) and Request for Information (RFIs)
- Develop pricing strategy based on knowledge of customer and competitors selling to customer
- Lead lab trials with customer to evaluate our solutions in their network environment. Provide hands-on assistance configuring and networking our equipment with customer equipment and applications.

Alcatel-Lucent

2000 - 2005

101 Crawford Corner Rd
Holmdel, New Jersey 07730

Senior Network Engineer (for AT&T Domestic / Intl Account Team)

Senior Systems Engineer and solutions architect for Lucent Technologies' data networking and metropolitan optical networking products. Provide product sales support to Lucent Account Executives (AE) for AT&T domestic and international business (i.e., Canada, Latin America, Japan and Europe):

Primary Roles and Responsibilities:

- Develop Request for Proposal /Request For Information (RFP/RFI) responses
- Developing and delivering solutions-focused customer presentation material
- Trialing and demonstrating network / product solutions
- Configuration worksheet(s) and pricing

Provide consultation support to account executives for new business prospects. Provide regular contact and account management with assigned customers. The underlying technologies employed in these solutions were ATM, MPLS, Frame Relay (FR), Circuit Emulation, IP or Sonet/SDH (private line / TDM). Work with client to understand their

next generation network design requirements for ATM transport, MPLS, VoIP and VPN services and developed migration strategy.

In 2002, I worked a business case for AT&T to incorporate a DACS into its Global Cisco FR network. Boarding the low speed (64Kbps) customer circuits directly to Cisco E1 ports was extremely expensive and wasteful, resulting in a costly deployment scenario. The DACS solutions saved a million dollars in capital costs over a year and reduced network deployment complexity.

In 2001-02, I directed an effort to upgrade two large AT&T FR networks (over ATM Core). One network served AT&T's US customers, which consists of 250 FR switches deployed across 31 US states, while the other network served AT&T's Global customer base that consists of 311 FR switches in 60+ countries. Although these networks were deemed legacy technology, I (along with my AE) convinced AT&T that a network upgrade would have significant financial and technical benefits. The new software streamlined AT&T operations, hardened the reliability of the network, and reduced on-going maintenance contract and costs to operate the network. This deal generated 10 million dollars in equipment sales and extended our existing maintenance contract for an addition 4-7 years.

In 2001, I assisted AT&T in architecting an ATM network in South America (Brazil, Argentina, Chile, and Columbia) to serve Circuit Emulation (CE), Frame Relay and ATM customers. I assisted the AT&T interoperability team in testing the PNNI protocol across Lucent and Cisco platforms, to ensure the proper operation of CE, FR, and ATM services across a multi-vendor backbone network. This work resulted in a 10 Million dollar sale of ATM Core (GX550) and Edge (PSAX2300) equipment to AT&T's Latin America division.

I was a Customer advocate and technical liaison for AT&T future networking needs, driving customer product requirements to Core Switching development organization. Manage internal resources, from customer perspective, to oversee all customer requirements and objectives are met or exceeded in terms of contractual obligations and product functionality. Work with customer in their test laboratories to do proof of concept on Lucent Technologies' products, with secondary focus on vendor interoperability to 3rd party equipment such as Cisco.

Lucent Technologies

1996 – 2000

184 Liberty Corner Road

Warren, New Jersey 07059

Position: Distinguished Member of Technical Staff (DMTS)

Customer Technical Support and Professional Services

I am consistently ranked as top performer among my peers in this global customer support organization, which led to an appointment to **Distinguished Member of the Technical Staff** (DMTS). This appointment was the culmination of past accomplishments and services such as:

- Exceptional customer support as measured by independently administered 3rd-party customer satisfaction surveys
- Developer of revenue generating installation and integration services for ATM, FR and IP networks

- Mentor for intermediate-level support engineers
- Role-model for remote technical support skills

and self-motivated initiatives such as:

- The development of Lucent's first internal / external customer support web sites
- Founder of Lucent's regional customer technical support cross-training program.

Developed business case and business strategy to design and implement a customer care web portal. This effort led to increased customer satisfaction scores, increased information accessibility (software, release notes, product manuals, white papers, trouble ticket information, collaboration portal ... etc., available anytime, anywhere) and overall organizational cost savings (reduced call volume to remote technical support call center, on-line software delivery, eliminating software delivery costs and time constraints associated with distribution of software, on-line access to report and status customer trouble tickets). Another initiative I undertook was the coordination and development of a cross-training program for our regional customer support centers in the EMEA (Europe) and AP (Asia Pacific) regions. I led a group of 8 engineers (including myself) in developing and delivering the seminar curriculum. This resulted in a high level of technical expertise within the regional customer support centers, reducing the out-of-hours call volume directed toward our domestic headquarters call center.

Lucent generated several million dollars annually based on the installation and integration services I developed. As DMTS, high profile customers were routinely routed my way in times of crisis, when a portion of the network was down or a specific service carried across the network was impaired. I was called upon to set / manage the customer's expectations, formulate a plan of action, expedite the troubleshooting process, and follow the issue through to its resolution.

Skill set:

- PC Skills: Microsoft office suite, Exceeds, Visio, Web development packages and an array of networking PC applications
- Workstation: Sun and Hewlett Packard UNIX administration, shell programming, perl programming, and some C programming
- Strong understanding of the following Protocols / Standards: SNMP, ATM UNI 3.1 & 4.0 (PVCs / SVCs; Signaling and traffic management), PNNI, VNN, LANE, Frame Relay, ATM, IP, Ethernet, 802.1Q, 802.P MPLS, xDSL, RIP, OSPF, SLIP, PPP, SS7, Sonet / SDH, DS3, T1, Fractional T1, L2TP, PPTP and IPSec tunneling protocols (network security)
- Routing Protocols: RIP, OSPF, PNNI, VNN and some BGP
- Databases: Informix, Sybase; Remedy trouble ticket system user
- Products: Alcatel Lucent Service Routers (SR7750), Alcatel-Lucent DWDM 1830 Photonic Services Switch (PSS), 1850 Transport Services Switch (TSS), AP1000 routers, Cisco Catalyst 8540, Lightstreams 1010 and various Cisco 2600, 3600 and 7000 series routers, Fore ATM / LANE switches, Lucent (formerly Ascend/Cascade) ATM / Frame Relay switches (BSTDX9000, CBX500, GX550) and Lucent ATM Edge Switches (PSAX 1250, 2300 & 4500) / Circuit Emulation, DMX Metropolitan Optical Networking, Stinger DSL access solutions, GDC ATM switches, HP OpenView, NavisCore, AqueView and array of proprietary network management platforms

- Test Equipment: TTC Firebird Series, HP Cerjac, IXIA, HP Internet Advisor & Broadband testers, Duke Hand-held tester. Adtech AX4000, Adtech Line impairment generator, HP Lanalyzer, SmartBits traffic generator, PC Wireshark

Education

Master of Computer Science

New Jersey Institute of Technology (NJIT)

Newark, New Jersey

GPA: 3.3

Bachelors of Electronic Engineering Technology

DeVry Institute of Technology

Chicago, Illinois

GPA: 3.39 * Graduated with Honors *

President of Student Government

Interests

Exercise and fitness, reading, and family activities

CAROLE B. REISS, PhD

Email: [REDACTED]

EDUCATION

CAPELLA UNIVERSITY, Minneapolis, Minnesota

Doctor of Philosophy in Education

Specialization in K-12 Leadership, Principal's Certification

Dissertation Topic: The Effects of Mindful Exercise on Standardized Test Scores

QUEENS COLLEGE, Queens, New York

Supervisor's Certificate, Professional Degree, 1981

Over 30 credits in Administration and Supervision

COLLEGE OF STATEN ISLAND, Staten Island, New York

Completed 12 graduate credits in Special Education, 1983

BROOKLYN COLLEGE, New York, New York

Master of Science Degree in Physical Education, 1977

THE CITY COLLEGE OF NEW YORK, New York, New York

Bachelor of Science Degree in Physical Education, 1975

Dual Major-- The Urban Teachers Corps Program

GRADUATE OF URBAN TEACHER CORPS –PILOT PROGRAM

Set-up numerous Academic programs in reading for grades K through 8

Currently attending Harvard School of Education for Urban Leaders

CREDENTIALS

Physical Education Teacher, N.Y.S. and N.Y.C. Permanent License, Day High School

Health Science Teacher, N.Y.S. and N.Y.C. Permanent License, Jr. High School

Administration and Supervision, N.Y.S. Permanent Certificate

School District Administrator, N.Y.S.-Permanent

Supervisor of Special Programs, N.Y.C. Certificate

Certified Fitness Trainer

New Jersey Standard license in Health and Physical Education

New Jersey Standard license in Supervision

PROFESSIONAL EXPERIENCE

Current:

Teacher/Coordinator of Health and Wellness Programs

P.S. /MS. 123, Harlem, New York City

Academic Intervention Services Teacher in Computer Technology

Push-in Teacher for Health Science, grades K-8.

South Shore Campus High School-YABC program (AT Risk Young, Adults) Health and Physical Education-evening program

Designer of Independent Studies in Health and Wellness for linking

Literacy through physical and health science

Superintendent's Office:

Region 10, City Of New York

Regional Instruction Specialist/Physical and Health Education/Organizer of
COA for Region 10

Organizer of NYC Fitnessgram Testing with Department of Mental Health and Hygiene and the NYC Department of Education

- Create and implement Physical and Health Education Professional Development programs. Work closely with over 150 Principals, Parent Coordinators and Assistant Principals to execute various Community Based programs.
- Develop teachers' technology skills to identify students' fitness requirements utilizing the New York City Fitnessgram assessment test scores.
- YABC- Teacher of Health and Fitness-Evening School program for at-risk students

Jacqueline Kennedy Onassis High School, New York, New York
Dean of Students / Physical Education Coordinator / Athletic Director / Fit for Life Coordinator / Fit Kids Operation Director / Dean of Students / Coach – Boys & Girls Bowling, Boys Basketball, 2000 to 2003

- Developed a student Ski Club.
- Organized a student "Fit for Life" Newsletter.

Graphics Arts High School, Brooklyn, New York

Physical Education Teacher, 1999 to 2000

Health Education and Fitness Science Teacher – Environmental Studies, 1999 to 2000

Dean, Fit For Life Coordinator, Cheerleading Coach, Leaders Club Course

- Wrote and collaborated with Dr. Weisent for Fit for Life Grant. Developed a Fit For Life Newsletter. Also worked with Judith Bonder on a "Certified Fitness Trainer" and Summer Camp Program within the Fit for Life Grant to be used throughout the Borough.
- Organized a Portfolio Program meeting ELA Standards and standardized testing.

F.D.R. High School, Brooklyn, New York

Dean of Students, 1996 to 1999

- Worked closely with the Principal on matters regarding student suspension hearings, incidents and disciplinary matters.
- Compiled data and completed forms for the Superintendent as well as the Principal.
- Worked with guidance counselors, assistant principals and teachers regarding students' behavior and academic requirements.
- Interacted with students', parents and families regarding disciplinary matters.
- Supervised school aids and safety officers in the cafeteria.
- Mediated situations between students and teachers; coordinated mediation hearings.

- Engaged in various administrative tasks including record-keeping and case monitoring.

F.D.R. High School, Brooklyn, New York

Physical Education Teacher & Track Team Supervisor, 1985 to 1999

Accomplishment: Initiated, developed and implemented a new curriculum in Aerobics and Social/Selective Dance options. Member of the SMB (School Based Management) Committee and UFT Delegate.

- Responsible for all phases of physical education within a Full-Selective Program offering various athletic activities including Tennis, Volleyball, Track & Field, Softball, Weightlifting, Basketball, Aerobics, Gymnastics, Fencing, Archery, Body Development and Dance to over 4,000 students. Improved and updated the Social Dance Program. Assisted in the development of new dances for instructional teaching contributing to the students' efforts.
- Developed curriculums as well as individual and daily lesson plans involving the clinics of the sport for all athletic activities. Worked closely with students for skills assessment and to determine training levels.
- Coached the girls Varsity Team in cross-country, indoor and outdoor track and field within a three-season program, 1985 to 1989.
- As the Adaptive Physical Education Teacher, responsible for curriculum development and instruction to special education students.
- Supervised the administration of Physical Education tests in all classes.

F.D.R. High School, Brooklyn, New York

Mini-School Teacher, September 1984 to September 1985

Alexander Hamilton High School, Brooklyn, New York

Physical Education Teacher, 1980 to 1984

- Selected as the Classroom Teacher for the Title I Math within the Remedial Skills Building Program in conjunction with a paraprofessional.
- Assumed responsibility for the instruction of Health Science for two classes.

I.S. 201, Queens Village, Queens, New York

Science Teacher – SP Classes, 1979 to 1980

I.S. 227, Brooklyn, New York

Science Teacher – SP Classes, 1977 to 1979

Dyker Heights Jr. High School, Brooklyn, New York

Regular Substitute Teacher, 1975 to 1977

OTHER EMPLOYMENT

YMCA, Monmouth and Ocean County, New Jersey

Certified Personal Fitness Trainer

YMCA of Western Monmouth County

Certified Fitness Trainer and Weight Management Teacher, Present

Wagner College, Staten Island, New York, Seasonal

Instructor for American Council on Exercise

Instructor of World Instruction Training, Teaching Program systems for Fitness (W.I.T.S.)

CUNY: The College Of Staten Island, Staten Island, New York, Seasonal

W.I.T.S. Training Programs

Kutscher's Sports Academy, Monticello, New York

Assistant Head Counselor, 1983 to 1986

South Beach Psychiatric Center, Staten Island, New York

Mental Hygienist, 1973 to 1975

Presently:

Presenter at Staten Island, NYC Green Zone Exposition on March 10

Member of the Staten Island Economic Development Council

Organized a City Hall Conference for the Obama-Biden Transition Team

SCHOLARLY ACTIVITIES:

With Speaker, Christine Quinn on January, 12, 2009

Region 10, City Of New York

- NYS State APHERD- Committee of Administrators Representative, N.Y.C. Zone Leader
- Served as Student Liaison (COSA) to the high school unit
- Work closely with the Central Harlem Interagency in Parenting Programs for Community
- Affairs. Currently planning the re-opening of the Harlem Armory for Sports Programs
- Assistant to Michelle Paterson, wife of the Governor David Paterson, to implement The Robert Wood Johnson Obesity Grant. Program awarded \$85,000 to commence in the fall term 2007.
- Consultant to the New York City Center for Charter School Excellence to develop The Dr. Muriel Petoni Charter School of Health Scholarship & Community Leadership, 2006-2007
- Developer of Jersey City Differentiated Instruction Strategies utilizing Dr. Roger Taylor's Integrated Thematic Teaching (AHA!) Model.
- Riverbank State Park founder of the Fitness Scholars Program and Track & Field Series.
- Implemented the Mayor's "Swim to Safety" at Hansborough Center
- Developed Testing Administration for the NYC Fitnessgram Assessment Testing, 2004-2007

Michael J. Petrides School, Staten Island, New York

- Member, parent-teachers Association, Executive Board Member
- Volunteer for Chancellor's Challenge Program in Reading

United Federation of Teachers

Member and Delegate, UFT Committee

CSA Task Force Committee Member, 2007

Planning Council for Renewal of Mayoral Control

Staten Island Environmental Association

- Participated on Cable T.V. Program focusing on F.D.A. sanctions against vitamins and herbs sold at Health Food Stores.

Fit Kids Operation

- Selected to serve as the Administrator for this program, the first of its kind in Manhattan.
- Work in conjunction with New York Sports Clubs and the American Council for Physical Fitness.

International Sports Sciences Association (ISSA)

Certified Fitness Trainer, Sports Performance Specialist

PHILOSOPHY OF TEACHING

Dedicated to the goal of encouraging students to achieve their own level of competency and their highest levels of learning, athletic ability, student trust, and social development. Assist students in gaining confidence through their participation and accomplishments; provide support to students in all areas, assisting them in becoming strong members of society. Strong belief in Peer Mediation and Cooperative Learning Styles. Help students to create a strong learning environment with new challenges to conquer. All students will become active learners building self esteem and developing strong test scores in all subject areas.

PROFESSIONAL AND PERSONAL REFERENCES AVAILABLE

Eric Coursen

SUMMARY OF SKILLS AND STRENGTHS

Over 39 years of experience in the Telecommunications industry. For the past 19 years at Telcordia I have used my experience in Telecommunications as a Lead tester. In this position, have developed real world testing strategies by creating and maintaining our network-testing lab, I have authored various documents from Functional Requirements, Test plans, and Test operation documents. In addition to above, I have worked with new employees on test strategies and the QMO process. Proficiency in UNIX, Oracle, VOS and shell programming for testing software are some of my strengths. Prior to joining Telcordia worked at Bell Atlantic (NYNEX) for over 15 in the Special Services Telephony division working with both Analog and Digital circuits.

AWARDS

Recipient of CEO award for BellSouth project: 2002

EMPLOYMENT

3/1991-Present: Product Test Services Telcordia Technologies; Piscataway New Jersey: Responsibilities include technical lead for product Test expert from its inception as an Integrated Test System. Maintain new network interfaces and additional test hardware for lab as required. Create both STOP and STTS documents for testing feature and enhancements. The implementations of these plans were done using MYNAH automation tools and various metrics to measure the actual results.

3/1987-2/1991 Training Supervisor Bell Atlantic of NJ; Edison New Jersey: Training of Test Desk Technicians for Special Service Testing on both analog and digital technology, Management skills included the keeping of records for all personal. Additional responsibilities included the managing of a geographic area for trouble reports.

3/1981 -3/1987: Test Desk Tech. Bell Atlantic of New Jersey; Edison New Jersey: The testing of Special Service circuits for both analog and digitals services.

3/1975 - 3/1981: Service Representative New Jersey Bell; Elizabeth New Jersey: The issuing of service orders for residential customers for New Service, Moves and changes to existing residential service.

5/1970-3/1975: Office Assistant New Jersey Bell; Cranford New Jersey
The delivery of computer billing tapes and the operation of an automatic Mailing machine were some of my responsibilities.

EDUCATION

Bachelor of Management Science, June 1979 Kean College of New Jersey, Union N.J.; GPA 3.0

VOLUNTEER Activities

Staten Island Green Charter School Planning Board member; MS 150 Bike Tour; American Diabetes Tour for Cure

137 Ridgecrest Avenue
Staten Island, NY 10312

Email: [REDACTED]

Cell Phone [REDACTED]
[REDACTED]

Cristina Calo

File Number: 871425

Objective: To utilize my past training and to enhance my future goals by becoming an Early Childhood Education Teacher birth-2nd grade.

Qualifications:

- Working with children, Intern for 2nd grade class in 2007 at P.S.100, tutoring in mathematics and reading, summer camp, Vacation Bible School teacher for Pre-kindergarten, assistant at an after school music class, babysitting, nursery attendant, Sunday School Teacher, Substitute Teacher, displayed/created bulletin board artwork for Castleton Hill Moravian Preschool.
- Excellent time management skills and completing assignments accurately and on time.
- Interact and work well with all people of all ages.
- Ability to learn and teach new computer programs and applications efficiently.

Education:

- **College of Staten Island**
City University of New York
Initial Certification in SLS, Early Childhood Education, May 31, 2012
Masters of Special Education grades 1-6, Currently in progress
 - **Chosen as the Early Childhood Education Graduating Speaker and Representative at the College of Staten Island's Commencement of 2012**
 - **Chosen as a presenter at the CUNY-Wide Early Childhood Student Conference titled "Preparing Children for a Changing World" in NYC on April 1, 2011**
 - **President of the Early Childhood Education Club in 2011**
 - **Secretary of the Early Childhood Education Club in 2010**
- **Graduate from Edward R. Murrow High School, June, 2007**

Credentials:

- LAST - passed
- ATSW - passed
- CST - passed
- Completion of 2 Seminars: Child Abuse, and School Violence

References:

- **Rose Pattison:** Art teacher at P.S. 13
Telephone: [REDACTED]
Email: [REDACTED]

- **Robin Marino:** Teacher at P.S. 54
Telephone: [REDACTED]
Email: [REDACTED]
- **Kimberly Johnson:** Teacher at Leman Manhattan Preparatory School and coordinator for events at Castleton Hill Moravian Preschool
Telephone: [REDACTED]
Email: [REDACTED]
- **Constance Pattison:** Teacher at P.S. 154
Telephone: [REDACTED]
Email: [REDACTED]
- **Lynnette Delbridge:** Pastor and Music teacher at Castleton Hill Moravian Preschool
Telephone: [REDACTED]
Email: [REDACTED]

Experience:

02/07-07/07

Intern with The Department of *Citywide Administrative Services (DCAS)*

P.S. 100

2nd grade

Cooperating teacher: Tricia Smookler

- Provided individualized and group instruction, to adapt to the curriculum.
- Evaluated pupils' academic and social growth keeping students' works in folders necessary for evaluating and grading.
 - Established goals and maintained standards of pupil behavior needed to achieve a functional learning atmosphere.
 - Helped to create a functional and attractive environment for learning through display, bulletin boards and interest centers.
 - Provided a secure, structured learning environment for numerous students. Helped follow through with rules as they were learned, introduced and understood throughout the school year.

05/09-Present

Brooklyn/Staten Island, NY

Private Mathematics/Reading Tutor

- Helped students in grades K-6th prepare for tests, review lessons, and complete homework assignments
- devised new methods of teaching when the child is/was having trouble learning through the conventional method
- Gave positive and suggestive feedback to promote growth and confidence
- Ensure that the children gain the skills necessary to understand the tasks, and improve their grades.

8/2/10-8/6/10, 8/1/11-8/5/11, 7/30/12-8/3/12

Castleton Hill Moravian Preschool

Staten Island, NY

Pre-Kindergarten Vacation Bible School Teacher ages 3-5

- Engaged the children with energetic songs, science experiments, fun crafts, healthy snacks, and singing.

- Provided children with a fun and imaginative learning environment which allowed them to engage in social play
- Organized and decorated the classroom for appropriate theme (2010: Space, 2011: Cooking)
- Appropriately address the needs of each individual child to the best of my ability.

010/10-Present **Castleton Hill Moravian Preschool** Staten Island, NY
Sunday School Teacher/Sunday Nursery Attendant

- Help develop an appropriate curriculum weekly for the Sunday School class
- Participate in regular meetings with colleagues.
- Promote and support outreach.
- Provide the children with healthy snacks before the Sunday School children go to the Church
- Responsible for and to oversee the day to day management, staffing, organization and smooth running of the Nursery.
- Create a safe and nurturing environment where the children feel comfortable

06/11-07/11 **Castleton Hill Moravian Preschool Summer Camp** Staten Island, NY
Teacher Assistant for toddler class

- Recognized and responded to opportunities for problem solving in the group.
- Provided opportunities for the group so that each individual experiences success during camp.
- Carried out established roles for supervising each child's health.
- Prepared for all assigned aspects of the campers' day including morning routine, clean-up, meal times, afternoon activities, and classroom preparations.
- Maintained good public relations with campers' parents.
 - Arts and crafts, stories, games, and snack.

11/25/11-Present **Castleton Hill Moravian Preschool** Staten Island, NY
After- School Music Teacher Assistant

- Assist the teacher by observing and supervising children and classroom activities
- Supervise students during school yard play to ensure rules are followed and children are safe
- Observe student behavior and maintain awareness of students' activities/actions including communicates rules, expectations and consequences to the students; implement consequences for inappropriate behavior, etc.
- Sing along with the children and teach them new songs
- Help the teacher prepare for upcoming lessons/activities
- Help prepare the children for Preschool Sundays when the children sing on the alter of the church for friends and family.

01/12-06/12 **P.S. 54** Staten Island, NY
Student Teacher/Assistant/Observer

- Developed daily lesson plans and instructional materials for kindergarten and 2nd grade
- Provided individualized and group instruction to adapt to the curriculum
- Evaluated pupils' academic and social growth by maintaining appropriate progress reports
- Established and maintain standards of pupil behavior needed to achieve a functional learning atmosphere
- Created a functional and attractive environment for learning through display, bulletin boards

and interest centers

- Provided a secure, structured learning environment for all students

09/12-Present

NYC Department of Education

Staten Island, NY

Substitute Teacher

- Frequently subbed in Integrated Co-Teaching (ICT) and general education settings.
- Developed daily lesson plans and instructional materials for grades K-5
- Provided individualized and group instruction to adapt to the curriculum
- Established and maintain standards of pupil behavior needed to achieve a functional learning atmosphere
 - Provided a secure, structured learning environment for all students
- Incorporated technology into students' learning activities for varied academic disciplines.
- Voluntarily stepped in to run school events (Bunny Tales after-school reading event for grades K-2)

01/22/2013-Present

Staten Island Green Charter School for Environmental

Staten Island, NY

Discovery

Lead Kindergarten Teacher

- Significant part of the planning stage of writing and revising the proposal for the charter grant
- Worked on Letter of Intent
- Writing curriculum
- Took part in community outreach- Set up an Open House, Art Auction and Fundraiser at Castleton Hill Moravian Preschool for the SIGCSED

ELAINE A. FRIEDLAND

Tel. No. [REDACTED]

POSITION: Director of Professional Development

PHILOSOPHY:

Professional Development must be a collaborative process. Hence, the Director of Professional Development must frequently visit classes to observe whether planned lessons meet the needs of learning styles of the students within the classes. The purpose of these observations is to assist teachers meet their students' academic needs.

SUMMARY OF QUALIFICATIONS

Forty years' experience in education (K-16) and in research methodology; Integrated Smart Boards and Power Point into classroom lessons; Guided students in collaborative research projects; Taught English language learners; Specialist in using simulation to teach about historical events and issues; Designed curriculum for courses in Social Sciences; Taught webpage design; Trained colleagues in MS Word and Excel; Expert in participant observations in classroom settings; Experienced in descriptive statistics (correlation analysis, regression analysis, analysis of variance, and time series) for educational evaluation; Presented and published research studies on Southern African politics and economics.

EDUCATION

Ph.D., POLITICAL SCIENCE, GRADUATE SCHOOL OF THE CITY UNIVERSITY OF NEW YORK, June 1980.

Dissertation title: *A Comparative Study of the Development of Revolutionary Nationalist Movements in Southern Africa—FRELIMO (Mozambique) and the African National Congress of South Africa*

Specialties: public policy, political economy, research methodology, political-economic development, international relations, and Southern African politics

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B.A., BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, June 1969.
Graduated cum laude, with honors in Political Science.

PROFESSIONAL EXPERIENCE

STATEN ISLAND GREEN CHARTER SCHOOL FOR ENVIRONMENTAL DISCOVERY,
9/2009-present

Executive Team Member

Analyzed demographic data for Response 1 (2013 Application)

Wrote Response 1 (2013 Application)

Created school brochure directed at donors

Arranged for the support of Mr. Gonzalo Mercado of El Centro del Immigrante

Attended Planning meetings

Designed the Social Studies Curriculum for grades K through five

- Meets new Common Core ELA Standards
- Meets New York State Social Studies Standards
- Demonstrates the environment's affect upon societies in the past and the way people live today
- Develops respect for the many cultural groups that reside in the US

Participated in meeting between school Executive Team and with Susan Barker Miller, Jason Sarsfield, and Sean Fitzsimmons, SUNY Charter Schools Institute, Oct 2011

Attended in December 2011 and 2012, Professional Development workshop on Project Learning Tree

Participated in Community Education Council, District 31 (Staten Island) meetings of Apr 2, 2012 and Aug.8, 2012

Arranged for the Staten Island Green Charter School for Environmental Discovery to join the Eco-School Network

Arranged meeting with Amie Hamlin, Executive Director, New York Healthy School Food Coalition

ARDEN HEIGHTS BOULEVARD JEWISH CENTER, Staten Island, New York, 9/2000–present

Webmaster (www.ahbjewishcenter.org).

Create visually appealing webpages that promote the synagogue and the Staten Island Holocaust Commemoration Committee on the web

DISASTER (FLOOD) RELIEF PROJECT FOR RURAL POOR IN MOZAMBIQUE FOR THE INTER-RELIGIOUS FORUM OF MOZAMBIQUE, 3/2000–6/2000

Researcher

Tropical Cyclone Eline's inundations, in February 2000, destroyed poor peasants' seed stock and depleted the available seed stocks at the national level.

Utilized the internet to obtain donations of open pollinated seeds appropriate for Mozambique's climate

.NEW YORK CITY DEPARTMENT OF EDUCATION, 9/1985–6/2012

Substitute teacher. Taught at Liberty High School Academy for Newcomers; NYC Lab School for Collaborative Studies (high school and middle school levels); Stuyvesant High School; The Manhattan Hunter School for Science; Fiorello H. LaGuardia HS for Music, Art and Performing Arts; Jonas Salk School of Science; High School for Law, Advocacy, and Community Justice; Murray Bergtraum Summer High School. Unity Center for Urban Technologies (Summer School); 1987- 1999 (when I moved to Staten Island). I was the primary substitute for M171 (The Patrick Henry School), a K-6 school located in East Harlem, when under Principal Lorraine Mann Skeen's leadership, 75 percent of the students were on or above grade level in both ELA and Math, while the school simultaneously had a 67 percent free lunch rate.

INDEPENDENT CONSULTANT, 9/1984–1/1999

Foreign market researcher to identify export opportunities

Targeted for consultancy service small businesses in the New York metropolitan region that manufacture machinery, laboratory equipment, industrial components, and electronic equipment/instruments

Evaluated and compiled data on potential business clients in the Mexican, German, Singaporean, Thai, and Argentinian markets

NEW YORK INSTITUTE OF TECHNOLOGY, SOCIAL SCIENCE DEPARTMENT, 9/1981-8/1984

Assistant Professor

Designed the curriculum and taught courses on History of World Civilizations, American Government, and International Organizations

Member of the departmental curriculum committee

CITY UNIVERSITY OF NEW YORK, 1/70–6/81

Queens College, Political Science Department, 1981 (Spring Semester)

Adjunct Assistant Professor, Designed the curriculum and taught MA level course on Research Methodology which covered both qualitative and quantitative methods

Graduate Center, Political Science Department, 9/1977–12/1980

Research assistant on team. Content analysis of foreign leaders' speeches to determine foreign policy goals

Brooklyn College, Political Science Department, 9/1972–8/1977

Instructor, Part-time (1972-1974) and Graduate Teaching Fellow (1975-77), Designed the curriculum and taught courses on Introduction to Political Science and American Government.

Queens Borough Community College, Social Science Department, Spring 1973

Adjunct Lecturer. Designed the curriculum for and taught Introduction to American Government.

Graduate Center, Political Science Department, 1/1970–8/1972

Research assistant on team project. Researched and wrote drafts of historical biographies of the leadership of African nationalist organizations in South Africa.

KEAN UNIVERSITY, POLITICAL SCIENCE DEPARTMENT, Elizabeth, New Jersey, Spring 1972

Adjunct Instructor

Taught course on introduction to Political Science

THE CITY OF NEW YORK, OFFICE OF THE DEPUTY MAYOR, OFFICE OF MANAGEMENT ANALYSIS, Summer 1969

Research Assistant on team project to improve response time of the City's ambulance service. Analyzed quantitative response time data.

PUBLICATIONS

"The South African Development Co-ordination Conference and the West: Cooperation or Conflict?" *The Journal of Modern African Studies* 23 (no. 2, 1985), pp. 287-314

"Review of *The Quest for Economic Stabilization: The IMF and the Third World, and The IMF and Stabilization: Developing Country Experiences*. Ed. Tony Killick," *The Journal of Modern African Studies* 22 (no. 4, 1984), pp. 667-69

"The South African Freedom Movement: Factors Influencing Its Ideological Development, 1912–1980s," *Journal of Black Studies* 13 (March 1983), pp. 337-54

"South Africa and Instability in Southern Africa," *Annals of The American Academy of Political and Social Science* 463 (September 1982), pp. 95-105

"Mozambican Nationalist Resistance: 1920–1949," *Civilisations* 27 (December 1977), pp. 332-44

"The Political Economy of Colonialism in South Africa and Mozambique," *Journal of Southern African Affairs* 2 (January 1977), pp. 61-75

CONFERENCE PAPERS PRESENTED

"The U.S.-South African Alliance and Proxy Wars in Southern Africa," The 1987 Annual Meeting of the American Political Science Association, September 3-6, 1987, Chicago, Illinois

"Agricultural Development for Food Self-Sufficiency in the Southern African Development Coordination Conference States," The 1986 Annual Meeting of the International Studies Association, March 25-29, 1986, Anaheim, California

"U.S. Foreign Policy versus Mozambique's Socialist Domestic Policy," The XIII World Congress of the International Political Science Association, July 15-20, 1985, Paris

"Public Policies to Improve the Living Conditions of the Poor: A Comparison of Mozambique and Zimbabwe," The 1984 Annual Meeting of the American Political Science Association, August 30-September 2, 1984, Washington, D.C

"The Reagan Administration's Policy toward the Southern African Development Coordination Conference," The 1984 Annual Meeting of the International Studies Association, March 27-31, 1984, Atlanta, Georgia

"The Southern African Development Co-ordination Conference and the West: Co-operation or Conflict?" The 1983 Annual Meeting of the American Political Science Association, September 1-4, 1983, Chicago, Illinois

"South Africa and Instability in Southern Africa," The 1982 Annual Meeting of The American Academy of Political and Social Science, April 22-23, 1982, Philadelphia, Pennsylvania

"Regional Cooperation and Development Policy in Southern Africa," The Conference on Science, Technology, and Development (sponsored by the Association for the Advancement of Policy, Research and Development), November 19-21, 1981, Washington, D.C.

"The Political Economy of the Front-Line States' Foreign Policy toward South Africa," The 1981 Annual Meeting of the Northeastern Political Science Association, November 12-14, 1981, Newark, New Jersey

"Mozambique's Underdevelopment: The Legacy of Portuguese Colonialism," The Symposium on Development and Underdevelopment in the Black World (sponsored by the Queens College Africana Institute), May 8-10, 1980, Queens, New York

"The Political Economy of the Ideological Evolution of the African National Congress of South Africa," The VII Annual Meeting of the New York Africana Studies Association, May 3-4, 1980, Queens, New York

PROFESSIONAL CONFERENCE PANELS PLANNED AND CHAIRED

"Apartheid and International Conflict." The 1987 Annual Meeting of the American Political Science Association, September 3-6, 1987, Chicago, Illinois

"Regime Type, Regime Change, and Policies Affecting the Quality of Life." The 1984 Annual Meeting of the American Political Science Association, August 30-September 2, 1984., Washington, D. C.

"The Reagan Administration's Southern African Policy: Economic Priorities." The 1984 Annual Meeting of the International Studies Association, March 27-31, 1984, Atlanta, Georgia

?The International Politics of Southern Africa." The 1981 Annual Meeting of the Northeastern Political Science Association, November 12-14, 1981, Newark, New Jersey

VINCENT J. MALIGNO PhD Staten Island NY 10312
drmaligno426@gmail.com

Position: Principal

Education: 1981 – PhD Counseling Psychology, City University Los Angeles
1990 – P.D. Administration/Supervision, College of Staten Island
1989 - Ms.Ed. Special Education, College of Staten Island
1973 - M.A. Human Relations, University of Oklahoma
1969 - B.A. Modern Foreign Languages, Manhattan College

Work Experience:

1986 – 2011 New York City Department of Education (retired):

Assistant Principal Special Education Schools - 2001 -2011

- .Responsible for assisting principal in operating the school
- .Provided instructional leadership and managed daily activities
- .Helped teachers to improve their skills
- .Maintained high curriculum standards

Special Education Teacher - 1986-2001

- .Taught learning disabled and emotionally disturbed students in classes of math, science, Spanish, English and history.
- .As attendance coordinator improved students' attendance

1983 – 1986 Operations Manager, Maramont Corporation

- .Managed daily operation of school food production
- .Coordinated staff of Haitian and Hispanic personnel
- .Fluent in French and Spanish

1976 – 1983 Clinical Director Department of the Army

- .Supervised 11 Community Counseling Centers in Germany
- .Provided outpatient care for mental health and substance abuse for military members and their families.
- .Worked closely with the military hospital inpatient care
- .Conducted training classes for prevention/awareness

1969 – 1976 Officer, United States Air Force (Retired Major, USAF)

- .Chief Social Actions for Anderson AFB Guam
- .First drug/alcohol control officer in the Air Force
- .Served two tours in Vietnam

Prior Adjunct Positions:

2001 - 2003 Touro College Business and Psychology

1989 – 2001 St. John's University Business, Management and Psychology

1986 – 1989 Mercy College Psychology

College of Staten Island Business and Management

1976 – 1981 University of Maryland Psychology

1976 USC Master's Program

1973 – 1976 University of Oklahoma Internship Moderator

University of Guam Psychology and Sociology

PROFESSIONAL PROFILE:

New York Board of Education Licensed Special Education instructor and experienced educator with the ability to lead, teach, and motivate students in various academic settings in order to achieve state educational objectives. Dedicated to continuous improvements in quality, productivity, efficiency and academic planning. Articulate communicator effectively interacting with diverse populations of students at a variety of academic levels consistently maintaining excellent relations with students, parents, faculty, and administrators. Self-starter demonstrating strong managerial, interpersonal, time management and problem solving skills. Computer proficient in MS Word, MS Excel, MS PowerPoint, Google Documents, and Smartboard classroom technologies.

PERSONAL EXPERIENCE:

Staten Island Green Charter School for Environmental Discovery

2010- continuing Special education teacher/ director of Special education

Contributions: worked with the charter group to implement the charter school on Staten Island.

Communicated with prospective parents to the school, to cultivate and nurture relationships with them for our schools registration.

Working with administration and teachers to write a proposal to allow the school to open

Developing age appropriate curriculum for the opening of the school.

Having fund raisers and open houses to get the community involved in the school.

Communicating with the community, handing out fliers and going to community centers to talk about the school and obtain feedback from the community.

Writing grants for the school funding

Miss Catherine's Daycare and Pre-Kindergarten Center, Lords Valley, Pennsylvania

Office Manager/ Educator

2002 - 2008

Managed office and all aspects of the school. Answered phones, managed incoming and outgoing calls.

*Created healthy lunch menus and order lunches for children. Maintained school attendance. Scheduled appointments for incoming parents and parents of school children. Set up school programs, clubs, after school and parent teacher nights. Applied for and received grants for the school. Facilitated lesson objectives, communicated progress of students to interdisciplinary teams and evaluated effectiveness of programs with administrators, students, and parents. Cultivated and nurtured positive, productive relationships with students in diverse environments leading to positive outcomes of initiatives. **Key Contributions:***

- Implemented age appropriate lessons that supported state standards of educational instruction and key objectives of state learning requirements in the classroom.

- Devised and prepared daily activities including block play, puzzles, circle time, songs, stories, science, songs and dramatic play to stimulate and improve academic, motor, and behavioral, language and reasoning skills.

- Developed art, science, literary, math, and computer sensory centers to improve reading comprehension skills, developmental skills, and science based learning 25% in a three month period.

- Role modeled positive behavior and implemented positive discipline, keeping students on task, and safe at all times.

- Informed parents about daily classroom routine, expectations, and goals so activities learned could continue in home environment improving retention and learning routines.
- Maintained documentation including complete and accurate progress report card notes, classroom recommendations, and other academic records within accordance and standards of school and state program's policies and procedures.

Intermediate School 318, Region 8, Brooklyn, New York

Special Education / General Education Instructor

1992 - 2001

*Facilitated general education and special education learning objectives and developed innovative lesson plans that contributed to academic enhancement over 30% in a four month period for all classes instructed. Strong player in implementing motivating, detailed, and engaging programs for sixth through eighth grade students. **Key contributions:***

- Provided instruction in math, history, life science, English and reading to diverse classes raising test scores 25% using technology based curriculums and cooperative learning models.
- Worked with students with mild to moderate disabilities, modifying curriculum to meet students' individual needs and providing remedial instruction when needed.
- Instructed behavioral programs for students, disciplining behavioral situations and enacting appropriate strategies to maintain behavioral objectives.
- Implemented a work program for students teaching needed life skills, time management skills, and problem solving skills in the real world.
- Organized and ran Special Education Olympics program soliciting students to join, encouraging progress, and building self-esteem in the classroom.

EDUCATION AND LICENSES:

New York State Certification in Special Education all Subjects, all grades
 New York City License in teaching Special Education
 New York City License in Teaching Prekindergarten through 12th Grade
 File Number: 690738

City University of New York, College of Staten Island
 Master's Degree in Special Education, 1999
 City University of New York, College of Staten Island
 Bachelor's Degree in Social Work, 1991

Dawn Cucciniello

Home –

Objective

Full/PT teaching grades 5-10
English/Math/SS/ESL/GED
Administrative position – elementary/middle school
Asst. Principal – elementary/middle school
Principal – elementary/middle school
Educational/Instructional Director – elementary/middle school

Experience

Teaching
2012 – present - JCC – ESL/GED
2012-2009 – South Beach Psychiatric Adolescent Unit
2009-2005 – Jewish Foundation School – grades 5,6,7,8
Sci/SS/Eng/Math
2005-1996 – PS 52 R – grades 3,4,5
1996-1972 – PS 221 K – grades 2, 5
Taught Project Read/Afterschool Program – 1996-2003
Taught Adult Basic Education/Immersion Program – College of Staten
Island - 2005

Taught all grades/all subjects from grades 2 to 8
Grade leader/conducted workshops/observed teachers/conducted pre/post
conferences/UFT chapter chairperson/editor school newspaper/head of Dist.
17 Gifted/Talented program/administrative asst./hired substitutes/charge of
breakfast program/directed,wrote,choreographed plays/scheduled prep
times

Headed enrichment literacy/math program

- Peer Observer
- Wrote LA/Math/Science curriculum for SI Green Charter School for
Environmental Discovery
- Headed fundraising activities for schools and community organizations
- Taught enrichment classes in Math/LA/Science
- Wrote grants for Music/Art program
- Taught choral singing – upper grades
- Taught Arts and Crafts Club Hours – upper grades
- Grade leader – upper grades
- Head of graduation programs
- Organized grade trips/excursions/activities for end-of-year activities
- Taught SHSAT preparation classes for specialized high school exam
- Taught elementary French classes to elementary school students
- Developed Creative Writing program for upper grades

- Scheduled breakfast/lunch programs for elementary school students
- Tutored parents for civil service tests/GED/SAT
- Attended STAC seminars for science instructional program

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Education

Philosophy/English Literature courses – Berkeley College, California
1979

BS Elementary Education – Brooklyn College – 1972

MS – Elementary Education – Brooklyn College - 1974

MS – Administration/Supervision – 1990 – College of Staten Island

- Common Branch License – 1972
- NYS certification - 1974
- Asst. Principal’s License – 1990 – Day Elementary School
- Principal’s License – 1990 – Day Elementary School
- Gifted/Computer classes 1995 – Wagner College
- Gifted/talented courses – St. John’s University
- Accepted into Ed.D Program – St. John’s University – 1996
- Training for Peer Observer - 2011

Awards/Achievements

-
-
- Columbia School Newspaper Award – Editor – 1985
- 1st place international Science competition with Israel – 2005
- 2nd place International Math competition - 2006

Your Name

Address, phone, fax, email

- NYS Finalist – Teacher of the Year – 2001
- NYC Educator of the Year – 2001
- Who's Who of American Women – 1990
- Who's Who of American educators – 1990
- High IQ Club of America member

Interests

Volunteer for SI Animal Council for Animal Welfare
Volunteer for Pet Lovers United As One
Volunteer for American Cancer Society
Reach for Recovery volunteer
Teacher of CCD at local Catholic church – volunteer position
Tutor students for SHSAT/TACHS/SAT/GED tests
Interested in music/art/theater/sports/community theater groups
Member of Committee for Italian American Migration
Member of University Women

References

Rosemarie Varriano – friend and former principal [REDACTED]
Dr. Jeffrey Glanz – friend – [REDACTED]
Bonnie Ferretti – friend and former Asst. principal – principal of PS 60R.

BYLAWS
for the regulation, except as otherwise provided
by the statute of its Provisional Charter,
of
STATEN ISLAND GREEN CHARTER SCHOOL for ENVIRONMENTAL DISCOVERY
a New York not-for-profit education corporation

NAME

The name of the Corporation is Staten Island Green Charter School for Environmental Discovery (hereinafter “the Corporation”).

PURPOSE

The purpose for which the Corporation is organized is to establish and operate a charter school (the “Charter School”) to ensure academic success for students in grades K-5 in the Staten Island community.

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the directors of the Corporation (hereinafter “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter, the “Board”).

BOARD OF TRUSTEES

Powers

The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of applicable Education Law, Not-for-Profit Corporation Law, the Corporation’s Charter and these bylaws (the “Bylaws”). The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. All Trustees shall have identical rights and responsibilities. Trustees shall act only through the Board, and shall have no power as individual Trustees. Without limiting the generality of the powers herein granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

To elect and remove Trustees;

To (i) select and remove officers, agents, and employees of the Corporation; (ii) to prescribe powers and duties for them; and (iii) to fix their compensation;

To (i) conduct, manage, and control the affairs and activities of the Corporation and (ii) make rules and regulations for the Corporation;

To enter into contracts, leases, and other agreements which are, in the Board’s judgment, necessary or desirable for promoting the interests of the Charter School;

To carry on the business of operating the Charter School and apply any surplus that results from the business activity of the Charter School to any activity in which the Charter School might engage;

To act as trustee under any trust incidental to the Charter School’s purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust;

To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such real or personal property;

To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities;

To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

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 Bylaws.

Number of Trustees

The number of Trustees of the Corporation shall be not less than five (5) or more than fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

Election of Trustees

Election. The Executive Director of the Charter School (the “Executive Director”) shall automatically be an *ex officio* non-voting Trustee. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the governmental agency that issues a provisional charter (also known as a certificate of incorporation) to the Charter School (the “Charter Entity”).

Eligibility. The Board may elect any person who it believes, in its sole discretion, will serve the interests of the Charter School faithfully and effectively. In addition to other candidates, the Board will choose one (1) Trustee to represent each of the following constituencies from a group of at least three (3) candidates recommended for consideration by the applicable stakeholder group:

A parent of an active student at the Charter School, who is designated by the Parents’ Association to represent the Parents’ Association (the “Parent Representative”).

A teacher at the Charter School, selected by the faculty (the “Faculty Representative”).

Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the Charter School for services rendered to it within the previous twelve (12) months, whether as an independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Term of Office

Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these Bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

The initial Board will serve staggered terms. The initial Board shall consist of at least three (3) Trustees who will serve a two-year term, at least three (3) Trustees who will serve a three-year term, and at least three (3) Trustees who will serve a four-year term; provided, however, that the term of a Trustee who is a Parent or Faculty shall be one (1) year; provided, further, that such Representatives’ terms shall cease upon such Representative no longer being a parent, faculty member or student of the Charter School, respectively, in which case there shall be a vacancy on the Board that will be filled in accordance with these Bylaws.

The term of office of a Trustee elected to fill a Board vacancy begins on the date of such Trustee’s election, and shall continue: (1) for the balance of the unexpired term of the Trustee whose vacancy is being filled in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of authorized Trustees.

A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Charter, the Bylaws or other Board action.

A Trustee’s term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Charter or the Bylaws or other Board action.

Time of Elections. The Board shall elect Trustees whose terms begin on August 1 of a given year either at (i) the Annual Meeting for that year, (ii) a Regular Meeting designated for the purpose of electing Trustees or (iii) a Special Meeting called for the purpose of electing Trustees.

Removal of Trustees

In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Any Trustee who has failed to attend three (3) or more consecutive meetings of the Board without excuse accepted as satisfactory by the Board, in its sole discretion, shall, upon a majority vote of the entire Board, be deemed to have resigned and such vacancy shall be filled in accordance with these Bylaws.

Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. Such resignation shall be effective upon the giving of such written notice, or on a later date if specified in such written notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but in no event shall any resignation by a Trustee discharge any accrued obligation or duty of such Trustee.

Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

EXECUTIVE DIRECTOR OFFICE

The Corporation's Executive Director Office shall be the location of the Charter School, or such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in Executive Director Office on the copy of the Bylaws maintained by the Secretary.

MEETINGS OF THE BOARD

Place of Meetings

Board Meetings shall be held at the Corporation's Executive Director Office or at any other reasonably convenient place as the Board may designate.

Annual Meetings

An annual meeting shall be held in June of each year (each, an "Annual Meeting") for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

Regular Meetings

Regular meetings shall be held at various times within the year (each, a "Regular Meeting") as the Board determines.

Special Meetings

A special meeting shall be held at any time (1) called by the Chair, (2) called by any five Trustees or (3) called by the Chair or in his or her absence, the Vice Chair on written request of three Trustees (each, a "Special Meeting," and, together with Annual Meetings and Regular Meetings, collectively, "Board Meetings").

Adjournment

A majority of the Trustees present at a Board Meeting, whether or not a quorum, may adjourn such Board Meeting to another time and place.

Notices

Notices of the time and place of every Board Meeting shall be mailed not less than five (5) nor more than ten (10) days before the Board Meeting to the usual address of every Trustee. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid, or when personally delivered in writing to the recipient.

Waiver of Notice

Notice of a Board Meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the Board Meeting or an approval of the minutes of the Board Meeting, whether before or after the Board Meeting, or attends the Board Meeting without protest prior to its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Board Meeting. If the purpose of a Board Meeting is the election, hiring, or removal of any Trustee or employee, the notice or waiver of such Board Meeting shall so state. A waiver may also include notice to be provided by electronic mail, facsimile, telephone, hand delivery or communicated orally.

ACTION BY THE BOARD

Quorum

A majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

Action by the Board

Actions Taken at Board Meetings. The actions done and decisions made by a majority of the Trustees present at a Board Meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the Corporation's Bylaws, where the action of a majority of Trustees then in office is required as set out in these Bylaws. If at any Board Meeting there shall be less than a quorum present, the Trustees present may adjourn the Board Meeting until a quorum is obtained.

Board Meeting by Video-Conference Telephone. Trustees may participate in a Board Meeting through use of video-conference or similar communication equipment, so long as all Trustees participating in such Board Meeting can see and hear one another, and the public is able to attend at any video-conference site. Participation in a Board Meeting pursuant to this section constitutes presence in person at such Board Meeting. Any notice of a Board Meeting must include all videoconference locations, and a notice must be placed at such location.

Committees

Appointment of Committees. The Board may appoint one or more committees (each, a "Board Committee," and, collectively, the "Board Committees") by vote of the majority of the entire Board. A Board Committee will consist of not less than three (3) Trustees, who shall serve at the pleasure of the Board, except that any Executive Committee of the Board shall consist of not less than five (5) Trustees.

Standing Committees. The Board shall have a standing Finance Committee chaired by the Treasurer, a standing Executive Committee chaired by the Chair, a standing Fundraising Committee chaired by the Treasurer and a standing Academic Accountability Committee chaired by the Chair. The Chair shall appoint additional members of the Board Committees.

Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:

The election of Trustees;

Filling vacancies on the Board or any Board Committee;

The fixing of Trustee compensation for serving on the Board or on any Board Committee;

The amendment or repeal of any Board resolution;

The amendment or repeal of these Bylaws or the adoption of new bylaws;

The appointment of other Board Committees or the members of any Board Committee;

The approval of any self-dealing transaction, as defined by Article X below; and

The amendment or repeal of any resolution of the Board that, by the terms of such resolution, may not be amended or repealed.

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 Board Committees are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings, notice, media advisory, public attendance and minutes.

Standard of Care

Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the Charter School's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by: One or more officers or employees of the Charter School whom the Trustee believes to be reliable and competent in the matters presented;

Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

A Board Committee, on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Investments. In investing and dealing with all assets held by the Charter School for investment, the Board shall exercise the standard of care described above and avoid speculation, looking all relevant considerations including the long and short term needs of the Charter School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Charter School.

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 Charter School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Participation in Discussions and Voting

Every Trustee has the right to participate in the discussion on all issues before the Board or any Board Committee, except as noted below:

The Faculty Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator or faculty member; (b) administrator or faculty compensation; (c) meetings of the Executive Committee; or (d) any other matter at the discretion of a majority of the Trustees then present.

Any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest; or (c) indemnification of that Trustee.

Duty to Maintain Board Confidences

Every Trustee, including the Representatives, has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any executive sessions of the Board. Any Trustee violating this confidence may be removed or suspended from the Board.

OFFICERS

Officers

The officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable.

Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board Meetings.

Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation’s Executive Director office or such other place as the Board may direct, a book of minutes of all Board Meetings and Board Committee meetings, noting the time and place of the meeting, whether it was a Regular Meeting or Special Meeting (and if a Special Meeting, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation’s Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board Meetings and Board Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation’s monies and other valuables in the Corporation’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation’s funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Election, Eligibility and Term of Office

Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Removal and Resignation

The Board may remove any officer with cause, at any time, in the same manner as a Trustee may be removed as set forth in Article of these Bylaws. Such removal shall not prejudice the officer’s rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of such written notice or at a later date specified in such written notice.

NON-LIABILITY OF TRUSTEE

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

INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney’s fees. If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification

against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation but only to the extent allowed by, and in accordance with the requirements of, the Not-for-Profit Corporation Law.

INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the Corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of the Not-for-Profit Corporation Law.

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party in which one or more of the Trustees have a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

The Board's action of fixing a Trustee's compensation as Executive Director of the Charter School, a Trustee or corporate officer; and

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

OTHER PROVISIONS

Fiscal Year

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of the following year.

Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair, Treasurer or Executive Director.

Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws.

Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such

person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the Board Meeting shall reflect the disclosure made, the vote thereon, and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,

Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Interpretation of Charter

Whenever any provision of these Bylaws is in conflict with the provisions of the Charter or provisional charter (the "Provisional Charter"), the provisions of the Charter or Provisional Charter shall control.

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, but such amendment, if material, shall not be effective until approved by the Charter Entity. To determine materiality all such amendments shall be forwarded to the Charter Entity after approval.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Staten Island Green Charter School for Environmental Discovery, an education Corporation duly organized and existing under the laws of the State of New York, that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation, which Trustees are the only members of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

Secretary

Dated

CODE OF ETHICS

The Staten Island Green Charter School for Environmental Discovery (SIGCSED) is committed to avoiding any situation in which the existence of conflicting interests of any Board trustee, officer or employee may call into question the integrity of the management or operation of the school. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of board trustees, officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the school, it's board, officers and staff.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, officers and employees under the provisions of the General Municipal Law. Therefore, every Board trustee, officer and employee of SIGCSED, whether paid or unpaid, shall adhere to the following code of ethics.

Code of Ethics

General

Board Trustee, officer or employee of Staten Island Green Charter School for Environmental Discovery shall not:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars 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 influence him/her, or could reasonably be expected to influence him/her, in the performance of his/her official duties or was intended as a reward for any official action on his/her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Exception: gifts from children that are sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

- Disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interests

- 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/she is an officer, member or employee or of any municipal agency over which he/she has jurisdiction or to which he has the power to appoint any member, officer or employee

- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his/her municipality, whereby his /her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered

- 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/her official duties.

- After the termination of service or employment with the school, appear before the Board in relation to any action, proceeding, or application in which he/she personally participated during the period of his/her service or employment or that was under his/her active consideration.

Conflicts of Interest

It is a conflict of interest for a Board trustee, officer or employee to benefit personally from contracts made in their official capacity. “*Contract*” is defined broadly to include any claim or demand against the school or account or agreement with the school, whether expressed or implied. An “*interest*” is defined as a direct or indirect benefit to the employee as a result of a contract with the school.

- No Board trustee, officer or employee shall have an “*interest*” (i.e., receive a direct or indirect benefit as the result of a for-profit contract with the school) in:
 1. a firm, partnership or association in which he/she is a member or employee;
 2. a corporation in which he/she is an officer, director or employee;
 3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
 4. a contract between the school and his/her spouse, minor child or dependents, except for an employment contract between the school, a spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.
- A Board 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/her official duties. Exceptions to the conflict of interest law can be found in §802 of the General Municipal Law.

Disclosures

- In accordance with General Municipal Law § 803, any Board trustee, officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body. Disclosure is not required in the case of an interest that is exempted under §803(2) of the General Municipal Law. The term “interest” means a pecuniary or material benefit accruing to a Board Trustee, officer or employee

Non-Profit / Charitable Organizations

- Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited

- A Board trustee, officer or employee may be involved as a volunteer, officer or employee in a charitable organization which has a relationship with the school. If a Board trustee, officer or employee is a board member, officer or employee of the charitable organization the Board trustee, officer or employee must disclose such relationship in writing to the school, and the Board trustee, officer or employee must recuse himself/herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer or employee shall not disclose any confidential information learned in the course of his/her official duties or use such information to further personal interests. Additionally, the Board member, officer or employee shall not make representations on behalf of the school unless specifically authorized to do so by the Board of the SIGCSED.

Distribution of Code of Ethics

This Code of Ethics will be distributed to all employees upon hiring by the school and to all officers and trustees upon appointment to the Board of Trustees. If amendments are made to the Code of Ethics, all employees, officers, and trustees shall receive an updated copy.

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 the Board's code of ethics and its accompanying regulation may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment – PERSONNEL POLICIES

The policies and procedures listed below should be regarded as guidelines only. They are not intended as a contract for employment between Staten Island Green Charter School for Environmental Discovery (SIGCSED) (the "School") and its employees. The School may revise these policies and procedures, delete sections, or include additional components at any time. These policies and procedures are subject to the approval of the SIGCSED Board of Trustees

Employment Administration

A. Equal Opportunity Employer

The School is an equal opportunity employer. It will not discriminate against employees or applicants for employment on any legally recognized basis including, but not limited to, veteran status, race, color, religion, sex, marital status, sexual orientation, national origin, physical or mental disability and/or age. Employees may discuss equal employment opportunity related questions with the Chief Operating Officer or his/her assigns.

B. Hiring

Upon offer of employment by the School, all employees are required to complete any and all necessary payroll forms, financial forms and benefit applications as required by the Human Resource (HR) Manager. Employment qualifications as stated by an employee or prospective employee on an employment application or related information will be verified. Attempts to falsify personal information, employment history or other data that may not accurately represent the employee will lead to termination.

C. Regular Full-Time and Temporary Employment

Employees scheduled to work 40 hours per week will be considered regular full-time employees. Employees hired as regular full-time employees are eligible for all benefits as described in this manual. Employees scheduled to work less than 40 hours per week will be considered regular part-time employees. Time off work without pay for part-time employees may be granted by the employee's supervisor. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, with the following exceptions:

- All employees scheduled to work at least 30 hours per week are eligible for short-term and long-term disability benefits;
- Any employee who is scheduled to work more than 1,000 hours annually is eligible to participate in the Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF) 403(b) plan;
- Any employee who is scheduled to work at least 30 hours per week is eligible for health and dental benefits; and

D. Unauthorized Absence

An employee who is absent (no show no call) for a period of three days without notifying their Supervisor or HR Manager will be considered to have resigned from his/her position effective on the initial date of absence. Decisions on whether an absence is unauthorized will be made by the Executive Director or his/her designee.

E. Termination

All employees who serve at the will of the Staten Island Green Charter School for Environmental Discovery (SIGCSED) may be terminated at any time with or without cause. The authority to terminate an employee is vested with the Executive Director or his/her designee, with Board approval, and may include, but is in no way limited to, a decision based upon a violation of any of the School's policies or procedures, use of corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence, excessive lateness, failure to report child abuse, intoxication, theft, misuse of technology, fighting, abusive or foul language, insubordination, demeaning conduct or attitude towards a student, an employee, a visitor, or a vendor, or any other conduct deemed inappropriate by the Executive Director or his/her designee.

F. Payroll Schedule

Pay dates will fall on the 15th and on the last day of each month. When the 15th or the last day of a month falls on a weekend or federal holiday, the pay date will be on the first preceding regular business day. The first paychecks for new teachers will be issued on August 15th and are conditional upon reporting to work, as requested by the Executive Director or his/her designee. All final paychecks for school employees are issued subject to completion of end-of-year tasks required by the Executive Director or his/her designee, such as collecting and returning student books, returning supplies and curricular materials, submitting assessments of students and curricula, cleaning classrooms, saving all school-related work on the School's server, and submitting laptops, laptop power cords, mobile phones, mobile phone cords, phone and computer passwords, and room, desk, and file cabinet keys.

Time and Attendance

A. Work Days and Work Weeks

All employees are required to work according to a schedule determined by the employee's supervisor. Additionally, the classroom instructional staff members are expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School. Time spent on any personal endeavor within the work day will not be counted toward the daily or weekly minimum work hour requirements. Furthermore, any employee who wishes to engage in such personal activities must receive the prior approval of their supervisor. In addition to regular school hours/weeks, kindergarten teachers are also required to work three weeks (four hours per day) during summer for Developmental Kindergarten programs.

B. Weather Days and Other Closures

The School will close due to inclement weather or other conditions whenever the local public school district (e.g., New York City Department of Education) closes its schools. Additionally, notices will be placed on the School's voicemail system. At the discretion of the Executive Director or his/her designee and approval of the SIGCSED Board, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

C. Jury Duty

The School will pay regular wages for the first three days of jury duty to any regular employee. For jury duty beyond three days, the School will pay the difference between the employee's regular pay and the state-issued per diem rate.

Leave

A. Personal Days

The School may provide all regular full-time employees with up to three paid personal days annually. Unless an exception is made by the employee's supervisor, all employees must request of their supervisor the use of personal days with at least one week of advance notice. The granting of personal leave is conditional upon the written approval of the employee's supervisor. Employees who take personal days without written approval from their supervisor will not be paid for those days and are subject to termination. Denial of a leave request may consist solely of the fact that the school is in session during the requested time period. Personal days cannot be used to extend a vacation or create a four-day weekend. Additional unpaid personal days can be taken with the approval of the Executive Director. Unused personal days may not be carried over after the end of the academic year. An employee who is hired after the start of the school year will receive a pro-rated amount of personal days.

B. Sick Days

All regular full-time employees are eligible for three paid sick days annually. Sick days are to be used only in the event of illness of the employee or of the employee's immediate family and for no other purpose. For the purposes of this paragraph, "Immediate family" is defined as a spouse, domestic partner, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Board of Trustees. Misuse of sick days may result in termination of employment. Employees are expected to leave a message on the mobile phone of the HR Manager no later than 6:00 AM of the day in which they will not be able work due to illness. Additional unpaid sick days can be taken with approval from the Executive Director. Employees who take more than three sick days will not be paid by the School for those days and are subject to termination. Unused sick days may not be carried over after the end of the academic year. An employee who is hired after the start of the school year will receive a pro-rated amount of sick days.

C. Bereavement

Bereavement leave is available as follows once an employee has been employed by the School continuously for 90 days or more. If an employee suffers the loss of an immediate family member, the employee will be entitled to bereavement pay for up to three consecutive days. At the Executive Director's discretion, the employee may be granted additional time with or without pay or may use earned unused personal days for additional bereavement leave. The employee is expected to notify the Executive Director as soon as possible for the reason for and expected length of the employee's absence. For purposes of this paragraph "immediate family member" means the employee's spouse, domestic partner, parent, child, step child, sibling, grandparent, grandchild, or any other person as defined by the Executive Director. If an employee suffers the loss of an extended family member, the employee will be entitled to bereavement pay for one day. For purposes of this paragraph "extended family member" means aunt, uncle, niece, nephew, mother-in-law, father-in-law, sister-in-law and brother-in-law.

D. General Leave with or without Pay

General leave with or without pay may be granted at the discretion of the Executive Director.

E. Executive Director

Leave policies for the Executive Director may differ from that offered to other employees, subject to a determination by the Board of Trustees of SIGCSED and applicable laws.

Benefits

A. Benefits Policies/Plans Are Subject to Change

The School's benefits policies are subject to change. This written description of the benefits plans or any oral interpretation of the plans is not a contract and shall not be construed as creating contractual obligations. The School reserves the right to amend, supplement, or rescind any provisions of these benefits plans at any time as it deems appropriate, in its sole and absolute discretion. If the language stated herein or in any summary plan description conflict with the language in master plan documents, the language in the master plan documents control.

B. Medical and Dental Insurance

The Executive Director or his/her designee, with Board approval, will select a medical and dental insurance plan, which may include more than one option of provider or provider networks, that the School will offer to each regular full-time employee and regular part-time employees scheduled to work 30 hours or more per week. Employee co-payment for medical and dental care coverage may be required and may vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for medical and dental care coverage will be withheld from employee paychecks in an amount according to a schedule maintained by the payroll specialist or HR Manager.

Medical and dental benefits are effective on the first day of the month following the first full month of employment, provided that all required paperwork have been submitted to the School in a timely manner. Employees may elect to change their plan coverage once each year during the month prior to the anniversary of their insurance effective date.

C. Workers' Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of the School are covered by the workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the HR Manager as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

D. Disability Insurance

Regular full-time employees and regular part-time employees who are scheduled for 30 hours or more a week are eligible for disability leave consistent with any applicable law.

Employees may also be eligible for paid disability leave through the School's disability insurance. Employees seeking additional information about disability leave or benefits shall contact the HR Manager.

E. Maternity/Paternity Leave Policy

To be eligible for a maternity or paternity leave of absence, an employee must work full-time and have worked full-time with the School for at least twelve months when the child is born or adopted. Regular part-time and temporary employees are not eligible for leaves of absence.

1. Maximum Length of Leave

Maternity Leave: Immediately upon giving birth or adopting, female employees are entitled to six weeks of paid leave and then six weeks of unpaid leave, all of which, if taken, must be taken in consecutive calendar weeks (thus, if a female employee gives birth or adopts on June 15th, she would be eligible to receive paid leave for the six calendar weeks following June 15th and unpaid leave for the six weeks immediately following the initial six-week paid leave period). To receive paid leave, female employees who give birth must apply for and receive short-term disability coverage. If a female employee needs a longer unpaid leave due to medical complications, the employee should notify the School as soon as possible, although such leave must be approved and is not guaranteed.

Paternity Leave: Immediately upon the male employee's child being born or the employee adopting a child, male employees are entitled to two weeks of paid leave, all of which, if taken, must be taken in consecutive calendar weeks (thus, if a male employee adopts or has a child born on June 15th, he will receive paid leave for the two calendar weeks following June 15th). If a male employee needs a longer unpaid leave due to medical complications of the child's mother or the child, the employee shall notify the School as soon as possible, although such leave must be approved and is not guaranteed.

2. Written Requests

A written request for maternity/paternity leave must be submitted within a reasonable time prior to the anticipated birth or adoption. The employee shall inform the School of the expected duration of the maternity or paternity leave so that the School may plan around the absence efficiently until her/his return.

3. Paid Leave

The employee may use any unused paid sick days and/or unused paid vacation days to extend her/his leave beyond the paid and unpaid leave period. The employee will be paid for those designated days; however, the employee will not receive further paid leave once maternity/paternity leave, sick days, and vacation days are exhausted.

4. Medical Incapacity during Female Employee's Pregnancy

In the event that the employee shall be physically incapable of performing her regular job duties at any time during her pregnancy, the employee may request that she be placed on pregnancy leave. An advanced notice of a minimum of one week must be given, if possible, accompanied by a statement from the employee's physician attesting to the employee's incapacitation. Such leave must be approved and is not guaranteed. The pregnancy leave will not constitute maternity leave, which will commence upon the birth of the child.

5. Benefits

While an employee is away from work on an approved pregnancy leave of absence or on maternity/paternity leave, she/he continues to participate in the School's employee benefit programs. During an unpaid leave period, in lieu of a payroll deduction for payment of health benefits, the employee will write a check to the School (due on the first day of each month following their leave) to cover their portion of the health insurance premium. Please note that during an unpaid leave, retirement contributions will cease since there will be no payroll and hence, no payroll deduction. Employees may choose to temporarily increase their retirement contributions (in accordance with all applicable rules) before or after their unpaid leave to cover this period.

6. Short Term and Long Term Disability Plans

Employees of the School are covered under short-term and long-term disability plans. During the pregnancy leave, the female employee will receive weekly benefits from the short-term disability plan of 60 percent of weekly earnings up to \$1,000. The employee will be liable for any and all taxes on this amount. The School will supplement the employee's salary with the additional 40 percent of pay during the six weeks of paid maternity leave. Male employees are not covered for pregnancy under these plans and will be paid by the School directly during their two week leave.

In the event of any complication during pregnancy or birth that prevents the female employee from returning to work after the six week paid maternity leave, the short-term disability benefit may be used for a maximum of 26 weeks. Therefore, even though paid maternity leave is only six weeks, the short-term disability plan protects employees who need extended leave due to health complications. Furthermore, long-term disability insurance protects employees who suffer catastrophic illnesses or injuries that prevent him from returning to work after six months. Please note that the School will not monetarily supplement any maternity leave past the allotted six weeks.

F. Declination of Insurance Benefits

If a regular full-time employee chooses to opt out of the School's medical insurance benefits program, the employee must complete a Declination of Benefits Form. This form will ask the employee to confirm if he/she is declining benefits and, in the case of medical insurance, ask the employee to provide information about the insurance he/she plans to carry independently or through a family member. During the contract term, if a full-time employee elects to decline medical insurance benefits, the employee will receive a monthly \$100 insurance pay-out, which will be included in the employee's paycheck.

Employees who decline medical insurance benefits may elect to enroll in the School's medical insurance benefits program once each year during the month prior to what will have been the anniversary of their insurance effective date. But if an employee experiences a "life-changing event," including, but not limited to, the termination of other health insurance coverage, marriage, birth, or adoption, the employee may register for health and dental coverage within 30 days of that life-changing event. Please refer to the official benefits policy for more information on life-changing event.

G. Continuance of Health Insurance under COBRA

Under the Consolidated Omnibus Budget Reconciliation Act of 1985, better known as COBRA, if an employee terminates employment with the School, the employee is entitled to continue participating in the School's group health plan for a prescribed period of time, usually 18 months (in certain circumstances, such as an employee's divorce or death, the length of coverage period may be longer for qualified dependents.) The coverage is not extended to employees terminated for gross misconduct.

If a former employee chooses to continue group benefits under COBRA, the employee must pay the entire cost of the applicable premium plus a 2 percent administrative fee. Coverage will cease if the former employee fails to make premium payments as scheduled, becomes covered by another group plan that does not exclude pre-existing conditions, or becomes eligible for Medicare.

For detailed information or questions on COBRA, please speak to the HR Manager.

H. 403(b) Plan

The School has selected TIAA-CREF to provide a 403(b) plan to all regular full-time employees of the School. Regular part-time employees who work more than 1,000 hours annually are also eligible. The plan allows participants to contribute to the retirement plan on a pre-tax basis, on a pre-arranged schedule. The amount of an individual's total contribution in a calendar year is subject to provider rules and laws governing 403(b) plans. Employees can then allocate their contributions among several investment choices offered through TIAA-CREF depending on their own investing needs and goals.

1. Tuition Payments

The School may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees. An employee shall submit a request for tuition or other payments in advance and in writing to the Executive Director and such request shall include a declaration of how such education or training will benefit the School. Payments shall be authorized only upon approval of this request by the Executive Director. Payment by the School for such employee education or training can range, depending upon factors including, but not limited to, a determination by the Executive Director or his/her designee of how beneficial the requested education will be to the School and relevance to job performance. Total payments for an employee may be subject to an annual limit.

I. Unemployment Compensation

The School is responsible for Unemployment Compensation as required by the reimbursement provisions for not-for-profit organizations in the State of New York.

J. Executive Director's Benefits

Subject to the approval of the Board of Trustees, the insurance coverage and benefits package offered to the Executive Director may differ from that offered to other employees.

Purchases and Reimbursements

A. Generally

During the school year, it is always best to purchase supplies, materials, services, and equipment through the School's normal procedures. The School has established relationships with different vendors and often enjoys access to discounts, special rates, and purchasing plans. To request purchases, employees shall fill out a Purchase Request Form and submit it to the purchasing department.

If employees make reimbursable purchases independently, incur reimbursable expenses performing school business, or need the School to issue a check to a third-party, they must be sure to:

1. Receive approval from the Executive Director in advance;
2. Secure a receipt or invoice that clearly indicates purchased items and costs;
3. Secure proof of payment;
4. Complete a Reimbursement/Check Request Form and submit it to the purchasing department along with original receipts.

The final decision on whether to reimburse an employee for any such expenses is vested upon the Executive Director or his/her designee. The School will issue reimbursement checks once each month.

B. Travel

Employees are eligible for reimbursement from the School for expenses incurred while in travel status on official business for the School. To be eligible for travel reimbursement, employees must have transportation, lodging, and meal spending limits approved in advance by the Executive Director or his/her designee. All requests for travel reimbursement must appear on a form provided by the HR Manager for such purpose and be accompanied by proof of expenditures and payments. The final decision whether to reimburse an employee for any such expense is vested with the Executive Director or his/her designee.

In every case, the means of transportation which is least expensive to the School and which is in the interest of efficiency, with proper consideration of circumstances, shall be used. Reduced rate round trip tickets shall be used whenever possible.

The following items are reimbursable:

- Reasonable charges for lodging, including reasonable tips, based upon submission of a hotel bill receipt;
- Meal expenses including reasonable tips, not to exceed the meal allowance guideline, based upon submitted receipts;
- Reasonable charges for ground transportation, including airport transfers, with appropriate receipts; and/or
- Work-related telephone, e-mail, and fax charges, with appropriate receipts itemization.

Reimbursement shall not be made for expenses incurred for the sole benefit of the traveler such as valet service, entertainment, laundry service, excessive tipping, high-priced dining, and others.

1. Meal Reimbursements

For travel of 24 hours or more, the following are the allowances for the first day:

- When travel starts prior to 9:00 AM, the person is entitled to breakfast, lunch, and dinner.
- When travel starts between 9:00 AM and 1:00 PM, the person is entitled to lunch, and dinner.
- When travel starts after 1:00 PM, the person is entitled to dinner.

For travel of 24 hours or more, the following are the allowances for the last day:

- When travel ends before 12:00 PM, the person is entitled to breakfast.
- When travel ends between 12:00 PM and 5:00 PM, the person is entitled to breakfast and lunch.
- When travel ends after 5:00 PM, the person is entitled to breakfast, lunch, and dinner.

For travel less than 24 hours in duration, the following shall apply:

- For travel which begins prior to 7:45 AM (the beginning of the school day) the person is entitled to breakfast and lunch (assuming the employee does not return before the regularly scheduled time for lunch at school).
- For travel ending after 5:00 PM (the end of the school day) the person is entitled to lunch and dinner (assuming the employee was not in school for the regularly scheduled time for lunch at school).

Meal allowances are \$10 for breakfast, \$15 for lunch, and \$25 for dinner. Meal reimbursements shall only be for actual meal expenses, including tips, in accordance with the meal allowances found in the attached rate schedule. The rates only apply when the meals are not included in the rate charged for lodging or otherwise included in a registration or conference fee.

2. Mileage and Other Travel Expenses

Employees who travel to a temporary assignment are eligible for reimbursement of their travel expenses either from their home to the assignment or from work to their assignment, whichever is less. Mileage reported shall be on actual odometer readings of the vehicle. Mileage is reimbursed according to the mileage reimbursement rate schedule, which as of January 2012 was \$.555 per mile. Parking and tolls are also reimbursable, providing that the traveler submits proper receipts. No reimbursement shall be made for traffic violations such as parking, speeding, etc.

3. Reimbursement Claims

All reimbursement claims, with the exception of mileage, must include original receipts. Mileage claims must include odometer readings. Meals will only be reimbursed with receipts, to a maximum of the meal allowance, including tips. If the meal costs more than the allowance, the balance will not be reimbursable.

C. Personal Telephone Calls

Telephones and other communication devices owned by the school are not for personal use. SIGCSED reserves the right to monitor its equipment in order to ensure proper use. Employees shall not charge personal long-distance telephone calls to the School, unless an exception is made by the Executive Director or his/her designee. Employees are liable for the costs of any personal calls they may make, which are billed to the School.

D. School Credit Cards

Any employee who is authorized by the Executive Director or his/her designee to use a school credit card is not allowed to charge personal expenses of any kind on the card. Employees are liable for the costs of any unauthorized or personal expenses, which are billed to the School.

Sexual Harassment

a. School Policy

It is the policy of the School to prohibit sexual harassment from occurring in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, but to demonstrate the School's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

b. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with the School;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but are not limited to, such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

c. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee shall immediately notify the HR Manager with whom that employee feels comfortable. All reports of sexual harassment will be promptly investigated by the HR Manager who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If the HR Manager is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the HR Manager, the employee shall report directly to the School's Chief Executive Officer, who is the Board of Trustees' designee.

If an investigation confirms that harassment has occurred, the Executive Director or another designee, as directed by the Board of Trustees, shall take appropriate corrective action, upon a determination by the Executive Director or Board of Trustees, which may include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. But disciplinary action up to and including termination may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

Anti-Discrimination

A. Anti-Discrimination Policy

It is the policy of the School to employ and promote individuals qualified and/or trainable for positions by virtue of job-related standards of education, experience, and ability. Thus, it is the objective of the School that all actions, which relate to employment including recruitment, hiring, training, education, promotion, transfer, termination, compensation, benefits, School sponsored social and recreational activities, and use of School facilities, shall be administered without regard to race, religion, gender, national origin, age, sexual orientation, handicap, ancestry, or status as a veteran.

The School shall comply with the intent of the Americans with Disabilities Act of 1990 and shall not knowingly discriminate against individuals with disabilities. The School will make adjustments to reasonably accommodate employees with disabilities to the extent required by law.

Any grievance regarding discrimination shall be handled through the Equal Employment Opportunity Commission officer (or designee) of the School. The complainant shall contact the EEOC officer (HR Manager) or, if the complaint is against the Executive Director, the chair of the Board of Trustees who will provide information and assistance on filing and pursuing the complaint.

It is against the School's policy for anyone within the School to intentionally:

- Discriminate against anyone in a legally protected class in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; or

- Deny a person any service, other program benefits, or financial aid based on the individual's legally-protected classification.

Any employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to his or her immediate supervisor, or if the supervisor is engrossed in the conduct, to the Executive Director or his/her designee.

Whistleblower Policy

A. General

The School requires its directors, officers, and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. Employees and representatives of the School shall practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

The Whistleblower Policy is not a vehicle for reporting violations of the School's applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which shall be dealt with in accordance with the School's Personnel Policies and Procedures (the "Policies and Procedures"), as it is those Policies and Procedures that are applicable to such matters.

The matters which shall be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

B. Reporting Responsibility

It is the responsibility of all directors, officers, and employees to report in good faith violations or suspected violations of high business and personal ethical standards such as personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

C. No Retaliation

No director, officer, or employee, who in good faith reports a Violation shall suffer harassment, retaliation, or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School. Notwithstanding anything contained herein, to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees, nor does it change the fact that employees of the School are employees at will. Nothing contained herein provides any director, officer, or employee of the School with any additional rights or causes of action, other than those provided by Section 1107 of the Sarbanes-Oxley Act of 2002.

D. Reporting Violations

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above shall be addressed directly to the Chair of the School's Finance Committee (the "Compliance Officer").

E. Compliance Officer

The Compliance Officer is responsible for investigating and resolving all reported Violations and shall advise the Chair of the School's Board of Trustees, the Finance Committee and, if the Compliance Officer deems it appropriate, the Executive Director and the CEO assigned to the School, of all reported complaints and allegations of violations. The Compliance Officer is required to report, to the full Board of Trustees in each regularly scheduled board meeting, on compliance activity.

F. Accounting and Auditing Matters

The Finance Committee of the Board of Trustees shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the Finance Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Finance Committee shall evaluate whether a complaint constitutes an accounting complaint, and if so, shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Finance Committee will be free in its sole discretion to engage outside auditors, counsel, or other experts to assist in the investigation and in the analysis of results.

G. Investigations

The Compliance Officer may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of the School or to any other individual including persons not employed by the School selected by the Compliance Officer, provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that will compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation.

Notwithstanding anything herein to the contrary, the scope, manner, and parameters of any investigation of a reported Violation shall be determined by the Finance Committee in its sole discretion and the School and its employees will cooperate as necessary in connection with any such investigation.

H. Acting in Good Faith

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

I. Confidentiality

In making a complaint or submission, an employee of the School may request that such complainant be treated in a confidential manner (including for the School to take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). The School takes seriously its responsibility to enforce this Whistleblower Policy and, therefore, encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

J. Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Finance Committee and appropriate corrective action will be taken if warranted by the investigation.

K. Records

The Finance Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the School's record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to the School and such records will be considered privileged and confidential.

Evaluations and Problem-Solving Procedures

The School firmly believes in accountability and assessment. The School's open classroom door policy reflects this belief and the School's approach to professional observation and evaluation. At the School, inquiry, feedback, observation, self-assessment, and external assessment occur frequently for teachers with one goal - to improve the quality of instruction and fulfill the school's mission. Teachers shall expect frequent classroom visitors.

The Executive Director, Chief Academic Officer and/or other administrators will be a regular presence in classrooms to observe instruction, provide feedback, and help teachers refine their practice. The School also encourages teachers to request observations for specific activities and/or times when they desire additional feedback or analysis.

The Executive Director or his/her designee may perform one or more written evaluation of employees annually, subject to a determination. The format of the evaluation will be determined by the Executive Director or his/her designee and approved by the Board of Trustees. The performance of teachers may be assessed according to the School's standards for instruction.

Conduct of School Personnel

A. Dress Policy

Employees serve as models for students of successful and serious professionals and shall always demonstrate that through their appearance and actions. Employees are expected to present a neat, professional appearance at all times. For men, this means a dress shirt, dress pants, and a tie. For women, this means business casual. Guidelines for the academic day (unless teaching PE or Enrichment) include:

- a.** Appropriate Attire for Men:

- Slacks
- Oxford shirt with a collar
- Tie
- Sweaters beneath which collars and ties are visible
- Belt
- Dress shoes

b. Inappropriate Attire, for Men:

- Jeans, sweatpants, work pants, athletic attire or shorts (unless teaching PE or Enrichment)
- Tee-shirts, rugby shirts, shirts without collars, sweatshirts, sweaters beneath which collars and ties are not visible, shirts that are not tucked in
- Sneakers, work boots, sandals, flip flops, moccasins

c. Appropriate Attire, for Women:

- Dress pants, appropriate length dresses or skirts
- Blouses, dress shirts, and sweaters
- Dress shoes

d. Inappropriate Attire, for Women:

- Jeans, sweatpants, work pants, athletic attire or shorts (unless teaching PE or Enrichment)
- Tee-shirts, tube tops, and tank tops (sleeveless dress shirts are appropriate)
- Sweatshirts
- Low-cut blouses, dress shirts, or sweaters
- Sneakers, work boots, flip flops, moccasins, clogs, and heels over 3 inches

e. Inappropriate attire at any time:

- Hats
- Inordinately revealing, tight, or potentially suggestive clothing (e.g., shirts that reveal the midriff)
-

B. Substance Abuse

The School has a vital interest in ensuring a safe, healthy, and efficient working environment for its employees, their co-workers, and the students it serves. The unlawful or improper presence or use of controlled substances or alcohol in the workplace presents a danger to everyone. For these reasons, it has established as a condition of employment and continued employment with the School the following substance abuse policy.

Employees are prohibited from reporting to work or working while using alcohol or illegal or unauthorized drugs, or while under the influence of drugs that adversely affect the employee's ability to safely and efficiently perform the employee's job duties and/or provide any work restrictions. In addition, employees are prohibited from engaging in the unlawful or unauthorized manufacture, distribution, sale or possession of illegal drugs and alcohol in the workplace including: on school paid time, on school premises, in school vehicles, or while engaged in school activities. Employees are also prohibited from consuming alcohol during work hours, or when it could affect the employee's job performance, safety, or health.

Employment or continued employment with the School is conditional upon the employee's full compliance with the foregoing substance abuse policy. Any violation of this policy may result in disciplinary action up to and including termination. Furthermore, any employee who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions to participate in and successfully complete a school-

approved drug and/or alcohol assistance or rehabilitation program as a condition of continued employment. The School assures that any information concerning an individual's drug and/or alcohol use will remain confidential.

The School reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of school-issued lockers, desks or other suspected areas of concealment, as well as an employee's personal property when the School has reasonable suspicion to believe that the employee has violated this substance abuse policy.

C. Use of Tobacco

Employees may not use tobacco products on school grounds or in school events. Any violation of this policy may result in disciplinary action. Furthermore, any employee who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions, to participate in and successfully complete a school-approved tobacco cessation program as a condition of continued employment.

D. Standards of Conduct

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of the School, corrective disciplinary measures will be taken.

Disciplinary action may include a verbal warning, written warning, suspension, or termination. The appropriate disciplinary action to be imposed will be determined by the School. The School does not guarantee that one form of action will necessarily precede another. The following may result in disciplinary action, up to and including termination:

- Violation of the School's policies, procedures, or safety rules;
- Use of corporal punishment;
- Insubordination;
- Repeated tardiness;
- Excessive absences;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during work hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives within work premises;
- Poor performance;
- Failure to report child abuse;
- Intoxication;
- Theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Physical harassment, sexual harassment, or disrespect toward a student, fellow employee, visitor, vendor, or other member of the public;
- Any other conduct deemed inappropriate by the Executive Director or his/her designee.
-

These examples are not all inclusive. The School emphasizes that termination decisions will be based on an assessment of all relevant factors.

Miscellaneous

A. Suspected Child Abuse and Maltreatment

In order for the School's students to receive the full benefits of public education and to engage in all school activities for which they are qualified, they must be free from physical danger, abuse, maltreatment and neglect from their parent, guardian or custodian. The School recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

Pursuant to applicable law, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Executive Director who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law. In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report.

The purpose of mandatory reporting is to identify suspected abused and maltreated children, as soon as possible, so that such children who are determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist them and their family. The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred.

Therefore, school officials have the legal right and responsibility to report all children suspected of physical or emotional abuse, maltreatment or neglect to the appropriate authorities. They are authorized to take whatever action is necessary to report and protect children while in their custody whenever abuse or neglect is suspected. Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

School employees and officials shall not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated. The School will cooperate, to the extent possible, with authorized child protective services workers in investigations of alleged child abuse.

B. Confidentiality

Employees of the School shall not, in any way, release any information about the School, its students, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Board of Trustees, or as required by law.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information, which such employee may in any way acquire, learn, develop, or create by reason of employment with the School, unless, otherwise, approved by the Board of Trustees or as required by law.

Any document or other material containing such information is required to be returned to the Executive Director upon an employee's termination or resignation.

C. Media and Public Relations

Periodically, members of the staff may be contacted by the media regarding the School. Please refer all media inquiries to the Director of Development and Outreach.

D. Personnel Inquiries

No one in the School, other than the HR Manager, is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of the School.

E. Computer, Email, and Internet Usage

All school-provided equipment and services, including computers, mobile phones, fax machines, copiers, email, and Internet access are intended solely for school-related purposes and for use by school employees. Employees of the School shall not use school equipment or services to transmit, retrieve, reproduce, or store any communications of a defamatory, discriminatory, or harassing nature or materials that are of an obscene or offensive nature. Employees shall not use school equipment or services to transmit messages with derogatory or inflammatory remarks about an individual's race, age, disability, religion, national origin, physical attributes, or sexual preference. E-mail is not guaranteed to be private or confidential. The School reserves the right to monitor or review any information stored or transmitted in its equipment.

F. Internet Acceptable Use Policy

The School offers Internet access to its staff. The primary purpose for providing this is to support the educational mission of the School. The School expects that the staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Users shall not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received in the school computer network or stored in the user's directory or in a disk drive. The School reserves the right to examine all data stored in diskettes involved in the user's use of the School's Internet service.

Internet messages are public communication and not private. All communications including texts and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Access to the School's Internet service is a privilege not a right. The School reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including dismissal for violations of this policy. The School will advise appropriate law enforcement agencies of

illegal activities conducted through the School's Internet service. The School will also cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activity conducted through the service.

G. School Materials and Equipment

The School believes strongly in providing staff with all of the tools that are needed to succeed. For teachers, this means that the School will equip them with a computer, classroom materials, professional development materials, and others. All materials and equipment are intended for school-related use only and are the property of the School. Except for items clearly intended for staff to use off-premises such as laptop computers, all school equipment, materials, and supplies shall never leave the school building for student or teacher use without the permission of the Executive Director or his/her designee.

It is understood that accidents happen, but employees are encouraged to take the best possible care of all school property. Whenever equipment or materials are damaged or malfunction, employees shall notify their supervisor and the IT specialist immediately, so that the School can address the problem quickly. All items and services purchased through the School remain the property of the School.

Staff must sign an "Acknowledgment of Receipt and Condition" for equipment intended for use off-premises when they first take possession of a piece of equipment and when they return it. The School may request that staff members return a piece of equipment or submit a piece of equipment for inspection.

H. Return of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, computer, mobile phone, parking permit, and school-owned materials and supplies in such employee's possession to the HR Manager. No information or copies of information including, but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information may be taken by such employee without the express permission of the Executive Director.

I. Ban on Acceptance of Gifts

The Executive Director and other school employees are not permitted to accept gifts of any kind with a value exceeding 50 dollars including, but not limited to money, goods, food, entertainment, or services-directly or indirectly from: 1) individuals, schools, or companies serving as vendors or potential vendors to the School; 2) elected officials or their representatives; 3) candidates for public office or their representatives; or 4) political party officials or their representatives.

Exceptions may be made by the Executive Director including instances where such gifts are intended for and will be used by the School. Offers of such gifts in excess of 50 dollars, even when refused, must be communicated immediately by the employee receiving such an offer to the HR Manager.

J. Change of Personnel Status

Employees are required to notify as soon as possible the HR Manager of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by the School.

K. Outside Employment

The School hopes that employees will not find it necessary to seek additional outside employment. Outside employment must not be in conflict in any way with an employee's responsibilities toward the School. Employees may not conduct outside work or use school property, equipment, or facilities in connection with outside work during school time.

L. Examination of Personnel Files

Any employee may examine his or her personnel file(s) at any time, but only in the presence of the HR Manager. Such employee may take written notes about the contents of the file and may add comments for inclusion to the file at any time. No personnel file is to be removed from the office unless expressly provided for by the Executive Director or his/her designee.

M. Copyrights

Copyrights, payments and/or royalties, which occur as a result of a project of any employee or employees of the School remain the property of the School. The Board of Trustees may assign copyrights, royalties, or other payments to the author or authors or project participants.

N. Problem-Solving Procedures

Any employee wishing to complain formally about a procedure, action, or directive of another employee or supervisor shall notify HR Manager at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The HR Manager shall be the investigator and arbiter of all such grievances. In the event that the complaint involves a procedure, action, or directive of the Chief Executive Officer or in the event that the complaint is not resolved to the employee's satisfaction, the employee may file a written complaint with the School's Board of Trustees, which shall then appoint an arbiter to arbitrate.

Certification of Receipt of Personnel Policies by Employee

I have received a copy of the School's Personnel Policies and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it represents school guidelines only, which may be modified from time to time. I understand that neither the School's policies, nor any representations made by a school representative, at the time of hire or subsequently, are to be interpreted as a contract between the School and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time, and that the School may terminate the employment relationship whenever it determines it is in its best interest to do so.

Signed: _____

Date: _____

VINCENT J. MALIGNO PhD Staten Island NY 10312
drmaligno426@gmail.com

Position: Principal

Education: 1981 – PhD Counseling Psychology, City University Los Angeles
1990 – P.D. Administration/Supervision, College of Staten Island
1989 - Ms.Ed. Special Education, College of Staten Island
1973 - M.A. Human Relations, University of Oklahoma
1969 - B.A. Modern Foreign Languages, Manhattan College

Work Experience:

1986 – 2011 New York City Department of Education (retired):

Assistant Principal Special Education Schools - 2001 -2011

- .Responsible for assisting principal in operating the school
- .Provided instructional leadership and managed daily activities
- .Helped teachers to improve their skills
- .Maintained high curriculum standards

Special Education Teacher - 1986-2001

- .Taught learning disabled and emotionally disturbed students in classes of math, science, Spanish, English and history.
- .As attendance coordinator improved students' attendance

1983 – 1986 Operations Manager, Maramont Corporation

- .Managed daily operation of school food production
- .Coordinated staff of Haitian and Hispanic personnel
- .Fluent in French and Spanish

1976 – 1983 Clinical Director Department of the Army

- .Supervised 11 Community Counseling Centers in Germany
- .Provided outpatient care for mental health and substance abuse for military members and their families.

- .Worked closely with the military hospital inpatient care
- .Conducted training classes for prevention/awareness

1969 – 1976 Officer, United States Air Force (Retired Major, USAF)

- .Chief Social Actions for Anderson AFB Guam
- .First drug/alcohol control officer in the Air Force
- .Served two tours in Vietnam

Prior Adjunct Positions:

2001 - 2003 Touro College Business and Psychology

1989 – 2001 St. John's University Business, Management and Psychology

1986 – 1989 Mercy College Psychology

College of Staten Island Business and Management

1976 – 1981 University of Maryland Psychology

1976 USC Master's Program

1973 – 1976 University of Oklahoma Internship Moderator

University of Guam Psychology and Sociology

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Applicaton Budget(s) & Cash Flow(s) Template

Staten Island Green Chater School for Environmental Discovery

Contact Name:	Dr. Carole Reiss
Contact Email:	c [REDACTED]
Contact Phone:	[REDACTED]
District of Location	District 31
	Examples
Pre-Opening Period	January 1, 2014 to June 30, 2014
Operational Year ONE	July 1, 2014 to June 30, 2015

Staten Island Green Chater School for Environmental Discovery
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2014 to June 30, 2014

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	191,667
Total Expenses	166,667
Net Income	25,000
Actual Student Enrollment	-
Total Paid Student Enrollment	-
	START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES		Per Pupil Revenue	CY Per Pupil Rate	
District of Location				
School District 2 (Enter Name)		-	-	-
School District 3 (Enter Name)		-	-	-
School District 4 (Enter Name)		-	-	-
School District 5 (Enter Name)		-	-	-
Special Education Revenue				
Grants				
Stimulus				-
Other				-
Other				-
TOTAL REVENUE FROM STATE SOURCES				-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs				
Title I				
Title Funding - Other				-
School Food Service (Free Lunch)				-
Grants				
Charter School Program (CSP) Planning & Implementation				166,667
Other				-
Other				-
TOTAL REVENUE FROM FEDERAL SOURCES				166,667
LOCAL and OTHER REVENUE				
Contributions and Donations, Fundraising				25,000
Erate Reimbursement				-
Interest Income, Earnings on Investments,				-
NYC-DYCD (Department of Youth and Community Developmt.)				-
Food Service (Income from meals)				-
Text Book				-
OTHER				-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				25,000
TOTAL REVENUE				191,667

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions		List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)
Executive Management		2.00	60,000	ED and Principal for P/T
Instructional Management		1.00	25,000	Instructional MANAGEMENT TO BE PAID AS 1099 CONSULTANT
Deans, Directors & Coordinators		-	-	
CFO / Director of Finance		-	-	
Operation / Business Manager		-	-	
Administrative Staff		-	-	
TOTAL ADMINISTRATIVE STAFF		3.00	85,000	
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular		-	-	
Teachers - SPED		-	-	
Substitute Teachers		-	-	
Teaching Assistants		-	-	
Specialty Teachers		-	-	
Aides		-	-	
Therapists & Counselors		-	-	
Other		-	-	
TOTAL INSTRUCTIONAL		-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse		-	-	
Librarian		-	-	
Custodian		-	-	
Security		-	-	
Other		-	-	
TOTAL NON-INSTRUCTIONAL		-	-	
SUBTOTAL PERSONNEL SERVICE COSTS		3.00	85,000	
PAYROLL TAXES AND BENEFITS				
Payroll Taxes			-	
Fringe / Employee Benefits			-	
Retirement / Pension			-	
TOTAL PAYROLL TAXES AND BENEFITS			-	
TOTAL PERSONNEL SERVICE COSTS		3.00	85,000	
CONTRACTED SERVICES				
Accounting / Audit			30,000	Bookkeeping, accounting and IT services per contract with OnPoint Partners
Legal			-	
Management Company Fee			-	
Nurse Services			-	
Food Service / School Lunch			-	
Payroll Services			-	
Special Ed Services			-	
Titlment Services (i.e. Title I)			-	
Other Purchased / Professional / Consulting			30,000	Strategic & Business planning services as per contract with OnPoint Partners
TOTAL CONTRACTED SERVICES			60,000	
SCHOOL OPERATIONS				
Board Expenses			-	
Classroom / Teaching Supplies & Materials			-	
Special Ed Supplies & Materials			-	
Textbooks / Workbooks			5,667	Samples and teacher copies
Supplies & Materials other			1,500	
Equipment / Furniture			2,000	
Telephone			500	
Technology			-	
Student Testing & Assessment			-	
Field Trips			-	
Transportation (student)			-	
Student Services - other			-	
Office Expense			1,000	
Staff Development			-	
Staff Recruitment			1,000	advertising for staff resumes

Student Recruitment / Marketing	5,000	advertising, brochures
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	16,667	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	5,000	possible of separate office space
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	5,000	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		
TOTAL EXPENSES	166,667	
NET INCOME	25,000	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
District of Location	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

**Staten Island Green Chater School for Environmental Discovery
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2014 to June 30, 2015

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	1,660,108	527,876	-	-	-	2,187,984
Total Expenses	1,744,100	443,700	-	-	-	2,187,800
Net Income	(83,992)	84,176	-	-	-	184
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	100	25	-	-	-	125

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
District of Location	13,527					
School District 2 (Enter Name)	1,352,700	-	-	-	-	1,352,700
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
	1,352,700	-	-	-	-	1,352,700
Special Education Revenue		476,225	-	-	-	476,225
Grants						
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,352,700	476,225	-	-	-	1,828,925
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	27,175	-	-	-	27,175
Title I	26,478	6,619	-	-	-	33,095
Title Funding - Other	49,265	17,857	-	-	-	67,122
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation	166,667	-	-	-	-	166,667
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	242,408	51,851	-	-	-	294,059
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising	25,000	-	-	-	-	25,000
Erate Reimbursement	25,000	-	-	-	-	25,000
Interest Income, Earnings on Investments,	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	15,000	-	-	-	-	15,000
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	65,000	-	-	-	-	65,000
TOTAL REVENUE	1,660,108	527,876	-	-	-	2,187,984

Department of Youth & Community Development
1087 - 10% of Student population
756 - 35% of student population
492.65 - 65% of student population

	No. of Positions					
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	2.00	180,000	45,000	-	-	225,000
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	180,000	45,000	-	-	225,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	5.00	250,000	-	-	-	250,000
Teachers - SPED	5.00	-	250,000	-	-	250,000
Substitute Teachers	-	10,000	-	-	-	10,000
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	2.00	40,000	-	-	-	40,000
Therapists & Counselors	1.00	20,000	10,000	-	-	30,000
Other	5.00	175,000	-	-	-	175,000
TOTAL INSTRUCTIONAL	18.00	495,000	260,000	-	-	755,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	30,000	-	-	-	30,000
Security	-	-	-	-	-	-
Other	-	10,000	5,000	-	-	15,000
TOTAL NON-INSTRUCTIONAL	1.00	40,000	5,000	-	-	45,000
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	715,000	310,000	-	-	1,025,000
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	121,550	52,700	-	-	174,250
Fringe / Employee Benefits	-	71,500	31,000	-	-	102,500
Retirement / Pension	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	193,050	83,700	-	-	276,750
TOTAL PERSONNEL SERVICE COSTS	21.00	908,050	393,700	-	-	1,301,750
CONTRACTED SERVICES						
Accounting / Audit	-	15,000	-	-	-	15,000
Legal	-	10,000	-	-	-	10,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	25,000	-	-	25,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	215,000	5,000	-	-	220,000
TOTAL CONTRACTED SERVICES	-	240,000	30,000	-	-	270,000
SCHOOL OPERATIONS						
Board Expenses	-	5,000	-	-	-	5,000
Classroom / Teaching Supplies & Materials	-	5,000	-	-	-	5,000
Special Ed Supplies & Materials	-	-	15,000	-	-	15,000
Textbooks / Workbooks	-	125,000	-	-	-	125,000
Supplies & Materials other	-	2,000	-	-	-	2,000
Equipment / Furniture	-	5,000	-	-	-	5,000
Telephone	-	3,500	-	-	-	3,500
Technology	-	17,750	-	-	-	17,750
Student Testing & Assessment	-	4,000	-	-	-	4,000
Field Trips	-	2,000	-	-	-	2,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	3,500	-	-	-	3,500
Office Expense	-	4,300	-	-	-	4,300
Staff Development	-	5,000	2,500	-	-	7,500
Staff Recruitment	-	1,000	-	-	-	1,000
Student Recruitment / Marketing	-	5,000	-	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent) year 1.
Executive Director & Principal year 1-3 add Assistant Principal year 3
add Dean yr 3, STEM coordinator yr 4 & Student Achievement coordinator yr 5
see "other Purchased/Professional/Consulting"
see "other Purchased/Professional/Consulting"
Front office staff volunteers and OnPoint Staff year one
20 teachers in yr 5, includes Title 1 teacher
6 spec ed teachers yr 5
\$20k per year add one per year after year one
art, music, gym, foreign language
increase by 2 per year
Counselor F/T by year 5 O/T & P/T see "other Purchased/Professional/Consulting"
Associate Teachers 10 by year 5
see "other Purchased/Professional/Consulting"
assume library start-up takes 3 yrs (requires fundraising for books and furniture)
4 custodians by year 5 split shift (1 during day, 3 at night)
contract out See "security" in Facilities
15% estimate for FUTA, FICA, NYS on comp. including bonus
10% of comp (w/out bonus) estimate for med, w/c, std, ltd insurances
Instructional staff bonus pool at 10% without subs
includes all Onpoint Partner Services see "other Purchased/Professional/Consulting"
anticipate buying facility
Nurse s/b provided for free per Elaine Freidland
see "other Purchased/Professional/Consulting"
OnPoint Partners, curriculum, Nurse, other misc services
Board Training/activities
buy most of the textbooks for year 1-3 up front...replacement costs thereafter
Field Trip, athletic and club events
Performing Arts, Science & Math, Chess, Language, etc

Travel (Staff)	500	-	-	-	-	500	
Fundraising	15,000	-	-	-	-	15,000	Dir of Development Year 4
Other	-	-	-	-	-	-	Green Projects, farming, etc
TOTAL SCHOOL OPERATIONS	203,550	17,500	-	-	-	221,050	
FACILITY OPERATION & MAINTENANCE							
Insurance	25,000	-	-	-	-	25,000	Liability, D&O, Property
Janitorial	7,500	-	-	-	-	7,500	
Building and Land Rent / Lease	276,000	-	-	-	-	276,000	
Repairs & Maintenance	25,000	-	-	-	-	25,000	
Equipment / Furniture	2,000	-	-	-	-	2,000	
Security	15,000	2,500	-	-	-	17,500	
Utilities	7,000	-	-	-	-	7,000	electric included in lease first year starts in July
TOTAL FACILITY OPERATION & MAINTENANCE	357,500	2,500	-	-	-	360,000	
DEPRECIATION & AMORTIZATION	10,000	-	-	-	-	10,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000	Dissolution accrual (3 years)
TOTAL EXPENSES	1,744,100	443,700	-	-	-	2,187,800	
NET INCOME	(83,992)	84,176	-	-	-	184	

ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION			
District of Location						
School District 2 (Enter Name)						NYC 31000
School District 3 (Enter Name)						
School District 4 (Enter Name)						
School District 5 (Enter Name)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						



SUBTOTAL PERSONNEL SERVICE COSTS	21.00	21,250	87,614	91,614	91,616	91,614	91,613	91,613	91,615	91,613	91,613	91,613	91,612	1,025,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,519	174,250
Fringe / Employee Benefits		8,542	8,542	8,542	8,542	8,542	8,542	8,542	8,542	8,542	8,542	8,542	8,538	102,500
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		23,063	23,063	23,063	23,063	23,063	23,063	23,063	23,063	23,063	23,063	23,063	23,057	276,750
TOTAL PERSONNEL SERVICE COSTS	21.00	44,313	110,677	114,677	114,679	114,677	114,676	114,676	114,678	114,676	114,676	114,676	114,669	1,301,750
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal		833	833	833	835	833	833	833	833	834	833	834	834	10,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Titlment Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,337	220,000
TOTAL CONTRACTED SERVICES		19,166	19,166	21,666	21,666	21,666	21,666	21,666	21,666	21,666	21,666	21,666	36,671	270,000
SCHOOL OPERATIONS														
Board Expenses		1,500	-	-	-	-	-	-	-	-	-	-	3,500	5,000
Classroom / Teaching Supplies & Materials		5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
Special Ed Supplies & Materials		5,000	2,500	-	2,500	-	2,500	-	-	2,500	-	-	-	15,000
Textbooks / Workbooks		100,000	20,000	5,000	-	-	-	-	-	-	-	-	-	125,000
Supplies & Materials other		2,000	-	-	-	-	-	-	-	-	-	-	-	2,000
Equipment / Furniture		2,500	2,500	-	-	-	-	-	-	-	-	-	-	5,000
Telephone		292	292	292	292	292	292	292	292	292	292	292	292	3,500
Technology		17,750	-	-	-	-	-	-	-	-	-	-	-	17,750
Student Testing & Assessment		-	-	-	-	4,000	-	-	-	-	-	-	-	4,000
Field Trips		-	-	-	-	1,250	-	-	-	-	750	-	-	2,000
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		3,500	-	-	-	-	-	-	-	-	-	-	-	3,500
Office Expense		358	358	358	358	358	358	358	358	358	358	358	358	4,300
Staff Development		3,500	-	-	-	-	2,500	-	-	-	-	-	-	7,500
Staff Recruitment		-	-	-	-	-	-	-	500	500	-	-	-	1,000
Student Recruitment / Marketing		-	-	-	-	-	-	500	2,000	1,500	1,000	-	-	5,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		100	100	-	100	-	100	-	-	-	100	-	-	500
Fundraising		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		142,750	27,000	6,900	4,500	7,150	6,900	2,500	4,400	6,400	3,750	1,900	6,900	221,050
FACILITY OPERATION & MAINTENANCE														
Insurance		10,000	-	-	5,000	-	-	5,000	-	-	5,000	-	-	25,000
Janitorial		625	625	625	625	625	625	625	625	625	625	625	625	7,500
Building and Land Rent / Lease		23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	276,000
Repairs & Maintenance		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Equipment / Furniture		-	1,000	1,000	-	-	-	-	-	-	-	-	-	2,000
Security		17,500	-	-	-	-	-	-	-	-	-	-	-	17,500
Utilities		583	583	583	583	583	583	583	583	583	583	583	583	7,000
TOTAL FACILITY OPERATION & MAINTENANCE		53,792	27,292	27,292	31,292	26,292	26,292	31,292	26,292	26,292	31,292	26,292	26,292	360,000
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY														
		-	-	-	-	-	-	-	-	-	-	-	10,000	10,000
		-	-	-	-	-	-	-	-	25,000	-	-	-	25,000
TOTAL EXPENSES		260,021	184,135	170,535	172,137	169,787	169,534	170,134	167,036	194,034	171,385	164,534	194,532	2,187,800
NET INCOME		212,210	(17,468)	299,196	(172,137)	287,444	(142,717)	306,415	(147,719)	(174,717)	(124,893)	(145,217)	(180,216)	185
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments														
NET INCOME		212,210	(17,468)	299,196	(172,137)	287,444	(142,717)	306,415	(147,719)	(174,717)	(124,893)	(145,217)	(180,216)	185
Beginning Cash Balance		25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
ENDING CASH BALANCE		237,210	(17,468)	299,196	(172,137)	287,444	(142,717)	306,415	(147,719)	(174,717)	(124,893)	(145,217)	(180,216)	25,185

**Staten Island Green Charter School for Environmental Discovery
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.					
Total Revenue	2,187,985	3,785,730	4,894,914	6,108,645	7,322,372
Total Expenses	2,187,800	3,735,025	4,847,375	6,052,488	7,272,785
Net Income (Before Cash Flow Adjustments)	185	50,705	47,539	56,157	49,587
Actual Student Enrollment	125	225	300	375	450
Total Paid Student Enrollment	125	225	300	375	450

	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue					
District of Location	1,352,700	2,282,681	2,840,670	3,550,839	4,261,005
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
Special Education Revenue	476,225	1,071,506	1,714,410	2,143,013	2,571,615
Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
Other	15,000	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,843,925	3,354,187	4,555,080	5,693,852	6,832,620
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	27,175	24,458	32,610	40,763	48,915
Title I	33,096	59,572	79,429	99,287	119,144
Title Funding - Other	67,122	110,846	147,795	184,744	221,693
School Food Service (Free Lunch)	-	-	-	-	-
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	166,667	166,667	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	294,000	361,543	259,834	324,793	389,752
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	25,000	35,000	40,000	45,000	50,000
Erate Reimbursement	25,000	35,000	40,000	45,000	50,000
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	50,000	70,000	80,000	90,000	100,000
TOTAL REVENUE	2,187,985	3,785,730	4,894,914	6,108,645	7,322,372

1087 - 10% of Student population
756 - 35% of student population
492.65 - 65% of student population

Department of Youth & Community Development

EXPENSES	No. of Positions	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	2	225,000	234,000	320,000	332,800	346,112
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	70,000	140,000	210,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	-	-	27,000	30,000	35,000	38,000
TOTAL ADMINISTRATIVE STAFF	2.00	225,000	261,000	420,000	507,800	594,112
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	5	250,000	450,000	600,000	675,000	900,000
Teachers - SPED	5.00	250,000	450,000	600,000	675,000	900,000
Substitute Teachers	-	10,000	15,000	20,000	25,000	30,000
Teaching Assistants	-	-	40,000	60,000	80,000	100,000
Specialty Teachers	-	-	100,000	150,000	200,000	200,000
Aides	2.00	40,000	80,000	120,000	160,000	200,000
Therapists & Counselors	1.00	30,000	50,000	75,000	75,000	80,000
Other	5.00	175,000	315,000	420,000	525,000	630,000
TOTAL INSTRUCTIONAL	18.00	755,000	1,500,000	2,045,000	2,415,000	3,040,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	60,000	62,500
Custodian	1.00	30,000	60,000	65,000	68,750	95,000
Security	-	-	-	-	-	-
Other	-	15,000	20,000	10,000	10,000	10,000
TOTAL NON-INSTRUCTIONAL	1.00	45,000	80,000	75,000	138,750	167,500
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,025,000	1,841,000	2,540,000	3,061,550	3,801,612
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	174,250	298,425	411,375	495,083	615,392
Fringe / Employee Benefits	-	102,500	184,100	254,000	306,155	380,161
Retirement / Pension	-	-	148,500	202,500	239,000	301,000
TOTAL PAYROLL TAXES AND BENEFITS	-	276,750	631,025	867,875	1,040,238	1,296,553
TOTAL PERSONNEL SERVICE COSTS	21.00	1,301,750	2,472,025	3,407,875	4,101,788	5,098,165
CONTRACTED SERVICES						
Accounting / Audit	-	15,000	20,000	22,000	24,200	26,620
Legal	-	10,000	15,000	20,000	30,000	35,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	25,000	20,000	20,000	20,000
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	25,000	25,000	25,000	35,000	35,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	220,000	250,000	290,000	315,000	320,000
TOTAL CONTRACTED SERVICES	-	270,000	335,000	377,000	424,200	436,620
SCHOOL OPERATIONS						
Board Expenses	-	5,000	12,000	12,000	20,000	20,000
Classroom / Teaching Supplies & Materials	-	5,000	30,000	15,000	20,000	20,000
Special Ed Supplies & Materials	-	15,000	10,000	15,000	25,000	25,000
Textbooks / Workbooks	-	125,000	55,000	40,000	40,000	40,000
Supplies & Materials other	-	2,000	5,000	7,000	13,000	13,000
Equipment / Furniture	-	5,000	10,000	10,000	10,000	10,000
Telephone	-	3,500	5,000	7,000	10,000	10,000
Technology	-	17,750	15,000	25,000	35,000	35,000
Student Testing & Assessment	-	4,000	40,000	50,000	80,000	85,000
Field Trips	-	2,000	7,500	10,000	15,000	20,000
Transportation (student)	-	-	-	-	5,000	5,000
Student Services - other	-	3,500	10,000	40,000	90,000	135,000
Office Expense	-	4,300	8,000	10,000	11,500	12,500
Staff Development	-	7,500	12,500	15,000	20,000	30,000
Staff Recruitment	-	1,000	2,000	10,000	10,000	10,000
Student Recruitment / Marketing	-	5,000	5,000	15,000	20,000	20,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	500	1,000	1,500	2,000	2,500
Fundraising	-	15,000	25,000	40,000	60,000	60,000
Other	-	-	30,000	45,000	85,000	90,000

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

1. Executive Director & Principal year 1-3 add Assistant Principal year 3
add Dean yr 3, STEM coordinator yr 4 & Student Achievement coordinator yr 5
see "other Purchased/Professional/Consulting"
see "other Purchased/Professional/Consulting"
Front office staff volunteers and OnPoint Staff year one

20 teachers in yr 5, includes Title 1 teacher
6 spec ed teachers yr 5
\$20k per year add one per year after year one
art, music, gym, foreign language
increase by 2 per year
Counselor F/T by year 5 O/T & P/T see "other Purchased/Professional/Consulting"
Associate Teachers 10 by year 5

see "other Purchased/Professional/Consulting"
assume library start-up takes 3 yrs (requires fundraising for books and furniture)
4 custodians by year 5 split shift (1 during day, 3 at night)
contract out See "security" in Facilities

15% estimate for FUTA, FICA, NYS on comp. including bonus
10% of comp (w/out bonus) estimate for med, w.c, std, ltd insurances
Instructional staff bonus pool at 10% without subs

includes all Onpoint Partner Services see "other Purchased/Professional/Consulting"
anticipate buying facility
Nurse s/b provided for free per Elaine Freidland
see "other Purchased/Professional/Consulting"
OnPoint Partners, curriculum, Nurse, other misc services

Board Training/activities
buy most of the textbooks for year 1-3 up front...replacement costs thereafter
Field Trip, athletic and club events
Performing Arts, Science & Math, Chess, Language, etc

Dir of Development Year 4
Green Projects, farming, etc

TOTAL SCHOOL OPERATIONS	221,050	283,000	367,500	571,500	643,000	
FACILITY OPERATION & MAINTENANCE						
Insurance	25,000	35,000	50,000	55,000	60,000	Liability, D&O, Property
Janitorial	7,500	16,000	15,000	25,000	25,000	
Building and Land Rent / Lease	276,000	460,000	460,000	680,000	805,000	
Repairs & Maintenance	25,000	25,000	25,000	50,000	35,000	
Equipment / Furniture	2,000	5,000	5,000	5,000	5,000	
Security	17,500	25,000	35,000	45,000	55,000	
Utilities	7,000	35,000	50,000	55,000	60,000	electric included in lease first year starts in July
TOTAL FACILITY OPERATION & MAINTENANCE	360,000	600,000	640,000	915,000	1,045,000	
DEPRECIATION & AMORTIZATION	10,000	20,000	30,000	40,000	50,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	Dissolution accrual (3 years)
TOTAL EXPENSES	2,187,800	3,735,025	4,847,375	6,052,488	7,272,785	
NET INCOME	185	50,705	47,539	56,157	49,587	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
District of Location	125	225	300	375	450	NYC 31000
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	125	225	300	375	450	
REVENUE PER PUPIL	17,504	16,825	16,316	16,290	16,272	
EXPENSES PER PUPIL	17,502	16,600	16,158	16,140	16,162	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	185	50,705	47,539	56,157	49,587	
Beginning Cash Balance	-	185	50,889	98,429	154,586	
ENDING CASH BALANCE	185	50,889	98,429	154,586	204,173	