

APPLICATION SUMMARY

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

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NYC District 31, North Shore

Opening Date – August 26, 2016

Proposed Charter Term- 5 Years

Proposed Management Company or Partners- None

Projected Enrollment and Grade Span for first five years: Year 1: K-1, 125 enrolled; Year 2: K-2, 200 enrolled; Year 3: K-3, 275 enrolled; Year 4: K-4, 350 enrolled; Year 5: K-5, 425 enrolled

Mission Statement- the Staten Island Green Charter School for Environmental Discovery will deliver outstanding educational instruction and services to grades 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 in the 21st century.

Objectives and Key Design Elements- SIGCSED teachers will be trained to use environmental themes as a partner in the Common Core Learning Standards, and NYS Standards and Testing Program. We will address socially responsible environmental issues in writing, reading, math, social studies, art, music and health and wellness using the New York State Common Core Environmental Education Curriculum, Project Learning Tree. Dr. Reiss and Dr. Maligno are trained facilitators in Project Learning Tree for the New York State Department of Conservation (DEC). Experiential Learning is an instructional model used by teachers to help students understand and comprehend concepts through hands-on learning (learning by doing). This concept also teaches shared learning so that students learn and engage with other students as they explore, explain, elaborate and evaluate their discoveries. For students who have limited attention spans and need visual, kinesthetic sensory learning approaches to guide their learning and understanding, this method has been researched and proven to increase focusing and self-esteem building by allowing the student to feel a sense of “goodness” from the work he or she is doing in the community to help others. At our school, we will establish a culture of learning, sharing and working as equal partners to achieve success as a collaborative “Young Scientist Research Team.”(Lieberman, G, Education and the Environment 2013.) Harvard Education Press, Cambridge, Massachusetts. Our mission is Science, Engineering, Technology and Math as a means to promoting a future generation of researchers interested in changing the world and supported with the skills to do so.

Enrollment

A. Schools Target Population and community: SIGCSED will serve a combination of low socio-economic families, students with disabilities and ELL students who reside on the North Shore of Staten Island as well as other neighborhoods. We will hold a lottery on April 1, 2016 and will train parents on how to apply through the lottery system, as many parents are unaware of the process.

The need for alternative school options for North Shore residents and other neighborhoods are supported by Data from the NYSED (wwwP-12, NYSED), and the NYC Department of

Education 2013-2014 clearly indicates that all students including ELL and SWD are performing well below proficiency standards in all of Staten Island schools. Level 3 and 4 percentages are listed below which measure proficiency. The data from NYS test scores for the previous year, 2012-2013, were actually 3-8% lower for all students. Clearly we must represent the needs of all students as we carve out a clear pathway to achievement using multiple assessments as the point of entry to measure progress and growth. Students with Disabilities and ELL students should not be performing 30 to 35 points below general populations. Clearly we must alter our education and design methods to accurately assess and deliver high quality and targeted instruction to all of our students. We can accomplish this using Data Driven Instruction (DDI) to deliver alternate pathways of teaching and learning for students of all levels and abilities. As a community with diverse needs, a school such as SIGCSED can unite students from all socioeconomic backgrounds through its mission of high achievement levels for all students so that they can improve their lives with 21st century skills embedded into the local community. The below scores are a means to develop progress in the future.

Grade	ELA-2014	SWD-2014	ELL-2014	Math	SWD	ELL
Grade 3	36.0	10.9	6.3	52.0	20.8	16.9
Grade 4	35.0	9.4	4.0	54.0	14.7	11.1
Grade 5	33.0	7.9	3.4	14.5	13.5	9.1

The proposed Staten Island Green Charter School for Environmental Discovery (SIGCSED) offers children an exciting, new opportunity to become better students as well as more environmentally-conscious citizens. The school will offer an ideal way to integrate academic disciplines, stimulate the academic and social growth of its students and promote nature conservation. Environment-based education emphasizes specific critical thinking skills such as questioning, investigating, forming hypotheses, interpreting data, analyzing, developing conclusions and problem-solving. (1)

Studies have shown that students who are given the opportunity to experience the environment and are part of a hands-on learning experience fare far better on standardized tests. (2) In 1998, the State Education and Environment Roundtable (SEER) published a study highlighting the positive effects of environmental education on student achievement. Integrated environmental education programs throughout the curricula (science, language arts, math and social studies) combined with hands-on learning produced top-performing students.

A follow-up study in 2000 showed that classrooms that used the Environment as an Integrating Context (EIC) for learning performed better overall and experienced fewer behavioral and attendance problems.

Children who are exposed to natural or outdoor settings receive benefits to their cognitive health, such as reduction of ADHD symptoms. (3) Parents rated their child's symptoms as having improved after activities that took place in a green setting compared with activities in non-green settings.

Learning in a "green" classroom will also result in a healthier lifestyle for these children. They will learn how to grow their own food and live healthier lives in an age where fast-food and childhood obesity seem to be predominant. Exposure to the outdoors will also produce more active children, who otherwise may not get as much daily exercise as they need. Based on this information, we believe our school will lead to physically, emotionally and academically superior students.

(1) Ernst, Julie (Athman) and Martha Monroe. "The effects of environment-based education on students' critical thinking skills and disposition toward critical thinking." 10.4 Environmental Education Research, Nov. 2004.

(2) Bartosh, Oksana. Environmental Education: Improving Student Achievement. Thesis. Evergreen State College, 2003. Web.<http://www.seer.org/pages/research/Bartosh> 2003.pdf.

(3) Wells, N.M. (2000). At Home with Nature: Effects of "greenness" on children's cognitive functioning. Environment and Behavior (32), 6, pp 775-795.<http://eab.sagepub.com/cgi/content/abstract/32/6/775>

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I. Mission, Key Design Elements, Enrollment and Community

- A. Mission Statement and Objectives-**The Staten Island Green Charter School for Environmental Discovery will deliver outstanding educational instruction and services to grades 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 in the 21st century.

The Staten Island Green Charter School for Environmental Discovery (SIGCSED) is based on the foundation of developing young students into young scientists. These students will lead the community in environmental awareness issues they learn from the core values delivered by outstanding school leaders, teachers, parents and community stakeholders. Using the Common Core Standards as a measure for student growth and achievement, SIGCSED will deliver a high quality educational K-5 program that will prepare each student for college, as well as the challenges they will face in the 21st century.

Objectives: We intend to create a school that brings experiential education into the 21st century through implementation of an Experiential STEM model and the establishment of a scientific school culture focused on character development, research, discovery, and expansion of learning to improve living conditions for people living along the poverty levels of substandard housing, low performing education models, and a lack of awareness about the need for medical and health care services. We expect our students to spend a significant portion of their core instruction time using exploratory topics to discover hands-on learning tasks utilizing resources in the classroom that are shared in group and individual learning with teachers and instructors who believe that all children can learn and will do so in a clearly structured approach to group and small group learning. Students will be led by their teachers in necessary foundational skills in all core subject areas that will be applied to their experiential learning projects.

Our objectives are to:

- Unfold each child's desire to expand their application of knowledge by researching and presenting discoveries they have experienced. This is the true outcome of experiential learning. The student inquires, he researches, he discovers, he explains and shares and he creates a new learning solution to apply to his original inquiry.
- Every child steers his learning potential, with endless possibilities supported in a nurturing and focused academic environment.
- Every teacher, child, parent, administrator is tied to the academic and self-esteem of each learner and is committed to using both school and community resources to enable our community to provide a full and enriched community school model. While the community works with us to develop our children, their return becomes a community of scientists, technologists, engineers and mathematical scholars working to the advancement of a greener, healthier environment for Staten Island! What a wonderful demonstration of the goodness and collaboration our community shares that will enhance the living conditions for all of the citizens residing here. A VERY GOOD INVESTMENT INDEED!

Furthering the Purpose of Education Law:

It is our intent to meet all six objectives of the New York State Charter School Law:

a) Our primary goal is to raise student achievement to a level that puts them on the pathway to college. In addition to measuring student performance and gains in proficiency standards on state tests, the school will set its own high standards for academic achievement and character development and use an internal assessment system to measure progress and attainment. Our students will also be measured by their character growth in performing civic responsibilities and will display a sense of inner well-being as they interact with others as well as the way they feel about themselves as important leaders in their community. A SIGCSED student is aware of self-growth and uses that understanding to position himself or herself as someone who “is important”. This awareness helps our students to gain confidence, and the ability to face important circumstances such as test taking, and community concerns. The SIGCSED student is powerful because he or she can see and feel growth in the day to day learning objectives in every classroom. The classroom is seen as a new frontier each day, and is met with a sense of eagerness, urgency, and commitment. Using these values, our school grows leaps and bounds above many learning communities who do not share in our inspirational vision.

b) By locating the school in the neighborhood of the North Shore and targeting the North Shore Community from the north, east, and western points, SIGCSED will expand the learning opportunities for students at risk of academic failure. Our success will be measured by the achievement of our low-income and minority students, English language learners and students with disabilities, who will benefit from our unique system of small group learning and direct instruction using technology, experiential learning (doing the learning), and community resources that are aligned with our Common Core Curriculum in English Language Arts, Math, Science, Social Studies, Health and Wellness, Sports and Citizenship. We have included a Special Education Coordinator, and an English Language Learner Director to support our students and collaborate with the district to ensure that all mandated services are provided for each child in need.

c) SIGCSED will model innovative teaching and learning methods by introducing a unique Experiential Model that utilizes Data Driven Instruction. This new approach allows teachers to focus on the individual needs of students and provide targeted small group instruction.

d) STEM Subjects also utilizes a co-teaching model will provide new professional opportunities for teachers and staff to plan and deliver instruction, to use formative assessment data to improve practice, and foster collaboration and growth in a team and Administration shared setting. At our school, the Principal and Executive Director, teachers, assistant teachers and all staff will know each student as they enter Kindergarten, and will work with them and their families to assist our school in providing high quality education that meets the needs of every student.

e) SIGCSED will provide parents and students with opportunities not available in most wealthy districts and private schools. Our unique combination of experiential education and 21st century pedagogy, emphasis on school culture and character development, and high achievement will become a cornerstone for education within our community.

f) The founders of SIGCSED believe that in exchange for a high degree of autonomy in the design and implementation of our school program, we will be held highly accountable for our success in measuring student achievement results that correlate to the highest standards of teaching and learning resulting in outstanding performance levels.

B. Key Design Elements: Inspired by the effective practices of some of the nation’s leading charter schools, such as Brilla, and Growing up Green and New Explorations Design, SIGCSED will incorporate the following key design elements:

- ***Growing our Students*** – Start with kindergarten and 1st grade in year 1, then grow one grade level each year until we serve students in a K-5. A goal of ours is to further grow to a K-8 model.

- **Discipline- An integrated learning model created for teaching and learning using citizenship, rewards, and modifications to stress the importance of model behavior. Learning can only take place in a controlled environment where students understand expectations and limitations.**

- ***Common Core Standards*** – All SIGCSED students will learn Math and Science, English, Social Studies, Music, Art, Wellness, World Languages integrated into a daily “Discovery” question where students use Scientific Research Methods to apply their knowledge to tasks and projects that will benefit their learning, help them meet the standards, as well as be global leaders and create community awareness.

- ***Experiential Learning*** – Our students will be exhibiting the application and depth of their knowledge as they expand their consciousness levels with hands on discovery using the resources in the local community. The important key elements in the community become the focus of their learning, and they seek to investigate solutions to the problems created by irresponsible citizens.

- ***English Language Arts*** – In early grades, the education program provides two blocks of literacy instruction daily integrates history, science, and math and other content and is balanced with strong mathematics and science instruction. Our subjects blend with Technology for research and discovery, not as a method to eliminate instruction led by teachers, parents, and student partnered learning.

- ***Superior Principal*** – The board will select an entrepreneurial school leader who has demonstrated teaching success with underserved students and will provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. The school leader will then be held accountable by the board for results.

- ***Parent Involvement*** – SIGCSED will provide parents/guardians with frequent communication about student performance, monthly parent workshops, and many in and out-of-school opportunities to be involved in their child’s education.

Staffing – Our school will be led by an experienced Principal supported by an instructional leadership team that includes a Principal, Executive Director, Special Education Coordinator, English Language Learner Director Technology and Data Testing Coordinator, Curriculum Director and a Finance and Operations Leader. Each class will have a Lead Teacher and Assistant to provide students with individualized attention and support. Non-academic functions will be overseen by the Executive Director along with a Finance Director and Office Manager.

Governance – SIGCSED will be governed by an experienced board of trustees that has substantial expertise in education, organizational start-up and management, business and finance. The board also has ties to the community through our continued outreach and will enact rigorous and transparent policies and procedures to ensure achievement of the school’s mission.

Several of our initial Board members are affiliated with the Staten Island Mental Health Society and Sylvan Learning. Once our charter is approved we intend to focus on developing Response to Intervention Programs through Sylvan Learning who has offered to help us with a grants

partnership. We also intend to partner with The Staten Island Mental Health Society to help support the needs of our Special Education Program with Social Workers and Counseling for our children and their families.

C. Enrollment, Recruitment, Retention

A. **School's Target-** SIGCSED will serve a combination of low socio-economic families, students with disabilities and ELL students who reside on the North Shore of Staten Island as well as other neighborhoods. We will hold a lottery on April 1, 2016 and will train parents on how to apply through the lottery system, as many parents are unaware of the process.

Need for alternative school options for North Shore residents and other neighborhoods are supported by Data from the NYSED (wwwP-12, NYSED) and the NYC Department of Education 2013-2014 clearly indicates that all students including ELL and SWD are performing well below proficiency standards in all of Staten Island schools. Level 3 and 4 percentages are listed below. The data from NYS test scores for the previous year were actually 3-8% lower for all students. Clearly we must represent the needs of all students as we carve out a clear pathway to achievement using multiple assessments as the point of entry to measure progress and growth.

Speaking to the data, we will recruit students in areas of the most need and will retain our students using multiple measures of support with guidance, small group and one to one instruction, interventions with community services and a growth analysis system to measure progress and support teachers in instructional areas where students are most in need. Through our Data and Technology Support Director, every child will be analyzed regularly to ensure that no one is falling through the cracks. We will also provide families in transition support at our school through our community relations with El Centro, Human First NYC, Staten Island Mental Health, and Councilwoman Debi Rose. We will conduct a thorough recruitment process that demonstrates to parents our commitment to serving students with disabilities, English language learners and low-income students. Our marketing materials will describe our special education and ELL programs as well as our approach to individualizing instruction so all students can succeed. To ensure our program is accessible to low-income students, our admissions policy will include a preference for students eligible for free and reduced price meals. Once admitted, all students will be screened to identify special needs and our robust Response to Intervention

Our (RTI) process will ensure all struggling students are quickly provided targeted support. We will have 2 full-time, certified special education teachers, one a Special Education Coordinator and an English Language Learner Director. We acknowledge the state's preliminary enrollment targets in District 31 (12% ELL, 83% FRL, 23% special education). Based on our recruitment strategies and academic program design we believe the school should attain both enrollment and retention targets. We will monitor our enrollment data carefully, and consider incorporating additional preferences in our admissions policy and/or changes to our intervention programs if necessary. Community Immigrant Agencies such as El Centro, and local housing development organizations such as HUD- Neighborhood Housing, will incorporate outreach programs for our school. Through our extensive outreach, we have made contacts with all local non-profits that can serve as liaisons with the community. One such partner is The Staten Island Museum. The Staten Island Museum can easily provide community meeting space for initial lottery program and serve as an incubator space to us for our school planning in the pre-operating year. The Staten Island Museum is located in St. George and surrounding areas, which is the targeted area for our school population.

Projected Enrollment over the Charter Term

We have prepared an attachment to address our enrollment plan in Attachment1.

We will plan our opening year with 3 Kindergarten classes and 2 first grade classes.

We plan to grow a new Kindergarten of 75 students every year.

Growth Plan: Our enrollment plan balances the following premises:

Students who obtain a solid literacy and numeracy foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open an elementary school in order to reach students as early as possible and put them on the trajectory to high school and college. We have informed the Staten Island Mental Health Organization about providing a Head Start partnered relationship as a pathway for Kindergarten success. Given the challenges of creating a new school with an innovative academic program, we believe it prudent to devote our resources to opening with just kindergarten and 1st grade and then add one grade each year, reaching 5th grade in Year 5.

We anticipate class sizes of 25 students in a class, but using a small group model with a Lead Teacher plus a teaching assistant will allow a teacher to student ratio of about 1:13. Having a rigorous instructional team on board from day one is costly but essential to establishing innovative programs and building a strong professional staff culture. We intend to maximize enrollment in the start-up years to support our staffing plan, including a Director of Special Education (Coordinator) and an ELL Director. This will ensure that all students learning needs will be represented and assessed on both the part of our teaching staff, as well as student learning. We expect that every teacher will receive professional develop using Data to inform instruction and the Special Education Director, and ELL Director will serve as a guide to instruction in the classroom as well as if a pull out program is warranted as a section of our Response to Intervention Program.

Grade	ELA-2014	SWD-2014	ELL-2014	Math	SWD	ELL
Grade 3	36.0	10.9	6.3	52.0	20.8	16.9
Grade 4	35.0	9.4	4.0	54.0	14.7	11.1
Grade 5	33.0	7.9	3.4	14.5	13.5	9.1

D. Community to Be Served-Target Population: SIGCSED will provide a college laboratory education to underserved elementary students in the North Shore neighborhood of District 31, Staten Island. We expect a large percentage of our students to be low-income and English language learners, as well as students with disabilities. Due to Staten Island having the highest percentage of Special Needs students at 29% (New York Times, Dec. 2014) we have designed our school specifically to meet their needs. There are long waitlists for charter schools in this area, indicating high demand for quality education programs. At no time are we implying that the present District 31 North Schools are not doing everything they can to educate all learners appropriately and we admire their dedication to the community. We are fortunate that District 31 parents and teachers would like to be a part of our green school initiatives as evidenced through our Move On petition, public hearings, and events and meetings we have held all throughout Staten Island. Although our hearts are with underserved children who need support and

guidance, we welcome every learner as an important member of our SIGCSED Young Scientist Team.

E. Public Outreach- We have informed parents at schools, churches, community organizations such as the Jewish Community Universal Pre-K, YMCA, Staten Island Mental Health, Kindergarten Fairs, Staten Island Community Charter School, and businesses such as Perkins, Panera, IHOP, The Staten Island Mall, Starbuck's and Barnes and Noble, where we have held book fairs and yoga classes. We have also reached out to schools like Moravian Church Nursery School, where we held a vegetarian cooking class, St. Phillips Nursery School, P.S. 22, and NYCCYPHER ARTS. We have our own Facebook page with pictures of our Beach Clean ups and community events and fundraisers and are on LinkedIn, Twitter, and <http://ww.sigcs.com>, where parents contact us directly for school enrollment. Our website is linked to Quick Schools, which collects all of our enrollment data and will serve us in collection of teachers' test scores and electronic notebooks. SIGCSED has secured community support from a range of sources. For example, letters of support have come in from Staten Island Mental Health Society and Staten Island YMCA, Jewish Community Center (JCC), Pratt Recycling Institute, Sylvan Learning, Neighborhood Housing Services, Barclays Center, Victory State Bank, Senators Savino and Lanza, Assemblyman Titone and Councilwoman Debi Rose (found in Attachment 2). In addition, our lead applicant has reached out to elected officials, the local community board and the community school district. Finally, local parents have expressed interest in enrolling their students in our school because of its focus on high expectations, teaching character and developing future leaders of environmental education and health for their communities. We have included emails from parents, surveys and petitions in Attachment 2. We have included on going information that has developed in support for opening the doors to our school since 2011. We have made the Community School Board and the community school district to make them aware of our proposal. Based on our meetings with stakeholders, our proposal has generated enthusiastic support and evidence of the need for new school options for parents. SIGCSED has secured community support from a range of sources. For example, letters of support from Staten Island, Mental Health Society, and Staten Island YMCA, Jewish Community Center (JCC), Pratt Recycling Institute, Sylvan Learning, Neighborhood Housing Services, Barclays Center and Victory State Bank. We also presented at the District 31 CEC meeting on March 2, 2015. Mr. Anthony Lodico, District 31 superintendent, told us that a Pre-K-5 school is also interested in working with us on a sustainability theme. The rest of the council seemed to appreciate our hands-on learning program as a method to instruct students with disabilities and ELL students. The Council appreciated us engaging parents and the community in our instructional program. They also asked about our location, which is proposed to be St. Mary's Catholic school (closed), on 1 Virginia Ave. in the Rosebank section of Staten Island, NY 10312. Maureen Coughlin of the NYC Charter Center is handling the leasing negotiations for our proposed charter. SIGCSED has secured a significant amount of community input prior to the submission of this proposal and will continue to solicit input throughout the course of the building and executing of the school's mission. The input that we received from our parent meetings, CEC council meetings, restaurants and community organization meetings have informed the development of this proposal that some of our needs should include:

- a. Strong school leader with ties to the community.
- b. Connections to the Latino and immigrant community.
- c. Start small and grow into a pre-college program

- d. Small teacher-to-student ratio.
- e. Safe and healthy, drug free and crime-free environment
- f. High culture of learning
- G. Respect and self-awareness
- H. Partnerships with local organizations that provide family services, mental health and medical services.
- I. Strong academic curriculum and high expectations for all children.
- J. Teaching the whole child.

We have taken this feedback to heart and it is reflected in our education and organizational plans. Moreover, a community meeting is being organized in the coming weeks and future meetings will take place to solicit feedback and raise awareness of our new public school option. SIGCSED's founding group is working with Councilwoman Rose, as well as Senator Lanza and Immigration Services, such as El Centro, and Victory State Bank to hold these meetings. We are also a partner in the Latino Chamber of Commerce on Staten Island, which is headed by one of our supporters, Investor's Bank.

All meetings are advertised in local area newspapers and letters have and will be sent to families and community members encouraging participation. We also have an email blast that we use to inform our parents about meetings and fundraisers. Bilingual outreach is planned for the community to ensure all voices will be represented in crafting the vision for the school and the needs of the community.

Outreach to Date to Local Community Leaders and Organizations

Political Leaders	Community Organizations	Sponsors and Grants
Congresswoman Nicole Maliotakis Assemblywoman Debi Rose Senator Andrew Lanza Senator Diane Savino Staten Island Community Board Assemblyman Mathew Titone James Oddo- Borough President Senator Seraphim Maltese District 31 CEC presentation.	Police Athletic League Alice Austin House Staten Island Zoo- DEC Meetings Project Learning Tree- Tom Shamilla Gerald Liberman-SEER Neighborhood housing services The Salvadori Center Staten Island Mental Health society	Staten Island Economic Development Corporation Empire Bank- former board of directors Chair for SIGCSED Santander Bank Victory State Bank(Board Member-(Debi Hansen) Valley National Bank
Verizon- Technology Provider- Chromebooks Apple-Community Support Microsoft- Freehold Raceway Mall- Tablets AT&T- Fundraising at Count Basie Theater	Police Athletic League Alice Austin House Staten Island Zoo- DEC Meetings Project Learning Tree- Tom Shamilla Gerald Liberman-SEER Neighborhood housing Services- The Salvadori Center Houghton Mifflin Success For All Math in Focus McGraw-Hill Benchmark Early literacy	St. George Theater- fundraiser NY NETS- fundraising Marina Café- Marine Navigation and Sea Life/Fundraiser Charles Balducci- NY CYBER ARTS PROGRAM- fundraising
Department of Education/Curriculum	Curriculum	Funding
NYC Services/ GrowNYC	Professional Development	Sponsorship
Technology Providers- Verizon and Microsoft	Community Collaboration/ Staten Island Community Charter School, St. Mary's Church-Facility-Archdiocese	Board Development, Scott Goldberg

Demand: There is strong evidence of high demand for charter schools in the District 31, North Shore of Staten Island. The NYC Charter School Center's survey of schools enrolling students for 2014-2015 found over 2,000 students on waiting lists within the District 31, North Shore of

Staten Island, specifically there were 327 seats and 2,163 applicants in 2014. In the North Shore neighborhood where SIGCSED intends to open, 500 students applied for 75 kindergarten seats and 600 applied for 75 grades 1 seat at the Staten Island Community Charter School. There is also strong evidence of demand for experiential education as more schools are becoming interested in teaching to all learners regardless of disabilities, social background and language acquisition. Our teaching model focuses on the total community where its citizens, as well as the topography and environmental limitations, create a sense of bonding and healing with many of our families who have moved to Staten Island from countries all over the world.

Recruitment and Enrollment Process: SIGCSED will engage in extensive efforts to inform families in the District 31, North Shore of Staten Island and its neighboring communities about the new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to community-based organizations, local businesses and religious organizations to raise awareness in the community. We will conduct open houses at our school in District 31, North Shore and disseminate materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, afterschool programs and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages.

As a school of choice, parents must indicate their desire to enroll their child by submitting an application. Applications will be as simple as possible, only requesting information necessary to ascertain eligibility and preference criteria and will be available in multiple languages. We will enroll a new kindergarten class each year and fill empty seats up through the 2nd grade. If more students apply than the school has seats, a random lottery will be held to select students.

Preference will be given to students who live within District 31, North Shore, low-income students and siblings.

Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in the school if any become available.

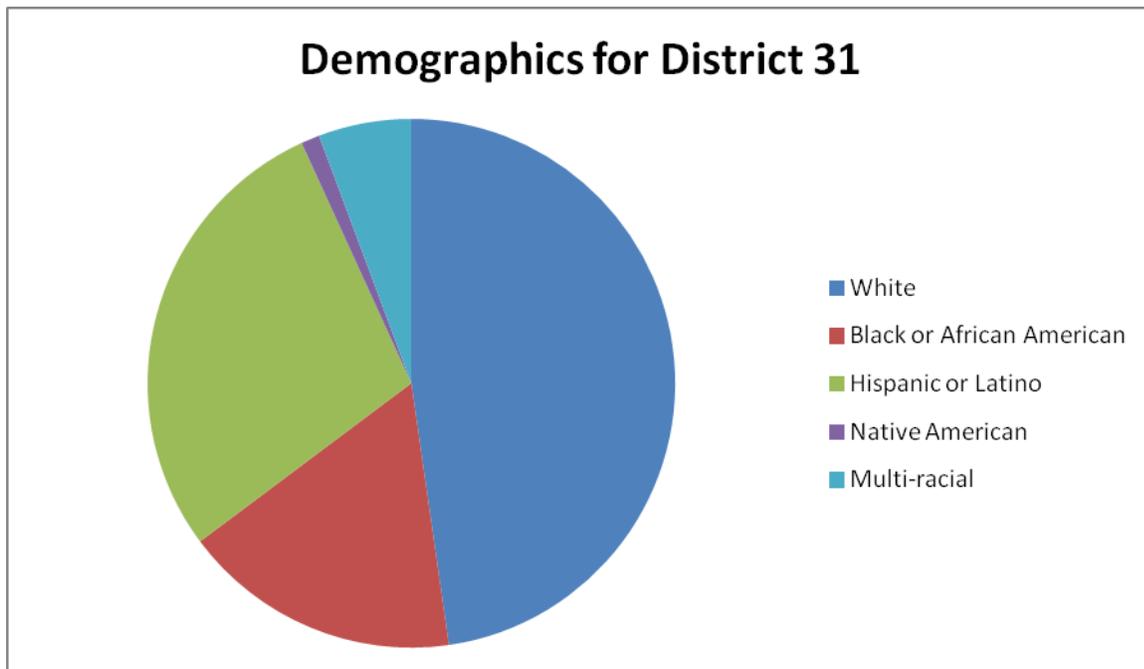
The Community to be Served- SIGCSED will be located in District 31, on the North Shore neighborhood of Staten Island. The boundaries are The Staten Island Ferry, and going east to the Verrazano Bridge, to the south to the Goethals and Bayonne bridges and the Staten Island Expressway, to the west Shore to the site of Storm Sandy which destroyed and eroded natural preservations, beaches, homes and businesses. The North Shore is a highly-dense neighborhood and predominantly Latino and African American. Over 11.9% of the population lives below the poverty line, whereas 16.9% is a borough average in NYC and populations in other boroughs are almost double that on Staten Island. The argument for the need for the school on Staten Island is that District 31 is one district as opposed to Brooklyn, Queens, Bronx and Manhattan, and our most impoverished citizens is not represented in the statistical evidence of “need.” Staten Island’s total population is 472,621, whereas all of NYC is 8.4 million... In order to represent the Staten Island residents fairly, the census must include transient immigration, as well as residents in Public housing, Shared Storm Relief Housing and multiple illegal dwelling units as well. The North Shore housing situation has also created homelessness, forcing residents to apply for public shelters and be moved to other boroughs. The added stress of inadequate housing, Super Storm Sandy, a lack of affordable housing, unemployment, cutbacks in community services offered by public schools, seven closed Catholic schools and increased racial tension as seen in July 2014 when a Staten Island resident lost his life due to an unfortunate encounter with local police, has created hostilities within all of New York City as well as the entire nation. Our planning team proposes to address the problem of intolerance, as well as illiteracy, health related

issues and cultural biases. The North Shore residents are an underserved community on Staten Island and our mission is to bring that community into the 21st Century with a high-quality, well-planned charter school.

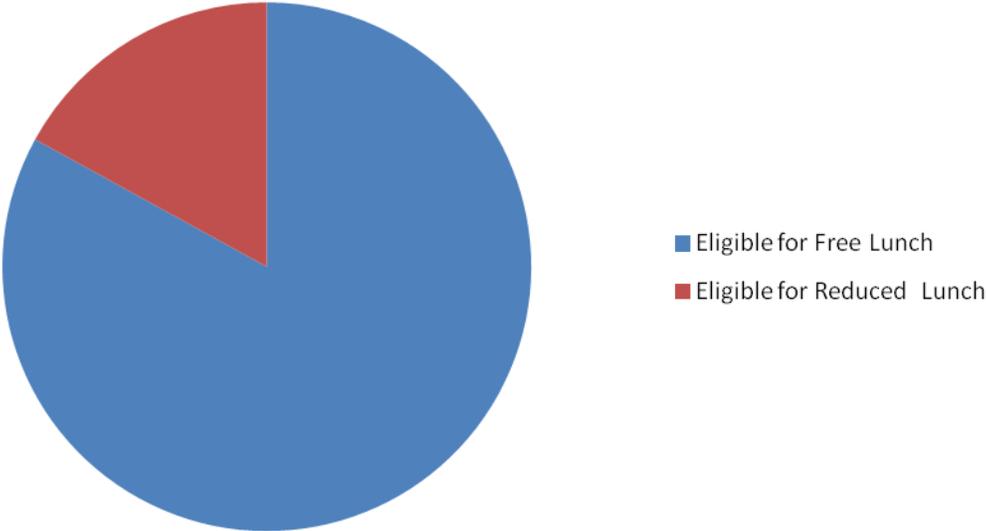
The Schools: The North Shore is located in CSD 31, which disproportionately serves at-risk students. Seven out of 10 students are eligible for free or reduced lunch and about 30.3% of the student population is English language learners, which includes Spanish, Russian, Polish, Albanian and several languages from Liberia, Ethiopia and other West African nations. Staten Island has the highest proportion of Liberian citizens living in the Park Hill Apartments on the North Shore where our school will be located. The local schools on the North Shore in grades K-5 are PS. 14, PS 53, PS. 16, PS. 18 and PS 44. The other surrounding areas and all of District 31 schools will be eligible to apply. This means that students from every school in District 31 as well as other boroughs can apply to The Staten Island Green Charter School’s Lottery program in April 2016. First preference will be given to District 31 students.

Below is a sampling from June 2014 North Shore schools of grade 3 scores on the ELA and Math Common Core Examinations

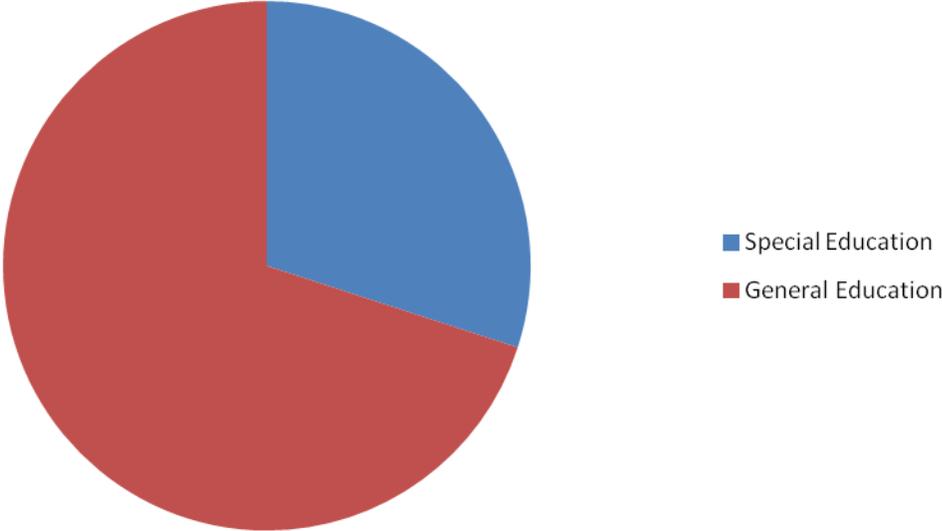
PS 14 ELA- proficient 21%	PS 14 Math- proficient 19%	PS 16 ELA – proficient 17%	PS 16 Math- proficient 24%	PS 18 ELA- proficient 25%	PS 18 Math- proficient 18%	PS 44 ELA – proficient 29%	PS 44 Math- proficient 28%
All Students	All Students	All Students	All Students	All Students	All Students	All Students	All Students

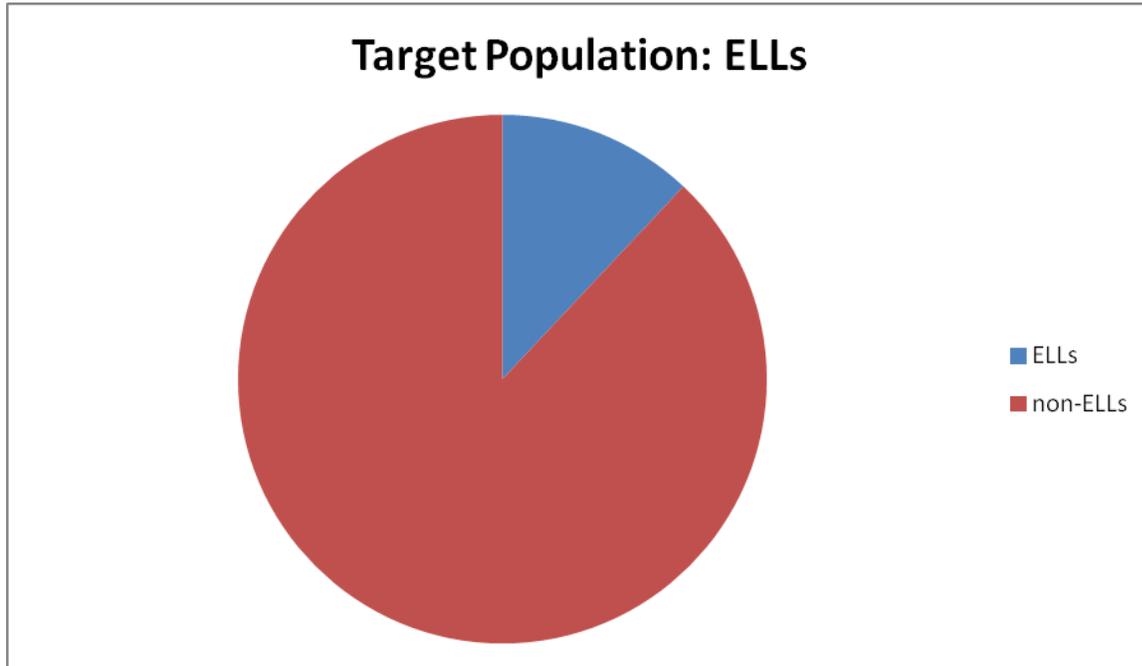


Eligibility for Free and Reduced Lunch



Target Population: Special Education





2013-14 Demographics for District 31 K-12 enrollment: 58, 850

Eligible for Free Lunch 83%- Many students are SWD, as well as students living in public housing.

Eligible for Reduced-Price Lunch 17%- Students of all backgrounds.

Limited English Proficient 12%- Students living on all Staten Island Shores.

Black or African American 15%- Mainly concentrated on the North Shore.

Hispanic or Latino 25% (approx. various immigrant populations are not included in the census and fall under the category of ELL students).

Asian or Native 1%.

Multiracial 5%.

White 42% *

***Many living in substandard conditions on the North Shore as well as less gentrified or newer built communities. Many South and East Shore residents have been displaced to the North Shore since Superstorm Sandy, which has caused an increase in the 42% of whites living in shelters and NYCHA Housing units located in St. George, Stapleton, Tompkinsville and Port Richmond.**

F. Programmatic and Fiscal Impact: We believe SIGCSED will not have a negative programmatic impact on the schools in District 31. Our school will open with 125 students and our anticipated full enrollment of 425 in 2021 would only constitute about 4% of the district enrollment.

There are 50 elementary schools in District 31, two of which are charter schools and one middle school in the immediate vicinity: District 31, North Shore of Staten Island.

While individual schools may offer similar components, to our knowledge none of these district or charter schools offers an integrated program comparable to that of SIGCSED (i.e., extended day/week/year, environmental education, parenting programs, mental health services). We have identified seven parochial and private elementary schools located within a mile radius of our proposed school in District 31, but given our inclusive program do not believe it will compete with them. Moreover, with 2,163 applications for charter school seats in the district last year, we do not believe the introduction of another charter school in the neighborhood will have an adverse effect on their enrollment. Since the North Shore area is being currently gentrified with the new NYC wheel, improvements to the Staten Island Ferry and more Affordable Housing opportunities, we see a neighborhood growing in both population as well as opportunities that our school can provide especially with our focus on “Green Education.” SIGCSED has the potential to positively impact local schools by modeling innovative programs and sharing effective practices. As we intend to work with the same types of students as other schools in the area, our success will hopefully draw other educators to learn from our methods and explore opportunities to collaborate in areas such as professional development, parental involvement, extra-curricular activities, environmental education and community services.

Fiscal Impact: The aggregated FY14-15 school budget for District 31 as of 02/8/14 was \$492, 243, 709. In Year 1 we expect to enroll 125 students (.28% of the district enrollment) and anticipate per pupil revenue of \$1,952, 082, which is .4% of the district budget. In Year 5 we expect to enroll 425 students (1% of district enrollment, which is 44,703). We anticipate per-pupil revenue of \$7,565,567, 364, which is 1.5% of the district budget. When considered as a proportion of the overall New York City education budget, SIGCSED will account for only a fraction of a percent.

II. EDUCATIONAL PLAN

A. Achievement Goals

In keeping with our mission to our Charter School and our students for excellence in high school, college and beyond, we have set rigorous student achievement goals and will evaluate academic performance against New York State Standards. We will evaluate achievement of our goals using absolute, comparative and growth-to-standard metrics based on state assessments.

Goal 1: SIGCSED students will possess reading and writing skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State ELA exam. (Absolute)

- **Metric 2:** SIGCSED students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam. (Comparative)

- **Metric 3:** Based on a regression analysis controlling for students eligible for free lunch among all public schools in New York State conducted by SUNY each year, SIGCSED will exceed its predicted level of performance on the state ELA exam with an Effect Size of at least 0.3. (Comparative)

- **Metric 4:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year’s state ELA exam and 75 percent at Level 3 and 4 on the current year’s state ELA exam. (Growth)

Goal 2: SIGCSED students will possess mathematics skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State Mathematics exam. (Absolute)

- **Metric 2:** SIGCSED students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state mathematics exam. (Comparative)

- **Metric 3:** Based on a regression analysis controlling for students eligible for free lunch among all public schools in New York State conducted by SUNY each year, SIGCSED will exceed its predicted level of performance on the state mathematics exam with an Effect Size of at least 0.3. (Comparative)

- **Metric 4:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state mathematics exam and 75 percent at Level 3 and 4 on the current year's state mathematics exam. (Growth)

Goal 3: SIGCSED students will possess science skills at or above grade level.

1. Each year, each grade level, all students will perform at level 3 or 4

2. Each year all students will outperform the district grade levels in Science.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4th grade science exam. (Absolute)

- **Metric 2:** SIGCSED students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 4th grade science exam. (Comparative)

Goal 4: SIGCSED will achieve Adequate Yearly Progress.

- **Metric 1:** Each year the school will attain a status of "In Good Standing" under the state's NCLB accountability system. (Absolute)

Leading Indicators: Because the state does not administer assessments before 3rd grade, SIGCSED will use the NWEA MAP, a nationally normed standardized exam, to evaluate student performance in all grades and gauge progress towards meeting our stated goals.

- **Metric 1:** At the end of each year, the average percentile ranking will be at least 50% in reading and math. (Comparative)

- **Metric 2:** At the end of each year, 100% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score in the same 10-point RIT block. (Growth)

B. School Schedule and Calendar

Attachments are provided in Attachment 3b

Schedule: Our extended school day maximizes student time on task while providing teachers with ample opportunities for planning and development. Here is a typical day:

7:30 am **Breakfast:** The school serves breakfast.

8:00 am **School Meeting:** The school day begins with a school-wide meeting to share information, recognize achievements, highlight a virtue and build community.

8:15 am **Math Meeting:** After a short class meeting to go over the day's agenda, teachers launch into a 20-minute math meeting focused on using an interactive Smart Board with topics relating to counting, time, the calendar, temperature, weather and money.

8:45 am **Literacy:** Includes whole-class read-alouds and small group rotation among teacher-led phonics instruction, guided reading and computer-based lessons. Parents will be invited to both of these meetings.

10:15 am **Healthy Snack and Stretching and Yoga, Soft Beach Ball Toss around the class or playground.**

10:35 am **Math:** The math lessons are small group, whole group and one-to-one hands-on learning.

11:35 am **Lunch:** The school serves a complete nutritious lunch.

12:00 pm: Recess and small group instruction where needed.

1:00 p.m. **Literacy/Math:** Literacy will be three days per week and will focus on writing; math will be three days per week.

12:45 pm **Science:** Students study science daily using Research and the Scientific Method.

1:30 pm **Snack:** Students are served a nutritious snack.

1:45 pm **special:** Art and Fitness classes alternate daily.

2:30 pm: Environmental Education Community Activity- Urban Garden/Recycle (Integrates with Science and Social Studies).

Social Studies: Students study social studies using content integrated with the literacy and environmental education program.

3:30 pm **Dismissal:** Students are dismissed; teachers tutor and/or plan until 4:15 pm.

Sample weekly schedules for students and teachers are provided in Attachment 3a. For students the school day runs from 8:00 am to 3:30 pm, except on Wednesdays when students are dismissed at 2:30 pm to accommodate staff development and planning. SIGCSED will seek afterschool tutoring using the partnered grants from SYLVAN LEARNING CENTER to tutor students until 4:15. We will try to accommodate parent’s needs for early dismissals.

Teachers are expected to be at school from 7:30 am until 4:15 pm every day. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have two daily 45-minute periods of common prep plus lunch. 2 Charter School periods a week can be used for teacher team planning. Given the importance of literacy as a foundation for learning in all subjects, SIGCSED will devote significant time to literacy and STEM as well as daily math and science instruction. Wednesdays are early dismissal for Professional Development but Specialty Classes and environmental Education Programs will be going on until 4:15 pm so that parents work schedules will not be disrupted.

The table below represents the number of minutes per week dedicated to each subject.

ELA Reading Writing Workshop	550	Social Studies With Reading And World Language (Spanish, etc...)	425	Environmental Education Integrated into all STEM Subjects	300	Health	90
Math	400	Engineering/Design	90	Music	90	Fitness	400
Science With Math and Reading	300	Technology Integrated into all Core subjects for research and discovery	90	Art	90		

In addition to the weekly instruction described above, students will attend Saturday school approximately every other week from 8:00 am to noon for additional remediation and enrichment with a focus on literacy and mathematics. Upper Grades will alternate scheduling for lunch room and Wellness space.

Calendar: The calendar for 2016-17 is provided in Attachment 3b. Our extended school year provides students with 191 full days of instruction, over two weeks more than the district school. In addition, Saturday school provides an additional 16 half-days of instruction. In August teachers will participate in three weeks of Summer Institute for staff development and planning; the school year for students will begin one day after Labor Day and run through June. In order to maximize student time in school, we will only recognize major federal holidays and extended breaks that align with those of the district. For grading purposes, the calendar is divided into four quarters. Holidays are both religious and federal and follow the NYC Department of Education Schedule.

C. Curriculum and Instruction

The Key elements of SIGCSED's academic program, is Literacy, Math, Science, Engineering, and Technology which is developed as a Common Core Framework embedded into Environmental Education themes. The EIC model uses the local environment as a context for learning applied to the standards of Common Core and New York State.

Curriculum Framework: At the core of an experiential education is the notion that citizens need a common body of knowledge in order to productively communicate with each other and effectively participate in their society. We believe it is critical that every child should learn the fundamentals of science, and citizenship, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music and great literature defined by the test of time. Moreover, research has shown that the current trend of teaching isolated skills is neither sufficient nor possible in the absence of meaningful content knowledge. We believe an organized, clear and sequential curriculum best serves our students. Similarly, the Common Core Standards adopted by New York State calls for a curriculum that is intentionally and coherently structured to develop rich content knowledge. Thus we intend to use the Benchmark Literacy, Math in Focus, Benchmark Science, FOSS Learning Lab Kits, Social Studies (Benchmark Literacy) to define the focus of learning in each grade. An outline of the kindergarten and 5th grade is presented below. ELA is the focus of each subject area and is aligned to the Common Core standards and NY State Testing Program.

Kindergarten and 1st Grade

Language Arts

- I. Listening and Speaking
- II. Reading
- III. Writing
- IV. Language Conventions
- V. Poetry
- VI. Fiction
- VII. Sayings and Phrases

Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense

III. Money

IV. Computation

V. Measurement

VI. Geometry

Science/Environmental Education

I. Plants and Plant Growth

II. Animals and Their Needs

III. The Human Body

IV. Introduction to Magnetism

V. Seasons and Weather

VI. Taking Care of the Earth

VII. Science Biographies

World History and Geography

I. Geography: Spatial Sense

II. An Overview of the Seven Continents

American History and Geography

I. Geography

II. Native American Peoples, Past and Present

III. Early Exploration and Settlement

IV. Presidents, Past and Present

V. Symbols and Figures

Visual Arts

I. Elements of Art

II. Sculpture

III. Looking at and Talking about Works of Art

Music

I. Elements of Music

II. Listening and Understanding

III. Songs

Language Arts

I. Listening and Speaking

II. Reading

III. Writing

IV. Language Conventions

V. Poetry

VI. Fiction

VII. Sayings and Phrases

Mathematics

I. Patterns and Classification

II. Numbers and Number Sense

III. Money

IV. Computation

V. Measurement

VI. Geometry

Science

I. Living Things and Their Environments

- II. The Human Body
- III. Matter
- IV. Properties of Matter: Measurement
- V. Introduction to Electricity
- VI. Astronomy
- VII. The Earth
- VIII. Science Biographies

World History and Geography

- I. Geography
- II. Early World Civilizations
- III. Modern Civilization and Culture: Mexico

American History and Geography

- I. Early People and Civilizations
- II. Early Exploration and Settlement
- III. Colonies to Independence: American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

Visual Arts

- I. Art from Long Ago
- II. Elements of Art
- III. Kinds of Pictures: Portrait and Still Life

Music

- I. Elements of Music
- II. Listening and Understanding
- III. Songs

- **Language**

- I. Vowels, Consonants/Blending
- II. Speaking, sentences, conversations
- III. Writing-conjugation, and sentence structure

- **Wellness, Nutrition**

- I. Health Related Fitness- President’s Challenge/Fitnessgram
- II. Yoga/Tai chi- Skill Development
- III. Sports
 - A. Basketball- Dribble, Pass, Shoot, Layups and Jump Shots, Creating Space.
 - B. Soccer
 - C. Lacrosse- Rules, Game
 - D. Tennis-Rules, Game
 - E. Golf-Rules, Game
 - F. Fishing-rules, Game

We have selected our curriculum because of its specificity, coherency across grades and alignment to Common Core Standards and track record. The Sequence of our Environmental Education Program aligns science and reading, and social studies, and this scaffolding of Language Arts/Math/Science and World Languages and Health and Arts programs. This marriage of literacy and STEM develops student awareness of the connectivity to the environment and all areas of learning that develop a student’s ability to possess knowledge far deeper than memorizing facts or learning on the basis of merely passing an examination.

English Language Arts: Benchmark Literacy is a program designed to connect thematic education and Common Core standards into reading. The leveled readers help teachers to align the Common Core Standards to books and resources obtained in this series.

Environmental Education- Project Learning Tree/State Environmental Education Roundtable (SEER). These 2 Environmental Education Programs teach students to evaluate hands-on learning projects while integrating Reading, Writing, Math, Science and Social Studies and Technology in every lesson we teach.

Math in Focus- Based upon the concepts of Singapore Math, Math in Focus has developed a standard of learning concepts as well as computations so that students dive deeply into the why things add up, as well as mechanically developing memorization skills.

Benchmark Learning is a global learning program introducing world populations to our students and defining time elements that incorporate all populations in an inclusive and visionary program designed to raise levels of understanding in students about the world around them.

Music- Students will be given instrumental lessons using wind and string instruments. They will also learn Music Awareness and Folk songs from around the world.

Art- Our Art program will teach students mechanical drawing as well as the concepts used in engineering to design buildings and bridges.

Health and Fitness Education- Alliance for a Healthier Generation/NBA FIT will be a standard course in teaching health and fitness, nutrition and sports skills. Students will learn Basketball, Soccer, Tennis and Golf.

All of our subjects align with Common Core Learning Standards as a means to support Literacy and Mathematics and Social Studies and Science, but equally as important we plan to teach our young scientists to use those standardized skills to support their inquiry-based thinking and research skills. The students will be ready for the challenges ahead of them as our curriculum is an integration of all subjects and character building.

During Summer Institute, teachers will use these scope and sequences along with curriculum program resources to develop curriculum maps and unit plans that specify topics, daily objectives, vocabulary, texts, STEM subject assessments and diagnostic and summative assessments. Armed with these guidance resources, our teachers will be free to devote their energies during the school year to planning *how* to best teach content to the children in their classrooms. Each summer scope and sequences and unit plans will be reviewed and revised based on evaluation of program implementation and student performance.

Instructional Planning/ Professional Development Teaching pairs will have daily periods, and grade level teams will have common planning times to review student performance data, identify instructional strategies and materials and plan lessons. Using the guidance resources described above, teachers will submit each Friday lesson plans for the following week that includes objectives, activities for whole-class, small group and technology, materials, formative assessments, accommodations necessary for students with special needs as well as specific co-teaching models and Lead Teacher and Assistant Teacher responsibilities. Instructional Directors will provide critical feedback, and lesson plans will be posted on a shared server so that support staff can coordinate their intervention activities with general classroom instruction. After lessons have been conducted, teachers will reflect on implementation and annotate weekly plans to identify effective practices and areas of weakness, and then archive them for future use. The Principal and Executive Director will work with the teachers and Professional Development Team to create a culture of learning where teachers, Parents, Students, Administrators and the Community are involved in supporting the learning of every child.

Lead Teachers and Assistant Teachers: SIGCSED will typically have two teachers in each classroom. Lead Teachers will be experienced educators who have mastered classroom management, instructional planning and delivery, and assessment with a track record of raising student achievement. Each will be paired with an assistant teacher, a novice educator who is still developing his or her teaching skills. Having multiple educators in the classroom increases instructional options; it models teamwork and collaboration for students, limits isolation and provides immediate peer support and coaching for teachers. Many teachers are unfamiliar with co-teaching; therefore, we will provide explicit training and support in areas such as roles and responsibilities in instructional planning, classroom management, assessment and communication with parents. Teachers will learn to deliberately select appropriate co-teaching models based on lesson objectives, which include:

Team Teaching: simultaneous instruction with shared responsibility.

Teach and Assist: one teacher leads the lesson while the other assists individual students, which allows targeted support to individual students with special needs.

Shared Teaching: Each teacher works with groups in the same lesson at the same time with half of the class, which allows for increased student interaction and checks for understanding.

Alternative Teaching: one teacher works with a large group while the other pulls a small group for pre-teaching, re-teaching, make-up work, assessment or enrichment.

Station Teaching: lessons are divided into multiple activities and each is led by the teacher in separate stations, with the Assistant Teacher rotating, which allows for extra teaching and support including:

Experiential Learning: Hands-on discovery programs where students research unit topics guided by Focus questions while teachers work with flexible groups assisting them in their depth of knowledge through inquiry, discussion application, creativity and exploration.

Lab Rotation: Students rotate between a Science lab for Research and Discovery classrooms (Example: Growing Up Green Charter School, NYC).

Team Teaching: Teachers across each grade share teaching in specific subject areas of strength to another class of students.

SIGCSED intends to use an innovative classroom-based model that features students rotating between teacher-led instruction and teacher team instruction. This model is appropriate for elementary school students that need positive emotional experiences and help students persist despite negative experiences such as failure. Our school does not rely on computers to educate our students, but we incorporate technology into our experiential design so that research is a focus on student learning discovery.

Teachers, administrators, students and parents can log on to one system to access a range of content, assessments and student performance data organized around student groups and subjects – not whole classes and grade levels –teachers can work with smaller groups of students and target instruction.

Content can be quickly added and changed to provide students with developmentally appropriate and engaging materials. Teachers are trained to think fast on their feet and supplement teaching where needed with spontaneous activities to guide student thinking.

Curriculum can be supplemented with remedial and advanced content for all types of learners, including students with disabilities and English language learners.

Ongoing formative assessment provides students and teachers with immediate feedback to inform teaching and learning.

Teacher-created assessments can be incorporated along with those offered by content providers. Data analysis tools allow teachers to review progress by student, group and standard, and use these results to plan and inform future instruction and facilitate Response to Intervention.

Integrated grade books provide holistic real-time view of student progress to teachers, administrators and parents.

Aligned: engaging content must support our curriculum and instructional objectives.

Adaptive: lessons must continuously personalize instruction based on frequent assessment of student progress and mastery.

Assignable: teachers must have some control over assigning lessons to address identified needs of individual students and coordinate with their instruction.

Staff Development: teachers will receive ongoing training to understand how to group students, plan and assign appropriate lessons, review data and revise groups and instruction. We will provide support for using data and technology in professional development as well as in coordination with our Technology and Data Coordinator.

Meticulous Planning: to tightly integrate online content and offline instruction, teachers will regularly review student progress data, adjust flexible student groups and differentiate instruction to optimize learning. Our schedule will provide teachers with regular planning time and guidance.

Orderly Culture: teachers will establish structured routines and procedures for students working independently, using computers and transitioning between activities. School culture will be a major component of staff development and ongoing support.

Pedagogy: SIGCSED is fashioned after the SEER Model, where the local environment is used as a context for learning. This model includes students' own discoveries as a basis for integrating organized standards. Standards such as the Common Core Subject areas teach students how to organize their reading so they can apply their depth of knowledge to create new ideas.

Intellectual Coaching: Through practice, students acquire expertise in skills of learning, such as reading, writing, calculating and observing. Teachers model, question and provide positive and corrective feedback. Assessment is often conducted through performance tasks with the use of checklists and rubrics. Our co-teaching model is designed to maximize small group instruction to facilitate the coaching relationship. Adaptive instruction and immediate feedback from some computer programs can fit the coaching model as well. Targeted coaching will be especially important for meeting the needs of at-risk students.

Discovery Presentations: While most are familiar with presentations in college settings, the basic practice of expanding students' understanding of ideas, concepts and values can be translated to elementary classrooms as well. Presentations typically include facilitated discussions using open-ended questions and can be used with all ages in all subjects. Assessment is often based on evaluation of oral responses as well as written presentations and written work. In preparing for presentations, teachers use a variety of content reading strategies to help students build their comprehension of the seminar topic. The teacher also coaches individual students in speaking and listening skills in presentation sessions, allowing at-risk students such as English language learners to effectively participate. During the seminar, students collaboratively use their reading, speaking and listening skills. Finally, the students write in response to the discussion.

Subjects: Each day our students will study STEM (science, technology, engineering, and math). They will also participate regularly in arts and fitness education as well as character education, which are integrated throughout our curriculum. Below is discussion of our program for each

subject; we reserve the right to change program components based on developments in the field or the hiring of staff that have expertise in alternative programs and make a compelling case for their substitution.

Literacy: We intend to use the *Benchmark Early Literacy Program* which combines systematic phonics-based instruction in decoding skills with extensive read-aloud to build both oral language and background knowledge, i.e., word knowledge and world knowledge. All reading is aligned to Common Core Standards and utilizes leveled texts which we can choose to align with our environmental education model. We have chosen this program because it allows teachers to teach higher level thinking skills while it incorporates close Reading, Text-Dependent Comprehension and Cross Text Analysis.

The key elements of our literacy program include:

Instructional Methods

Interactive Read Aloud: Teachers model fluent reading, develop vocabulary and comprehension skills, and expose students to seminal texts.

Guided Reading: In flexible small groups based on assessed reading levels, teachers coach students in comprehension strategies as they read and discuss a single text.

Independent Reading: students select and read “just right” books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina and acquire content knowledge.

Phonics and Word Study: vocabulary development with focus on spelling, phonics and grammar to teach conventions of written and oral language.

Shared Reading- mini lessons for K-2, 3-6.

Small Group Guided Reading Instruction-Differentiated reading Instruction in small or whole group instruction in fiction and non-fiction text dependent comprehension strategies.

Writing Workshop: Teachers lead a Mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small group instruction while continuously assessing their growth and development. Graphic Organizers and Venn Diagrams are used to assist students in breaking down thematic concepts and main ideas.

Reader’s Theater Experience Big Books, and Fiction and Non-fiction Big Books, Genre Work Shops all contribute to a very serious well integrated approach for developing reading skills.

Computer-based Instruction: Based on assessed needs, students are assigned specific research tasks. Inquiry and Hands-On Learning- Students will be given a daily Discovery Question, and will be given the instructional methodology that will enhance their acquisition of targeted learning. This targeted learning approach will lead them directly to researching and discovering the solutions to their assigned task (experiment).

This shared inquiry approach promotes student dialogue and debate. Mostly the teachers will become Corrective Action Instruction Coaches (CIA), informing one another of how to use data to assess student knowledge, and this is the direct relationship of assessment that teachers will be trained and coached in.

Bench Mark Early Literacy Social Studies: Benchmark Early Literacy Sequence identifies key skills, literacy and informational texts, sayings and phrases, speeches and vocabulary that will inform our selection of reading materials. The Social Studies Program provides detailed curriculum maps and unit plans, which include summary description, key ideas, core content objectives, Common Core objectives and cross curricular connections; they also explicitly identify future learning that depends on the content to be taught. In addition, texts and

vocabulary are specified by lesson. Benchmark Early Literacy embeds vocabulary into each lesson in every subject.

Mathematics: We agree with recent research findings that basic math and reasoning instruction should start early in the education of our children and not wait until after children become readers. In a comparison of primary mathematics education in Singapore and the United States, the American Institute for Research concluded that the U.S. “lacks a centrally identified core of mathematical content that provides a focus for the rest of the system.” With this in mind, SIGCSED will implement a coherent mathematics program beginning in kindergarten. It will emphasize incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. In addition, our math program will emphasize talking and writing mathematically and will serve our STEM program with key components of architectural design. This is an essential part of the Common Core Standards.

Instructional Methods

Math Meeting: Every morning students will participate in a short and engaging meeting using an interactive bulletin board to orally practice skills related to everyday life, e.g., calendar and time, temperature and weather, counting and patterning, graphs and money and environmental themes.

Computer-based Instruction: Math software programs personalize practice by continuously assessing student mastery and providing increasingly challenging problems. Using response analysis, these programs also help students explore why they chose specific answers and where their assumptions may have led them astray.

Instructional Materials

Singapore Math: We intend to use Math in Focus, and IXL as a supplemental computer-based Assessment program, which are all aligned to the Common Core Standards. Content is presented in a logical sequence throughout the grades. Students begin solving simple multi-step word problems in 1st grade using and building upon mathematical literacy with vocabulary and problem-solving using computations and the Think Inquiry approach.

Social Studies: Our social studies program aims to provide students with a deep background in history, geography and government and provide them with the information needed to be productive citizens. In concert with our literacy program, teachers will help students develop their understanding of the world and their place in it. The study of American history begins in grades K–2 with an overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in 3rd grade.

World History explores major civilizations, cultures and religions. Geography begins with an introduction to the seven continents and their familiar landmarks and wildlife. In subsequent grades it expands to include a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture and an awareness of the characteristics of specific regions and cultures.

Instructional Methods- Discussion groups and media presentations using Social Studies text books as well as supplemental materials to support environmental influences on world populations.

Instructional Materials

Science: FOSS: / Science- Focus On science spirals each year through topics in biology, chemistry, physics and earth science. At the core of our teaching model, students will learn to become “young scientists,” always questioning and designing the world around them.

Inquiry-based Learning: Through hands-on labs students will participate in experiments and investigation using the scientific method. Explicit connections are made to other subjects.

Instructional Materials

FOSS/ Science- Focus On science spirals each year through topics in biology, chemistry, physics and earth science.

Full Option Science System (FOSS): Modules include equipment kits, teacher guidance, and original student books that complement each FOSS module and integrate reading and language arts skills in the context of learning science. Lab will be 2 xs per week.

Computer-based Content: Modeling is an extremely effective way to increase conceptual understanding in science, and computer programs offer interactive lessons that allow students to individually manipulate and understand topics as small as the atom and as large as the cosmos. FOSS modules include a website folio with interactive simulations, bulletin boards and specific links to other Internet sites to reinforce and enhance the topic.

The Arts: As an essential element of experiential education, the arts will be infused throughout the curriculum, providing frequent opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make various objects. In addition, we will provide arts classes in all grades. We intend to open with one or two of the arts (visual, dance, music, theater) depending on the expertise and skills of our first art teacher, intend to offer additional arts as the school and staff grows. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and masterworks. A good understanding of the arts grows out of at least three modes of knowledge—creative (i.e., making artworks), historical and analytical.

Project-Based: Students will have hands-on opportunities to create art, such as paintings or music or songs, allowing for both self-expression and the development of technique. STEM Art serves as an excellent foundation for environmental design. It will sharpen students’ critical thinking skills and allows them to make connections between their experiences and other cultures in time and space. Students are taught Architecture and Design for projects and the building of energy efficient building projects for our students design programs.

Fitness: An experiential education addresses fitness of the mind, body and spirit. In this age of rising obesity and cultural shifts, we will teach students how to build and maintain their own health. We will develop a year-long scope and sequence that covers physical education, nutrition and safety, and expect our fitness teachers to design rigorous units and lessons with clear learning objectives and assessments.

Character Education: Our school virtues—Self Awareness, Self-Improvement , Good Judgment, Courage and Community—will be infused throughout the curriculum and referenced regularly in classroom instruction. For example, students will study literature about and historical figures who exemplify our virtues.

D. Assessment System

Results matter. We understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals (which are outlined in Section II.A). We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We

have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5th year of operation.

SIGCSED will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth.

We will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high quality assessments with each item purposefully aligned to a specific learning objective.

Diagnostic Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify signs of special needs as part of our Response to Intervention (RTI) process.

Home Visits: Each summer, school staff will visit the homes of newly enrolled students to get to know the family, share school policies and procedures and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation and fine motor skills. They will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.

NWEA MAP: At the beginning of each year, teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year.

Reading Inventory: The Principal will select an appropriate assessment tool, such as: Gates-MacGinitie, Brigance, Degrees of Reading Assessment 2, or Fountas and Pinnell which is aligned to our Benchmark Literacy program.

Teachers and students will set goals for increasing reading levels throughout the year.

Language Assessment Battery-Revised (LAB-R): Presently, NYSITELL, Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services. The NYSITELL replaces the former Lab-R.

Formative Assessments: Teachers will be expected to identify formative assessments in their lesson 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.

Checklists: Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes 10 Skills Checklist Reading tests and 28

Skills Checklist Mathematics tests: These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense and computation.

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. Some of our assessments will be online for students to work on at home and at school.

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.

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

NWEA MAP: The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time.

In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.

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.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards.

New York State Testing: beginning in 3rd grade, all eligible students will take the NYS English language arts and mathematics exams annually, as well as the state's science exam in 4th grade. We understand that the state's testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.

New York State English as a Second Language Achievement Test (NYSESLAT): all limited English proficient students will take this exam annually to determine academic progress and eligibility for services. NYSITELL is the entrance exam used for all languages other than English for new arrivals to the United States. This must be administered upon entering our school.

New York State Alternate Assessment (NYSAA): students specified by their Individualized Education Program (IEP) will take an annual data folio assessment that measures their progress in achieving learning standards through alternate grade level indicators. Eligibility is determined by the Committee on Special Education (CSE).

Unit Tests: Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on

performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

NWEA MAP: At the end of the year, students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year-to-year progress.

Data Collection and Analysis: The Principal and Testing and Data Coordinator will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers. The NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes and school-wide performance. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade-level teams will be expected to conduct formal “data-dives” monthly and create concrete action plans and

- a) Identify topics that students have not mastered and will need to be re-taught,
- b) Identify struggling students who need remediation or advanced students who need enrichment,
- c) Identify performance by class to determine the efficacy of individual teachers, and
- d) Evaluate overall program elements, such as the curriculum and professional development.

External assessments will be selected based on their validity and reliability. NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provides growth and status norms based on grade-level samples of at least 20,000 students per grade. These samples were randomly drawn from a test record’s pool of 5.1 million students, from over 13, 000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population. In order to ensure the validity of internal assessments, school leaders will examine the correlation between teacher-design assessments and grades as well as the power of their results to accurately predict student performance on the state and other standardized tests.

Use of Results: Studies have found that the most difficult part of using data is “linking it to an appropriate intervention. The challenge is not to provide more of the same, but instead to provide different instructional strategies...” (Armstrong & Anthes). Here is how we envision stakeholders using assessment results at SIGCSED, and it is the basis for hands-on learning as well. Learning needs to be touched for student mastery, and we intend to engage students in their own learning every step of the way. From discovery to assessment, all students will realize their own potential and capabilities. The more the student becomes self-aware of what he needs to learn, the more learning he will be able to consume.

Teachers

Identify students’ specific learning challenges early by assessing their mastery of specific standards and objectives.

Quickly drill down to identify concrete skills deficits.

Create lesson plans designed specifically to remedy deficits and accelerate learning.

Organize and rearrange flexible small group instruction to meet students’ needs.

Select computer programs and lessons to meet identified needs of students.

Facilitate communication between teachers and parents.

Monitor progress of struggling students in RTI process and revise intervention plans.

Enhance collaboration among teachers.

School Leaders

Evaluate and hold accountable teachers and other staff.

Evaluate and improve programs, e.g., curriculum, instruction and assessment.

Facilitate communication between teachers, intervention staff, administrators and parents.
Monitor the RTI process and ensure students are placed in appropriate interventions.
Enable Learning Support Team to identify students for referral to CSE for evaluation, change of IEP or decertification.
Monitor efficacy of services and interventions for students with disabilities and English language learners.
Identify school and individual teacher's needs and guide implementation of staff development program.
Facilitate communication with parents, the board and the public.
Monitor and report on progress towards meeting accountability goals.

Board of Trustees

Evaluate the performance of the school leader.
Monitor and report on progress towards meeting accountability goals.
Monitor effective implementation of key design elements.
Review and approve budget to determine optimum District 31, North Shore of resources.
Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
Facilitate communication with the school leader and authorizer.

Parents

Monitor child's performance using monthly or weekly progress reports, standards-based report cards and conferences.
Access grades and performance online to monitor student performance.
Identify area in which they can help their child learn.
Make decisions about whether to keep child enrolled in the school.

Students

Use computer and teacher feedback to identify strengths and weaknesses and develop plans for improvement.
Identify appropriate levels of challenge, e.g., just right books for independent reading.
Demonstrate growth over time.

Reporting: SIGCSED will use a quarterly standards-based report card that informs parents of their child's level of proficiency across a number of learning domains, including subject area content and skills and character development. The report card template will be explained to families during a parent class at the beginning of the year so they know what their child is expected to learn and can evaluate growth and attainment. Report card conferences will be held four times per year. In addition, the parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

E. Performance, Promotion, and Graduation Standards

Promotion Standards: We believe students must demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Core Knowledge Sequence provides the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not

make sense for deciding promotion from one grade to the next. Because we have designed RTI into our experiential design, we can easily rate student progress and achievement and allow teachers to personalize learning in a given subject; it is often not in the best interest of the student to repeat an entire grade with all of the same units of learning when it is just one area he may need improvement in. Our Response to Intervention (RTI) Program is designed to identify struggling students early, implement targeted strategies to get them on track and include parents in the process. Thus both teachers and parents will know if a student was at-risk of not achieving grade-level proficiency by the end of the year and what steps were taken to prevent failure. For students whose promotion remains in doubt, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including both achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision.

Exit Standards: In order to complete elementary school at SIGCSED and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the 5th grade level or above. Our sample exit standards are included in attachment for the 1st through 5th grade in English Language Arts, Mathematics and Science and the Bench Mark Learning Social Studies, which is aligned to the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments and grades-appropriate intervention. Student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments. The Common Core Standards are the exit standards used to decide a student's promotion to the next grade. Benchmark Literacy has built in units of assessments for each grade level in every subject.

F. School Culture and Climate

The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff and parents. We believe that school culture should be respectful, structured and above all else completely in service to helping the school to achieve its mission. This requires clarity, consistency and action. Based on other successful charter schools, we will establish a vibrant learning environment built on character as well as a desire for achievement and success.

Explicit Expectations: We have selected the Citizen Science as a culture for our school.

The Citizen of Science will be the subject of academic lessons, the cornerstones of classroom management and the building blocks for productive relationships between staff, students and parents. Virtues are the behaviors and habits through which students cultivate moral excellence and achievement in research. Unlike values which are typically vague and culturally relative, virtues speak to global understandings about living a good life. Our virtues will be posted throughout the school and referenced frequently. During Summer Institute, teachers will develop a common understanding of the meaning and potential impact of the virtues.

Beginning with the home visit and first days of school, students will be explicitly taught the expectations for conduct and how the virtues will contribute to their success in school and life.

For example, teachers will use the virtues to explain the rationale for explicit routines and procedures in the classroom, hallways, public spaces and buses that both foster a sense of

security and maximize learning time. Being “green” means being healthy and following safety procedures and sanitization at all times. Students will learn the importance of hand washing, and washing of clothes, bedsheets, outerwear, socks, sneakers, book bags, and lunchboxes.

Character Education: We believe schools are about more than academic skills and knowledge; they are also about teaching students to be good people. As Aristotle observed, “Excellence is an art won by training and habit.” Regardless of whether a school deliberately teaches character, students will learn character from the way teachers treat their students and allow students to treat each other and their environment. Moreover, research has found that character education actually contributes to academic success (Rohlen and Letendre). Thus, character education will be integrated across the curriculum. Plato wrote, “We ought to esteem it of the greatest importance that the fictions children first hear should be adapted in the most perfect manner to the promotion of virtue.”

Building Community: It is important for students to feel safe and part of a larger community that cares about their well-being. SIGCSED Charter School will take a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. All students will wear a uniform as a symbol of membership in a unique school. Uniforms have the added benefit of helping parents to simplify in the morning and get their child to school on time.

Students will be consistently and warmly welcomed into the building and classrooms by adults.

To set a calm tone, music will be playing softly in the background as students eat their breakfast. Every day will begin with a school-wide morning meeting, including routines such as a pledge, chants or songs and activities to recognize the achievements of students and adults; parents will be welcome to attend. SIGCSED Charter School will also host events throughout the year, such as holiday concerts and end-of-year promotion celebrations. Monthly parent workshops will include family-style meals and allow community members to better know each other.

The following practices will be used to build a strong school culture:

Routines and Procedures: School leaders and teachers will develop a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Given the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of school culture. Transitions will be signaled with visual cues, songs, raps, rhythms or chants. Students will also be taught to use signals to avoid disrupting instruction; for example, students might silently hold up one finger to indicate the need to use the bathroom and the teacher will need only point to give permission. In the beginning of the year students will participate in fun activities to practice these routines and procedures until they have internalized them. These routines will be stressed in physical education, art, music, and technology and world language as well.

Recognition: Teachers and staff will develop systems for monitoring and recognizing students’ embodiment of the virtues and other character traits, such as quick words of praise in the classroom and coordinated celebrations during daily school-wide meetings and occasional assemblies. They will track and recognize both academic and personal accomplishments, individual and class attainment and progress and mastery for students, parents and the community to see.

Class Competition: To encourage community, we will institute a class competition based on student performance always looking at bringing green ideas to our community of learners. Teachers will select specific areas for which classes can earn points; the foci will be appropriate for the grade level, such as general behavior in kindergarten and homework completion in later grades. Grade level teams will collectively develop a simple assessment strategy to be

implemented consistently across classes, e.g., a behavior rubric. The class with the highest number of points each day will earn a credit, which can be redeemed for a basic reward (e.g., ice cream, cartoon during lunch) or banked for more valuable rewards (e.g., full movie or field trip). This incentivizes each class to strive for more credits. Scores for the day and earned credits will be posted in each classroom and on a master chart in the cafeteria. This model was suggested to us by the Staten Island Mental Health Societies Director, Libby Traynor, and Chief Clinician. She also discussed implementing the ABC Method, a rewards program using chips for positive behavior. We agreed that learning cannot and will not take place without a strong behavior management school wide foundation.

Always with a book: The best way to build vocabulary and content knowledge is reading. Our students will be expected to carry books with them at all times; they will have opportunities to go “book shopping” in class libraries to select books at their independent reading level. Whenever downtime occurs, e.g., while waiting for meals to end, students will be expected to take out their books and read silently. This will reinforce our scholarly culture and develop in students the habit of reading for pleasure.

Discipline: By establishing and teaching clear expectations for behavior, the school can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequence be clear and consistent, there must be meaningful follow-through. A code of conduct (see Attachment 4) will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages and parents will be expected to sign for it to demonstrate that they have received and read it. The code will spell out consequences for infractions based on their severity and frequency. Behaviors that disrupt learning, harm physical and emotional well-being and diminish the common good will not be tolerated. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. We recognize the vast emotional and moral development of students between kindergarten and 5th grade. To be fair, consequences will “fit the crime” and be developmentally appropriate. Teachers will be trained in the discipline system at the beginning of the year and, based on regular observation, receive critical feedback and suggestions to ensure adherence to this policy. Consequences for minor infractions such as inappropriate language or failure to follow directions may include:

- verbal warnings
- deduction of SIGCSED Bucks from weekly paycheck
- removal from group activities
- silent meals
- detention
- communication with parents/guardians

Consequences for more serious infractions such as intentional physical harm or threats, sustained disruptions or disrespect, or destruction of property may include:

- removal from class
- parent/guardian conferences
- suspension
- expulsion

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened, what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done.

Students who are suspended will be provided with alternative instruction.

Due Process: The SIGCSED Charter School Code of Conduct describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. Students will be told of all charges against them and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

Short-Term Suspension: The Principal may suspend any student for up to 10 school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The Principal will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension.

Long-Term Suspension: The Principal may suspend a student for over 10 days for serious cause after the student has been found guilty at a formal hearing. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

Expulsion: If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

Students with Disabilities: The SIGCSED Charter School disciplinary policy (see Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. 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. That said, a student who's individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the

CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Evaluating School Culture and Climate: As a data-driven school, SIGCSED Charter School will collect specific information about school culture to monitor implementation of practices and procedures and make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from recognition activities, class competitions and individual student's behavior and performance will be used to evaluate the efficacy of character development initiatives.

G. Special Student Populations and Related Services

SIGCSED Charter School is deliberately located in an underserved neighborhood with an admissions preference for low-income. The school is specifically designed to accelerate the achievement of at-risk students; using a co-teaching and systematic approach to assessment, all contribute to our ability to personalize instruction for each child. We are absolutely committed to meeting the needs of all students, including those with disabilities and English language learners, and believe that with appropriate supports, our students will thrive. The range of interventions available at SIGCSED Charter School includes:

1. Supplemental curricula
2. Computer-based programs for remedial and accelerated learning
3. Small group instruction
4. Push-in and pull-out services by certified special education staff and contractors
5. Small group and one to one teaching
6. Tutoring
7. Peer-Share and Learn

Response to Intervention: Traditionally most schools have provided interventions for struggling students only after they test and verify chronic failure, by which time it is often too late to prevent tragic loss of learning. We know that students who begin to struggle need quality instruction immediately. Our RTI program is designed to quickly catch students before serious failure occurs and design interventions to put them back on track to academic success. It is a cycle that provides intervention options of varying intensity that are linked to specific learning needs. The RTI process at SIGCSED Charter School follows these steps:

1. Estimate the academic skill gap between the student and typically-performing peers.
2. Determine the likely reason(s) for the student's depressed academic performance.
3. Select a research-based intervention likely to improve academic functioning.
4. Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and try alternatives if necessary.
5. If the student fails to respond to multiple well-implemented interventions, refer to CSE for evaluation.

Our RTI program will be coordinated by the Special Education Coordinator who will train teachers in its implementation during Summer Institute and regularly attend grade team meetings during the school year. These meetings will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines and reviewing progress. These will be data-driven discussions

using all available information, including standardized test results, teachers' observations and records, assessment results from computer-based programs, behavior and discipline data and parent input. Our RTI model will utilize the common three-tier approach:

Tier 1 - High-Quality Classroom Instruction: General education teachers will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classroom. Our technology and lead teacher/teaching assistant model provides frequent opportunities for targeted support within the classroom.

Tier 2 - Targeted Interventions: For students who struggle in the general education classroom, the Quick School Electronic Grading Notebook Management System permits teachers to select from and add an ever widening array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Co-teaching permits additional support to small groups and individual students. In addition, we will have trained and certified intervention teachers on staff who can push-in and pull-out to provide one-on-one and small group targeted interventions. Finally, our teachers will provide tutoring to struggling students and the school will seek an afterschool program that provides academic support services. Our assessments will provide item analysis for my intensive interventions.

Tier 3 - Intensive Interventions: The goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. For example, we anticipate in our first years of operation most Tier 3 students may require intensive one-on-one reading programs, such as The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is a key to a successful RTI program, and our program is uniquely suited to monitoring the achievement of individual students and providing personalized instruction to meet their needs. The Benchmark Literacy Leveled Texts follow the leveling system of Fountas and Pinnell , DRA, Reading Recovery and Lexile .Benchmark Literacy also has multi leveled Reader's theater scripts for small group instruction. The Multi-leveled Theater's grouping provides instruction for all learners of mixed abilities.

SPECIAL EDUCATION

We believe that all students can achieve academically and special education students will be expected to master the general curriculum and participate in extracurricular and other nonacademic activities to the maximum extent possible.

Identification: We are well aware of the fact that poor minority students are over-identified for special education and will take vigorous steps to determine whether a student's struggles are the result of a legitimate disability or the consequence of a poorly executed education program.

Our three tiered RTI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Having exhausted all three tiers, the Special Education Coordinator will convene a Child Study

Team (CST) comprised of a learning support teacher, general education teacher and administrator to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. We recognize that the school itself cannot make a determination and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. As SIGCSED Charter School will be implementing a unique school model, it will be incumbent upon the Special Education Coordinator to develop an effective working relationship with CSE staff so as to educate them in regards to the effectiveness of our program for at-risk

students. In addition, we also recognize that parent consent is required for both initial evaluation and provision of services and our staff will work closely with parents to involve them throughout the entire process.

To identify students with a pre-existing IEP, after our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs to determine whether SIGCSED Charter School is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. In instances where the school cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services.

Staffing: In addition to the Special Education Coordinator, SIGCSED Charter School will employ Learning Support Teachers certified in special education to provide support services for students with IEPs and other at-risk students (see job descriptions in section III.C). In the case of a student who's IEPs require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with external providers.

Logistics: The Special Education Coordinator will administer the special education program within the school and serve as the primary liaison to the CSE. He or she is responsible for maintaining all confidential records, including IEPs, in a secure manner and making them available to staff as appropriate. These records will be stored in locked filing cabinets in an administrative office and an access log will be maintained. At the beginning of the year, IEPs will be provided to teachers along with a summary containing a description of the disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take New York State Alternate Assessment), and required services. Special education staff will meet with each teacher to go over the IEPs, including goals, responsibilities, accommodations and instructional strategies, and to ensure the privacy of all records. General education teachers will also receive ongoing training to provide them with the skills and knowledge necessary to effectively include students with disabilities in their classrooms.

Common planning time will also support collaboration between general and learning supports.

Services: We whole-heartedly agree with the legal requirement that students with disabilities should be taught in the least restrictive environment and believe that our inclusion model will permit them to receive many of their required services within the general education classroom.

Having Learning Support Teachers in the general education classroom reduces the stigma for at-risk students and provides both types of teachers with another opportunity for collaboration.

Either direct or indirect special education teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy, physical therapy or counseling will be provided on site. Our literacy model allows students to be scheduled for pull-out services in a manner that limits missing critical components of classroom instruction. We have also budgeted for supplemental curriculum and assessment resources, such as specialized computer software and reading programs. Finally, in consultation with the CSE, the school may issue an RSA letter that authorizes parents to avail themselves of free services that the school is unable to provide.

Reviews: SIGCSED Charter School will conform to all laws and regulations regarding the regular review of IEPs. If the Special Education Coordinator and support staff determines that a

student's IEP may no longer be appropriate to the child's needs, they may recommend that the CSE conduct re-evaluation to adapt the IEP or declassify the student.

Program Evaluation: School leaders will regularly evaluate the efficacy of our special education program by disaggregating student performance data and reviewing progress toward goals of students with IEPs. Observation of grade team and Child Study Team meetings will provide qualitative data about the quality of implementation of the RTI model. Parents will also be surveyed to determine their perspective on services and communication.

ENGLISH LANGUAGE LEARNERS

The most recent data indicate that 12.5% of District 31 students are English language learners.

Given our planned location in the District 31 section of Staten Island, we anticipate serving a sizable number of students who are English language learners (ELLs). One reason we chose to open our school at the elementary level is the opportunity to help students quickly build foundational skills in the English language that will serve them for a lifetime. Moreover, we believe our literacy and experiential design with frequent opportunities for targeted instruction and independent practice is especially well suited to meeting the needs of ELL students. We have an ELL Director responsible for overseeing testing, as well as intervention.

Identification: The school will use the State Education Department's process for identifying students who are English Language Learners. Before the school year begins, school leaders will make home visits for each enrolled child and use this opportunity to administer the Home Language Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, the school will administer the Language Assessment Battery – Revised (LAB-R) to determine eligibility for services. The NYSITELL Exam replaces the LAB_R>

Staffing: The ELL Coordinator will be responsible for implementation of our programs for ELL students. He or she will maintain all records, ensure timely screening to establish initial eligibility for services, and administer annual assessment to determine ongoing eligibility. The ELL Coordinator will supervise learning support teachers who will be trained to support ELL students and their teachers. Once we know our students and can evaluate their needs, the school is to hire additional staff or contract with external service providers such as the Staten Island Mental Health Society.

Services: It is our intention to use structured English language immersion to help English language learners (ELLs) achieve proficiency in the English language as quickly as possible.

Benchmark E-Learning is an ideal context for an immersion program. Using computers and headphones, students can both see and hear the English language and practice speaking and writing. The computer initially targets student learning with differentiated, individualized lessons that enables them to learn at their own pace and to focus on specific skills. Classroom teachers, on the other hand, are freed to do what they do best: use the rich resources of the classroom to expand and socialize new language. Increasingly, the classroom takes over the primary work of developing conversational language in a context that helps students for real-life communication. And must meet the following criteria: emphasis on rapid vocabulary acquisition, basic language structures, and development of listening, reading, writing and speaking skills. For students who require more intensive interventions, the school will be able to provide additional push-in support by a teacher or aid and/or intensive pull-out instruction. ELL students will receive a lot of support using visual as well as audio resources.

Accessibility: SIGCSED Charter School will ensure that ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community. Spanish will be taught at the school to help define cultural awareness for native languages. Other languages represented in our school will be taught in future years. Staten Island is a diverse community and our population, and teachers will reflect that diversity.

Program Evaluation: School leaders will regularly evaluate the efficacy of our ELL program by disaggregating student performance data and reviewing student progress towards English proficiency. Observation of instruction and learning support team meetings will provide qualitative data about the quality of implementation of the program. Parents will also be surveyed to determine their perspective on services and communication.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Our founding group has positioned themselves to open a charter school based upon the need of the community, as well as the overwhelming request for a charter school on the North Shore of Staten Island. Our Founding Group are all or have been members of the Staten Island Community, raising our children on the Island, and as members of PTAs, Parochial School Programs, Teachers, and College Professors as well as business developers and directors at local Head Start programs. As a team, we understand the need for schools where all students are given an equal opportunity for guidance and support. We value the lives of all of our children and we have taken an oath to fulfill our promise to our neighbors that their child will go to College, and will be young scientists with the abilities to create a healthier, safer and energy-efficient environment.

Our Resumes, Board of Trustee/Background Information Packets, Verification of Education, and Employment have been submitted with our Letter of Intent and will be included in the full application attachments if this is consistent with the full application instructions. We have not hired any new Board of Trustee members since the Letter of Intent was approved. Therefore, we did not add any tables to section 5a.

Governance Practices and Procedures: Our founding board understands full well the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Principal.
- Approving major policies and regularly reviewing and revising them as necessary.
- For and attending board and committee meetings.
- Making informed decisions to support the success of the school.

- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long-term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the grievance process.
- Enhancing the school's public standing.

The qualifications to serve on the SIGCSED Charter School board of trustees include:

- Belief in and support of the mission and design of the school.
 - The expectation that all children can and will achieve academic excellence. Demonstrated understanding of board duties. Willingness to attend board and committee meetings and volunteer for board work.
 - Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
 - The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school.
 - Be at least 18 years of age.
- As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Secretary and Treasurer. Board members will serve staggered three-year terms. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Principal and will include a written or oral report by the Principal, a financial report and opportunity for public comments.
 - The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board.
 - Committees will have a job description that clearly describes any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.
 - The Board will delegate authority for the day-to-day operations of the school to the Principal, who will oversee all operations of the school and report directly to the Board. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Principal, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the Principal, including content, format and frequency of data. At minimum, the Principal will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

Parent and Staff Involvement: The board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the Principal's evaluation. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to

respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

Recruitment, Orientation and Training: The board will not have any representative or ex-officio positions that need to be filled once the charter is approved. As needed the board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment. All new trustees will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards and major policies. The board will undertake ongoing governance training to ensure all members have a common vision of the board's roles and responsibilities and best practices.

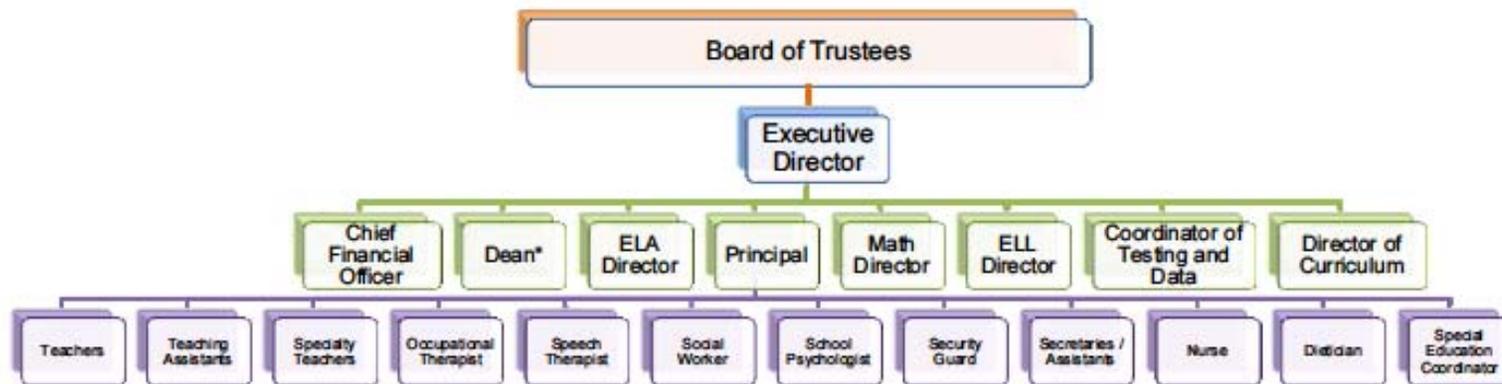
Management and Staffing

Organizational Chart: Our organizational chart and staffing chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the Principal, who reports to the Executive Director and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school; he or she will also collaborate with the Dean (to be hired in year 2), ELA Director, Math Director, ELL Director, Coordinator of Testing and Data, and the Director of Curriculum to support teachers and any contracted service providers including Occupational Therapist, Speech Therapist, Social Worker, School Psychologist, Security Personnel, Office Administration Personnel, Nurse, Dietician, and Special Education Coordinator. We intend to work with CSBM for years 1 and 2 to support our financial progress and organization. Our partnership with the Staten Island Mental Health Society will partner with us in these services.

When the school opens we will have a total of 7 teachers, 2 of which will be directors. All of our teachers will have dual certification in special education, and general education. There will be 5 teaching assistants on staff and 3 specialty teachers (art, music, and physical education). The teaching staff, with the exception of specialty teachers, will be expanded year-over-year commensurate with the increase in enrollment. We are looking at 2 new teachers and 2 new Assistant Teachers to support the new grade as the students move up in years 2-5.

Responsibilities and qualifications for key positions are provided in Attachment 8a. We have not identified a school leader, but intend to initiate a search as soon as the charter is approved. Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, and skills managing staff in a complex organization.

The Staten Island Green Charter School for Environmental Discovery Organization Chart



* Dean hired in year 2 of operation

Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Dean	0	1	1	1	1
ELA Director	1(Teacher)	1	1	1	1
Principal	1	1	1	1	1
Math Director	1(Teacher)	1	1	1	1
ELL Director	1(Teacher)	1	1	1	1
Coordinator of Testing and Data	1	1	1	1	1
Director of Curriculum	1	1	1	1	1
Teachers	7	9	11	13	15
Teaching Assistants	5	7	9	11	13
Specialty Teachers	3	3	3	3	3
Occupational Therapist	1	1	1	1	1
Speech Therapist	1	1	1	1	1
Social Worker	1	1	1	1	1
School Psychologist	1	1	1	1	1
Security Guard	1	1	1	1	1
Secretaries/Assistants	3	3	3	3	3
Nurse	1	1	1	1	1
Dietician	1	1	1	1	1
Special Education Coordinator	*	*	*	*	*

* One teacher is also Special Education Coordinator

Responsibilities and qualifications for key positions are provided in Attachment 8a. We have not identified a school leader, but intend to initiate a search as soon as the charter is approved.

Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, and skills managing staff in a complex organization.

C.1. Charter Management Organization-None

D. Evaluation

Programmatic Audits: Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Principal, and Data and Technology and Curriculum Coordinator through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. SIGCSED Charter School will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing “no excuses” schools that result

in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

Principal Evaluation: The board will conduct an annual evaluation of the Principal focused heavily on academic achievement and financial stability, which will be used to determine the Principal's bonus. At the beginning of the year, the board and Principal will establish measurable process and outcome goals for the year. A mid-year review will be conducted and at the end of the year a written review will be provided to the Principal and used to determine eligibility for a bonus. The evaluation will be complete in the sense that input will be sought from the Principal, teachers and staff, families and students, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

Teacher Evaluation: Please see the discussion in Section E below on Professional Development and the Personnel Policies in Attachment 8a.

Board Evaluation: The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

Family and Student Satisfaction: SIGCSED Charter School will gauge family and student satisfaction both directly and indirectly. We will administer at least annually surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. Attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children's academic progress.

Professional Development- We will train our teachers in multiple areas using the Harvard School of Education's DATA WISE PROGRAM, Benchmark Early Literacy and in year 3 we will complement our trainings with SEER for our Environmental Education program and the Salvatori Center for our Architecture Program.

Teacher Performance Rubric: Our staff development program has three main components: explicit training, coaching and mentoring. In order to articulate clear expectations and hold staff accountable, we believe staff development and evaluation should be organized around explicit standards for teaching performance. The Principal in collaboration with staff will use the teacher performance rubric that describes four levels of practice—beginning, developing, proficient, advanced—and addresses the following domains: planning, instructional delivery, assessment, classroom management, school-wide contributions, and professionalism. Similar to the Danielson Framework for Effective Teaching. The SIGCSED Charter School teacher performance rubric will set clear expectations in areas such as instructional rigor, student engagement and classroom management, and will also address unique school practices such as our "Green Discovery Program."

Training: Staff development sessions will be designed and coordinated by instructional leadership and may include vendor representatives and consultants. In August all staff will participate in a three-week Summer Institute for training and planning. In our first year, training topics for instructional staff will include: the school mission and vision; Benchmark Early

Literacy curriculum programs and unit and lesson design school culture, routines, procedures and discipline; assessment and data analysis protocols; Response to Intervention (RTI) program; co-teaching and mentoring. The Director of Curriculum and Special Education Coordinator will conduct training, explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the student's progress toward meeting IEP goals and objectives, confidentiality of student records, structured

English language immersion and discipline of students with disabilities. In the future, topics will be differentiated based on assessment of staff needs; new staff will be oriented to the school's program and practices while veteran staff will receive refresher or more advanced trainings.

During the school year, students will be released early on Wednesdays to provide extended time for staff development and planning. The weekly agenda will be determined by school leaders based on ongoing observation of instructional practice, review of student performance data, and staff input. It may be delivered to the whole staff, grade level teams or by department, i.e., learning supports, Fellows or operations staff. We will also encourage teachers to take some ownership of leading staff development. These Wednesday sessions will also provide important opportunities for collaboration and sharing of effective practices, especially between general education teachers and intervention staff.

Our schedule supports teacher team meetings, professional development, as well as Response to Intervention and regular planning for instruction.

Traditionally teachers work in isolation and receive little pre-service or on the job training in the skills necessary to make collaboration effective. Therefore, SIGCSED Charter School 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 re-directing strategies. School leaders will facilitate and then observe meetings as teachers become familiar with the protocols.

Coaching: According to cognitive scientists who have studied expert performance in a wide variety of fields, high-quality feedback is the key resource for novice performers to become competent and for competent performers to become experts (Sartain et al). Our staffing plan includes a robust operations staff to free up instructional leaders to spend significant time supporting faculty. Coaching may include review of and feedback on curriculum and lesson plans, modeling instruction, co-teaching, observation of classroom practices, facilitation of collaborative activities, as well as critical feedback. The Principal, Curriculum Director

ELA, and Math, Coordinator, and will visit classrooms and attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities

To collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. Faculty and students will be accustomed to classroom visitors and will not break stride. We also intend to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. A constant theme of classroom observation will be instructional rigor and student engagement. Feedback may be verbal or written, and will be aligned with the teacher performance rubric. The Principal (and Assistant Principal starting in Year 3) will hold meetings with co-teaching teams each week and individually once per month, though we anticipate much more frequent informal interaction. Similarly, the Student Achievement Coordinator will meet regularly with learning support staff. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching.

In addition, we believe teachers possess valuable expertise and will design systems to cultivate peer support and development. For example, using reflection protocols, teachers will collaboratively identify specific problems, reflect on their manifestation, and develop strategies to address them. Similarly, teachers will be expected to regularly videotape themselves and, using the teacher performance rubric, evaluate their performance and dissect it with their peers. This non-threatening approach to critical reflection and feedback contributes to a culture of continuous improvement similar to that found in the field of medicine.

Mentoring: As part of their job description, Lead Teachers will be responsible for mentoring Teachers and will receive training to do so. They will be expected to include Fellows in all planning activities, define clear roles in the classroom, and use a gradual release of responsibility to enhance their skills. They will support the Fellows in achieving their professional growth plan goals and will provide school leaders with feedback regarding their progress, but will not formally evaluate them.

Teacher Evaluation: We do not believe evaluation should be based on just one or two formal classroom visits; rather it should encompass cumulative evidence collected over the course of the school year from observation of classroom practice and professional responsibilities, student performance data, self-reflection and peer and parent input. During Summer Institute all staff will develop Professional Growth Plans (PGPs) that include measurable goals for the year based on domains in the teacher performance rubric. School leaders will work with staff to ensure all goals are reasonably ambitious and align with school needs, professional development priorities and mission. Instructional leaders and teachers will collect evidence throughout the year and hold a mid-year and end-of-year conference to evaluate progress towards goals. Teachers will be expected to Charter Schoolare a self-reflection based on their individual goals and bring supporting evidence, such as assessment results and video of instruction.

Teachers with serious performance deficits will be placed on an improvement plan that includes specific objectives, strategies and deadlines for improvement. The end-of-year conference will inform bonuses, decisions about placement the following year, and termination decisions.

Staff Development Resources: Our Principal will be the driving force behind staff development and work closely with the Blended-learning Manager and Special Education Coordinator to ensure adequate resources, including dedicated time in the schedule, trainers with relevant expertise, and technology such as video cameras and data analysis software. We intend to connect the school with external resources as well, such as the Special Education Collaborative and test scoring initiatives organized through the New York City Charter Center and the. Faculty may request funds for external training that is aligned with the school program and can be turn-keyed for the benefit of others. For our non-academic staff, we will rely on CSBM to develop our finance and operations staff. Our Principal will be a graduate of the New Leaders Program.

F. Facilities

SIGCSED Charter School will be located in the former St. Mary's Catholic School on 1 Virginia Avenue in Staten Island. This is a diverse area called Rosebank, which is the middle area of Bay Street on the North Shore. This area is a home to the Alice Austin House of Photography, a National Landmark, and Buono Beach, which overlooks the Atlantic Ocean. Latin-American, White and African-American families live in this area. The school also has a backyard and a parking lot. The parking lot is suitable for building a modular structure on.

The Square footage is listed below:

- Basement- Large Cafeteria, Kitchen
- 2 classrooms, both bathrooms are for K, boys, girls

- 1st floor- 2 offices to the right- 1 bathroom, wide hallway, auditorium with a capacity of 675
- 4 classrooms. Total-14, 655 square feet.
- 2nd floor- Library. Office Area/ Facility lounge at the right- can be a Nurse's station. Another classroom. Wide hallway, 5 classrooms, original details.

G. Insurance

Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage we expect to secure:

- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million limit
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment and leased space betterments

Workers' Compensation: rate determined by state of New York

H. Health, Food, and Transportation Services

Health Services

Staffing: The school will work with the Department of Education and the Department of Health to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible for all record-keeping and correspondence related to these responsibilities. In the first two years of operation, SIGCSED Charter School will have a part-time nurse; when the nurse is not on-site, those responsibilities that can be delegated will be assigned to the CFO. Beginning in Year 3, the school will hire a full-time nurse. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

Health Records: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

Immunizations: The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); and Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications: The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff.

The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

SIGCSED Charter School will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage. Prescription medication must be delivered to the school in the original container with an appropriate label including student name; 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. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

Food Services

Healthy meals are an important foundation for academic success, especially for low-income students. According to a recent report by the Food Research and Action Center, New York City ranks last in a list of 26 urban school districts when it comes to getting qualified children to participate in the free school breakfast program. We intend to contract with NYC DOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective food services within a school context. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics and capacity. SIGCSED Charter School will be located in a former parochial school building which already includes a kitchen and cafeteria. We will hire staff with appropriate food handlers permits to serve meals. Volunteers will also be used who are qualified

to help serve meals and handle food. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at www.applyforlunch.com. The school will make computers available and provide assistance to ensure every student's free and reduced price lunch eligibility is documented. Each month the school will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will discretely track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

Transportation Services

SIGCSED Charter School is intending to be located at a District 31 school or leased space.

We recognize that charter schools are considered non-public schools for the purpose of receiving transportation services under Education Law §2853(4) (b). The NYC DOE is responsible for providing the same transportation services as other NYC public school students, and SIGCSED Charter School will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards. Given the existing transportation routes in District 31, we anticipate OPT will be able to provide busing to our students who meet eligibility criteria (students in grades K-2 who live outside a ½ mile radius and students in grades 3-5 who live outside a 1 mile radius).

Because we intend to provide an extended school year and SIGCSED Charter School will be in session on days when other NYC public schools are not, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements. Special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE to ensure appropriate transportation is required and provided. The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from SIGCSED Charter School.

The school's Executive Director/CFO will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops.

The Office Manager will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

I. Family and Community Involvement

Parent Involvement: Our entire proposal is based upon the wishes of our parents to develop a culture of learning and safety for their children. Our parents are concerned with environmental hazards and health issues and expect us to help our students become literate environmental

stewards of our local environment. We believe strongly in the role of parents as the first educators of their children--that parents have the primary moral responsibility of educating their children to adulthood. We will be honored by the great trust that parents place in us to help their children grow intellectually and morally. This trust must be maintained not only by ongoing communication, but by a mutual understanding of what an education at SIGCSED Charter School will offer young people in the long run. All parents/guardians, students, teachers, and school leadership will be asked to sign a "Learning Contract," explicitly outlining how each will help support the school's mission. Families will be encouraged to actively participate in a variety of school functions and to volunteer at the school. They will also be a part of the school's fundraising program. They will have regular access to their children's teachers to ask questions and provide feedback, and will receive regular reports from teachers via phone calls, e-mail and letters home, and school functions. Board meetings will be open and include a public comment period. The school will translate materials and have Spanish speaking staff to ensure effective communication with all students and their families.

Home Visits: School leaders will make a home visit to each child enrolling in the school. During those visits, they will explain the importance of family involvement in the school and support of students' learning needs at home. This whole community effort will result in even greater success for each child.

Parent Workshops: In order to assist families in supporting their child's academic and character development, SIGCSED Charter School will design and host monthly parent workshops. Separate family literacy workshops for native English speakers and native Spanish speakers will be held in different breakout spaces. At the end the two groups will reunite as a whole school community and we will be joined by EL CENTRO a local immigrant association on Staten Island. And a family-style lunch or dinner will be provided to the participants. In addition, necessary materials such as books, paper, art materials, and writing utensils will be provided as well. If possible, a minimum of one book will be donated to each family at each workshop, contributing to the building of a library for each child and her/his family. These workshops will strengthen parents' commitment to the school, their ability to support their children's learning at home, and encourage positive change in the community.

Family Association: SIGCSED will support an active family association by providing space to meet, access to communication tools, and information that parents need to organize their activities. School leadership will make every effort to attend family association meetings and events, and will have an open door policy for its officers in order to hear their concerns.

Community Involvement: SIGCSED Charter School intends to become rooted in its community and develop strong relationships within the Green and all humanitarian, and local religious, and pre-k programs. Staff will build connections to local agencies, non-profits and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in this community, and ultimately result in support ranging from advocacy to financial or pro bono contributions to services for families. Many of our board members have extensive experience with groups like the Staten Island Mental Health Society, Jewish Board of Familyband Children's services, Staten Island, El Centro, the College of Staten Island, St. John's University, Project Hospitality, and many local economic development groups that have already pledged to support our green education program once we are approved as a charter school.

J. Financial Management

Budget: Each spring the Principal and CFO will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The leadership team will then recommend a proposed budget to the Board. The Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans.

Budgets are monitored on a monthly basis. CSBM and/or CFO will provide school leaders with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

Financial Systems: The school intends to contract with CSBM for financial management in the first two years of operation, which has extensive systems for financial management? Moreover, CSBM will professionally develop the school's staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services. Below are the key services provided by CSBM during the planning year and once the school is operational:

Planning Year Operational Years

Payroll

- Set up payroll system using ADP
- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and distribute 1099s
- File payroll related documents

Finance/Accounting

- Set up accounting system using QuickBooks Online
- Create/recommend edits for the annual/multi-year budgets (including review of 5 year charter application budget)
- Create/recommend edits for the chart of accounts

Human Resources

- Handle the administration related to HR files
- Enroll/withdraw staff members in benefits including insurance and retirement plans

Payroll

- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and distribute 1099s
- File payroll related documents

Finance/Accounting

- Create/recommend edits for budgets
- Coordinate grant reporting and assess whether grant restrictions are fulfilled

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Create/recommend edits for Financial Policies and Procedures (FPP) manual

Coordinate grant reporting and assess whether grant restrictions are fulfilled

Reconcile monthly bank statements in the accounting system

Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team

Post revenues & expenses and process deposits & disbursements

File all financial documentation in CSBM's Binder System

Audit Charter School

Introduce school to potential auditors

Support completion of the 990 by auditors

Provide support with completion of the Initial Statement of Financial Controls

Reconcile monthly bank statements

Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team

Present financial reports to Finance Committee and/or Board of Trustees

Post revenues & expenses and process deposits and disbursements

File all financial documentation in Binder System

Audit

Support completion of the 990 by the auditors

Charter Schools are for on-site testing by auditors

Close books for the fiscal year

Charter School are all requested schedules/analyses and work with auditors until completion

Review/recommend edits for draft financial statements and draft management letter

Participate in meeting with Finance Committee of Board of Trustees and auditors

Financial Controls: The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The Principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000. Approval of the Board Chair is required to open a bank account. Clear procedures will be established to ensure:

- Segregation of duties to assure that funds are safeguarded and properly deposited.
- Establishment of controls to ensure that all receipts and expenditures are properly recorded in the accounting records.
- Identification of payments and receipts in sufficient detail to facilitate the monthly financial reports.

Annual Audits: The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses.

All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing

Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

K. Budget and Cash Flow

We have a conservative budget with assumptions based on the experiences of other expenditures assume 100% enrollment. The per-pupil rate of \$13,527 is held constant over five years. This figure may change but we wanted to plan conservatively. We have assumed minimal revenue from uncertain grants and fundraising and hope to build a school that can ultimately operate primarily on public funds like any other public school.

Our 5 year budget and Organization chart is listed in Attachment#9

Year 1 Budget

Revenues: 80% of revenue is from per-pupil funding for general and special education students; we do 80% in year 1, 84% by year 2, 89% by year 3 and 89% through year 5. We are nearly in parity with them on this and expect to receive IDEA funding until Year 2. We have conservatively estimated 12% of our students with disabilities and 80% eligible for free and reduced price lunch, though in reality these could be underestimates. We have not budgeted for any income from IDEA; if we are eligible, that would be great but our budget works right now without it. We also anticipate receiving the second of three CSP installments and to raise \$100,000 in Year 1. We did not anticipate any increase in the CSP funding grant over the entire period. I think this is very aggressive.

Expenditures: The bulk of expenditures are salary, and while we have budgeted for every staff member to receive a full bonus, this is an unlikely scenario. Bonus! Not for a start-up institution. This is something you can give to the staff if you have an excess. 30% of salary is administration; 68% is instructional staff. We have 47% in year 1 for administration dropping to 37% by year 2, 31% in year 3, 30% in year 4, and 26% in year 5. Instructional staff starts at 52% in year 1, 61% in year 2, 68% in year 3, 69% in year 4, and 73% in year 5. You want talented management in place when the institution is in its infancy so you may need higher costs up-front.

Personnel costs, including taxes and benefits, account for 85% of total expenditures, (drops to 75% and stays stable by year 2) with another 7% devoted to contracted services. 5% for our budget, declining to 3% in year 2 and down to 2% by years 4-5. School operations are 5% for us stable and facility operations are 0% of our costs.

Cash Flow: Most start-up costs are incurred early in the year; while salaries are distributed across the year with bonuses budgeted for the end of the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. But we don't budget for any DYCD funding. We project a positive cash balance in all but one month of the first year of operation. We have one month with negative cash flow when laptops are purchased at the beginning of year 1, the remainder of the year the budget is balanced. Given our conservative estimates we believe we will be able to cover that month as well and laptops will be donated through Microsoft as we are working with them in Freehold and have presented at their leadership conference on February 26, 2015.

5 Year Budget

Revenue: We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility. But we don't budget for this.

Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2. We also assume textbook funds will continue at the current rates. We conservatively increase just about all expenses 4% per annual.

Expenditures: Salaries increase 4% per year, though in reality that may vary depending on economic conditions. An Office Clerk is hired in Year 2, and an Assistant Principal and Counselor are hired in Year 3. A Finance Director is also hired in Year 3, replacing contracted services for financial management. Administration is 26% of salary costs and overall personnel is 75% of total expenditures in Year 5. Facility costs are 0% of total expenditures and at the end of the charter term \$75,000 is set aside for dissolution costs. Should our assumptions and estimates prove wrong, contingencies include reducing or eliminating bonuses, reducing the number of assistant teachers, and/or securing a bridge loan until we reach a more sustainable enrollment size.

Charter School Program (CSP) Grant: Our budget assumes only the base amount of \$750,000, though we believe SIGCSED Charter School will be eligible for the entire \$750,000 because it meets both incentive priorities: Our 5 year budget is included as Attachment #9

L. Pre-Opening- Our outline for getting our school started is listed below.

We plan to step up building, develop curriculum, develop handbook, calendar for board meetings, recruitment for students, professional development for teachers, training for teachers, parent committees. We will also continue with fundraising as well as Board Development.

Domain	Action	Start	End	Responsibility
Governance	Appoint board officers	1/2016	2/2016	BOT
Facility	Conduct facility negotiations and execute lease			BOT
		1/2016	3/2016	
Facility	Renovation: Identify needs, secure contractor, establish timeline, complete punch list			BOT, PR, ED
		1/2016	5/2016	
Governance	Recruit Head of School			BOT
		1/2016	4/2016	
Operations	Obtain 501c3	1/2016	4/2016	BOT
Finance	Approve fiscal policies and procedures			BOT
		1/2016	4/2016	
Finance	Contract	1/2016	4/2016	BOT, ED, PR
Staffing	Recruit Operations Director	In-process	1/2016	PR, ED
Recruitment	Recruit students: Develop and disseminate materials, host open-houses, door-to-door marketing			PR, ED
		In-process	11/2016	
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents			PR, ED
			4/2016	
Operations	Obtain student records: obtain permission from			BM

	parents, contact previous schools	6/2016	8/2016	
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates check references			PR, ED
		1/2016	6/2016	
Staffing	Hire school staff: salary negotiations and offer letters			PR, ED
		1/2016	6/2016	
Academic	Research and secure online content providers			PR
		1/2016	6/2016	
Academic	Research and secure curriculum resources			PR, ED
		1/2016	6/2016	
Academic	Research and secure standardized assessments			PR, ED
		1/2016	6/2016	
Technology	RFP for technology infrastructure			Technology, ED
		1/2016	6/2016	
Finance	Approve budget for FY16-17			BOT
		3/2016	5/2016	
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor			BM
		3/20/2016	6/20/2016	
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options			BM
		3/20/2016	6/20/2016	
HR	Finalize staff handbook and personnel policies			BOT, PR, ED
		3/20/2016	6/20/2016	
Operations	Develop and distribute student handbook			PR,, ED
		3/20/2016	6/20/2016	

Technology	Install technology infrastructure	3/20/2016	6/20/2016	Custodian, Technology, ED
HR	Complete fingerprinting and background checks	3/20/2016	6/20/2016	BM, ED
Academic	Prepare school calendar and distribute to families	3/20/2016	6/20/2016	PR, Admin, ED
Technology	Install Curriculum Based Management	5/2016	7/2016	Admin, Technology,
Facility	Obtain Certificate of Occupancy	3/2016	8/2016	BM
Recruitment	Conduct open houses for admitted students	5/2016	6/2016	PR, DOO , ED
Academic	Contract with Related Service Providers	1/2016	7/2016	ED
Academic	Conduct home visits	5/2016	6/2016	PR, ED, Teachers
Operations	Secure insurance policies	1/2016	5/2016	ADMIN.
PD	Prepare Summer Institute materials	5/2016	7/2016	PR, , ED
Finance	Complete Initial Statement of Financial Controls	1/2016	6/2016	Financial Officer
HR	Complete staff fingerprints and background checks	1/2016	4/2016	ADMIN/PR
Operations	Secure IEPs and student records	6/2016	7/2016	Special Ed. Coordinator/PR
Operations	Create a draft SAVE plan and submit it to NYSED	1/2016	3/2016	ED. PR.

Operations	Purchase AEDs and train staff	6/2016	8/2016	Red Cross
PD	Conduct Summer Institute	7/2016	8/2016	PR, Curriculum Director, ED
PD	Develop staff growth plans	6/2016	7/2016	PR, ED
Academic	Create lesson plans for first weeks of school	6/2016	7/2016	PR, ED

BOT=Board of Trustees; PR=Principal; ED=Executive Director, BM=Business Manager, AS=Administrative Staff

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.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name The Staten Island Green Charter School for Environmental

Proposed School Location (District) 31- North Shore, Staten Island

Name of Existing Education Corporation (for replication) NONE

Discovery

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

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

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

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

¹² N.Y. Education Law § 2854(2)(a)

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

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

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

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

Dr. Vincent Maligno

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

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

Dr. Vincent Maligno

Date:

3/15/2015

¹³ ESEA § 5203(b)(3)(J)

¹⁴ ESEA § 5203(b)(3)(K)

¹⁵ ESEA § 5203(b)(3)(N)

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 31st 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 31st 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, 2016, 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, 2016 we will conduct a random selection lottery on the Saturday immediately following April 1, 2016. If April 1 falls on a Saturday, the lottery will take place on the next Saturday (April 8, 2016). 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 form the community. Below, is our total projected enrollment by operating year. Additional information on the enrollment numbers can be found in the table below.

125students 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.

City of New York

1 Edgewater Plaza, Suite 217 • Staten Island, New York 10305

Tel: 718-981-6900

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Community Board No. 1

March 18, 2015

Ms. Elizabeth Berlin
Acting Commissioner
SUNY Charter Institute
41 State Street
Albany, New York 11207

Dear Ms. Berlin:

On September 10, 2012 Community Board #1 voted unanimously to support the Staten Island Staten Island Green Charter School for Environmental Discovery and, we are reaffirming our position.

The school will begin with Kindergarten and 1st Grades students, Kindergarten to 3rd grade after three years, eventually leading to a Kindergarten through 5th grade and hoping to add a middle school in the future.

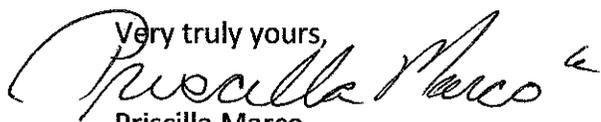
The school will emphasize the environment and is proposed to be located at 150 Granite Avenue.

Presentations were made at the Youth Services Planning Committee and to the Full Board and both were satisfied the school would provide all scholastic and physical education to the youth of Staten Island.

If you need any further information or have any questions, please do not hesitate to call or e-mail.

As always, thank you for your concern for and interest in the youth of our community.

Very truly yours,



Priscilla Marco
Chairwoman



Kelly Vilar
Youth Services Chairwoman

A. School Schedule for Students

Attachments are provided in Attachment 3b

School Begins at 7:30 and ends at 3:15. Extended Day is until 4:15.

Schedule: Our extended school day maximizes student time on task while providing teachers with ample opportunities for planning and development. Here is a typical day:

7:30 am **Breakfast:** The school serves breakfast.

8:00 am **School Meeting:** The school day begins with a school-wide meeting to share information, recognize achievements, highlight a virtue, and build community.

8:15 am **Math Meeting:** After a short class meeting to go over the day's agenda, teachers launch into a 20 minute math meeting focused on using an interactive Smart Board with topics relating to counting, time, the calendar, temperature, weather and money

8:45 am **Literacy:** Includes whole-class read-alouds and small group rotation among teacherled phonics instruction, guided reading and computer-based lessons. Parents will be invited to both of these meetings.

10:15 am **Healthy Snack and Stretching and Yoga, Soft Beach Ball Toss around the class, or playground**

10:35 am **Math:** The math lessons are small group, whole group, and one to one hands on learning.

11:35 am **Lunch:** The school serves a complete nutritious lunch.

12:00 pm: Recess and small group instruction where needed.

12:45 pm **Science:** Students study science daily using Research and the Scientific Method

1:30 pm **Snack:** Students are served a nutritious snack.

1:45 pm **Special:** Art and Fitness classes alternate daily.

2:20 pm: Environmental Education Community Activity- Urban Garden/Recycle(Integrates with Science, and Social Studies)

Social Studies: 2:20-3:15pm Students study social studies using contentintegrated with the literacy and the environmental education program

Dismissal: Students are dismissed; teachers tutor and/or plan until 4:15 pm.

Sample weekly schedules for students and teachers are provided in Attachment 3a. For students the school day runs from 8:00 am to 3:30 pm, except on Wednesdays when students are dismissed at 2:30 pm to accommodate staff development and planning. SIGCSED will seek after school tutoring using the partnered grants from SYLVAN LEARNING CENTER

Teachers are expected to be at school from 7:30 am until 4:15 pm every day. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have two daily 45 minute periods of common prep plus lunch. 2 Charter School periods a week can be used for teacher team planning. Given the importance of literacy as a foundation for learning in all subjects, SIGCSED will devote significant time to literacy and STEM as well as daily math and science instruction.

Staten Island Green Charter School Teacher's Schedule						
	7-7:40	Morning Breakfast	rotation		Saturday Academy	
	7:40-8am	Morning Routines	materials		8:00-12:00 ELA/Math	
	8:00-8:15	Morning Message				
	8:-8:45	Math				
	8:30-9:30	Literacy Block 1				
	9:30-10:30	Literacy Block 2	Writing	Integrate with school writing projects		
		Snack				
	10:45-11:4	Math- group learning	Integrate with literacy			
Lunch	11:45-2:45	Professional Development	Teacher Teams and s	Shared	Planning	
	11:45-12:4	Music	alternate with Wellness			
	12:45-1:45	Art	alternate with Wellness			
	1:45-2:45	Lab	Science	Technology	Environmental Discovery	
	2:45-3:15	Social Studies				
	3:15-4:15	After School		Homework	Technology	
		Lunch will be alternated for K-2. and 3-5				
		Lower grades will use lunch time for recess				
		Upper grades will use lunch time for tutoring and project assignments and or Fitness				

Staten Island Green Charter School for Environmental Discovery

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 Hashanah Begins
 - 25th & 26th – Rosh Hashanah- 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

1st - Science Writing state Test

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

Total Instruction Days: 192

Student Discipline Policy

The proposed charter school, Staten Island Green Charter School for Environmental Discovery (SIGCSED), firmly believes that the school environment and culture plays a significant role in the education and behavior of each student. Hence, the school shall commit to establishing and maintaining a school culture that will continuously support and help develop learning and achievement.

Staten Island Green Charter School for Environmental Discovery will provide a safe and structured environment that promotes students' academic and social development. The proposed charter school's disciplined environment will be a necessary element of its success in honing not only the intellectual skills and capacities of each student, but as well as their social skills and individual characteristics.

Maintaining Safe and Orderly Environment

To effectively maintain a safe and orderly environment, SIGCSED has developed discipline policies both for students and the entire staff. These policies include prohibited behavior and proper conduct within the school facility, during school events inside and outside of school premises and on transportation vehicles, sponsored or not sponsored by the school, to and from the school facility and/or location of school events/activities.

Students and employees who fail to meet the proposed charter school's clearly defined standards for appropriate and acceptable conduct will not be allowed to disrupt the education of others. Such students and employees will be held accountable through clear consequences for violating the school's rules.

Classroom Management Approach

The proposed charter school regards participation from all involved individuals in successful classroom management. Hence, SIGCSED seeks participation and collaboration between students, teachers, and teacher assistants at all times.

To employ effective classroom management, SIGCSED teachers will develop classroom procedures and student contracts. The students are required to sign the contracts and understand that there is no tolerance for inappropriate classroom behavior. Teachers will apply positive reinforcement and conduct individual conferences to help students value and comply with classroom rules and regulations. Students IEP's will be reflected in all RTI programs for every child. We use fairness in intervention at our school, but we demand respect, as well as the respect for each child. Parents will be a part of the discipline program at our school and will partner with every teacher on behalf of their child's mental health. Our guidance counselor, Dean and social worker will assist the teacher and parent in disciplining their student with home-school intervention procedures. Mindful Exercise will also be used to develop stress reduction, and relaxation techniques to offset potential volatile situations between students and their teachers.

All students are required to adhere to classroom policies, as well as learning standards relating to character education development that is included within each lesson. Corresponding disciplinary action such as detention will be given to students for non-compliance with classroom policies. In addition, their parents will be directly notified about infractions.

Discipline Approach

Staten Island Green Charter School for Environmental Discovery has developed discipline policies for students and employees to observe at all times during school hours, school activities inside and outside the school premises, and transportation to and from the school and/or school activities. The policies were developed and agreed upon by all members of the Board.

Discipline policies primarily contain a list of disciplinary offenses such as violation of the school's Code of Conduct and general rules and regulations; felony; and breaking of city, state, or federal laws. In addition to disciplinary offenses, the school's discipline policies also include the corresponding consequences subject to the discretion of the Executive Director or his/her designee(s). Such consequences can include, but are not

limited to, demerits, detention, rendering of school service, loss of school privileges such as transportation, sent to Homework Center, removal from school-related activities, attending Saturday school, suspension, and expulsion. The final consequence to be employed to non-complying students will be decided by the Executive Director and the Board of Trustees with due consideration of the weight of the offense. Major offenses, however, such as violation of city, state, or federal laws will immediately be brought to a school hearing where the child's situation and offense will be properly deliberated.

Roles of Teachers and Administrators

The executive director and teachers of Staten Island Green Charter School for Environmental Discovery play significant roles in maintaining a school culture that is highly disciplined and conducive to learning and development. Primarily, these individuals are responsible in implementing discipline policies and general school rules and regulations.

The executive director, along with the members of the Board of Trustees, decides on the final consequence appropriate to the committed infraction. Additionally, the executive director is also responsible for ensuring that teachers, teacher assistants, and all other staff are informed of such procedures and the amendments thereof.

Teachers, on the other hand, are expected to strictly comply with all discipline-related school policies, rules, and regulations. It is their primary responsibility to ensure that all students are aware of such policies and understand the corresponding consequences of discipline offenses. Since teachers spend most time with students, they are also expected to guide and assist students in complying with school discipline policies.

Attachment #4 Special Education Discipline PolicyIn 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.

Not Available

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 0 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, its 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.

Not Available

Not Available

Not Available

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: _____

Grades K-5 Student program

Monday

Tuesday

Wednesday

Thursday

Friday

8:00-8:15	Morning Message	Morning Message	Morning Message	Morning Message	Morning M
8:15-9:00	ELA Reading Environmetnal Ed. Reading	Reading	ELA Reading	ELA Reading	ELA Reading
9:00-9:45	Writing	Writing Environmental Ed. Writing	Writing	Writing	Writing
9:45-10:15	Science	Science Laboratory	Science	Science Laboratory	Science Environmei
10:15-10:30	Health Snack/Movement		Health Snack/Movement	Health Snack/Moveme	
10:30-11:11	Technology Engineering/Design	Art	Technology	Library/Research	Music
11:15-12:00	Social Studies	Social Studies	Environmental Education Global Issues	Socia lStudies	
12:-12:45	Lunch Tutoring	Lunch Tutoring RTI	Lunch Tutoring RTI	Lunch Tutoring RTI	Lunch tutor RTI
12:45-1:15	Sports	Health /Yoga/Tai-Chi	Sports	Health/Yoga/Tai-Chi	Fit and Spo
1:15-2:30	Math	Math	Math/Environmetal Ed	Math	Math/Scier
2:30-3:15	Art/Design	Music/Chorus	Instrument	Instrument	Community
After School Program					
3:15-4:15	ELA	Math Homework Help Projects	Sorts Homework Help Projects	Science Homework Help Projects	ELA/Socia l Homework Projects

Saturday
RTI

essage Morning Message

Reading/ELA
Test Prep

Mathematics
Test Prep
Sports

ntal Education

ent Writing

Writing

Reading/Math

ring Lunch /Tutoring
Saturday School Ends

rts Program

ice/Technology

/ Project

Studies
Help

**The Staten Island Green Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

September 1, 2016-June 30, 2017

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.

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.

Total Revenue	1,732,549	519,750	50,000	75,000	380,416	2,757,716
Total Expenses	1,994,907	180,100	-	-	657,916	2,832,923
Net Income	(262,357)	339,650	50,000	75,000	(277,500)	(75,207)
Actual Student Enrollment	116	9				125
Total Paid Student Enrollment	100	25				125

Estimated enrollment of 125 students in year 1, 75 in K and 50 in grade 1

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Per Pupil Revenue							
New York City	13,527	1,406,808	-	-	-	-	1,406,808
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,406,808	-	-	-	-	1,406,808
Special Education Revenue		-	495,274	-	-	-	495,274
Grants		-	-	-	-	-	-
Stimulus		-	-	-	-	-	-
Other		-	-	50,000	-	-	50,000
		1,406,808	495,274	50,000	-	-	1,952,082
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		26,476	6,619	-	-	-	33,096
Title Funding - Other		49,265	17,857	-	-	-	67,122
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants		-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		250,000	-	-	-	-	250,000
Other		-	-	-	-	-	-
		-	-	-	-	380,416	380,416
TOTAL REVENUE FROM FEDERAL SOURCES		325,741	24,476	-	-	380,416	730,634
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	50,000	-	50,000
Erate Reimbursement		-	-	-	25,000	-	25,000
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		-	-	-	75,000	-	75,000
TOTAL REVENUE		1,732,549	519,750	50,000	75,000	380,416	2,757,716

4% increase by 2016

Estimate 25 SpecEd students at \$19,049 per SPED student, 4% increase by 2016

Staten Island After School Program Funding

NYC DOE vegetarian food services - no cost

CSP Grant of \$750,000 to be paid out over a three-year period

Rental Assistance at 20% of the per pupil rate

Projected Fundraising, sponsorship

various foundation grants payments-in-kind

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

EXPENSES	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	100,000	-	-	-	-	100,000
Instructional Management	1.00	100,000	-	-	-	-	100,000
Deans, Directors & Coordinators	5.00	350,000	-	-	-	-	350,000
CFO / Director of Finance	1.00	-	-	-	-	65,000	65,000
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	3.00	75,000	-	-	-	-	75,000
TOTAL ADMINISTRATIVE STAFF	11.00	625,000	-	-	-	65,000	690,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	300,000	-	-	-	-	300,000
Teachers - SPED	2.00	-	130,000	-	-	-	130,000
Substitute Teachers	-	7,000	-	-	-	-	7,000
Teaching Assistants	5.00	150,000	-	-	-	-	150,000
Specialty Teachers	3.00	90,000	-	-	-	-	90,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	4.00	170,000	-	-	-	-	170,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.00	717,000	130,000	-	-	-	847,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	-	-	-	-	72,000	72,000
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	1.00	-	-	-	-	25,000	25,000
Other	1.00	-	-	-	-	20,000	20,000
TOTAL NON-INSTRUCTIONAL	3.00	-	-	-	-	117,000	117,000
SUBTOTAL PERSONNEL SERVICE COSTS	33.00	1,342,000	130,000	-	-	182,000	1,654,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		228,140	22,100	-	-	-	250,240
Fringe / Employee Benefits		134,200	13,000	-	-	-	147,200
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		362,340	35,100	-	-	-	397,440
TOTAL PERSONNEL SERVICE COSTS	33.00	1,704,340	165,100	-	-	182,000	2,051,440
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	65,000	65,000
Legal		-	-	-	-	3,500	3,500
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	2,000	2,000
Special Ed Services		-	15,000	-	-	-	15,000
Titlment Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		30,000	-	-	-	-	30,000
TOTAL CONTRACTED SERVICES		30,000	15,000	-	-	70,500	115,500
SCHOOL OPERATIONS							
Board Expenses		5,000	-	-	-	-	5,000
Classroom / Teaching Supplies & Materials		5,000	-	-	-	-	5,000
Special Ed Supplies & Materials		5,000	-	-	-	-	5,000
Textbooks / Workbooks		20,000	-	-	-	-	20,000
Supplies & Materials other		2,000	-	-	-	-	2,000
Equipment / Furniture		5,000	-	-	-	-	5,000
Telephone		3,500	-	-	-	-	3,500
Technology		10,000	-	-	-	-	10,000
Student Testing & Assessment		4,000	-	-	-	-	4,000
Field Trips		2,500	-	-	-	-	2,500
Transportation (student)		-	-	-	-	-	-
Student Services - other		3,500	-	-	-	-	3,500
Office Expense		4,500	-	-	-	-	4,500
Staff Development		14,400	-	-	-	-	14,400

One teacher is Special Education Coordinator

3 partime specialty teachers in music, art, PE

Occupational Therapist, Speech Therapist, Social Worker, PT Psychologist

special assistants

Dietician (part-time)

estimate at 17% for FUTA, FICA, NYS in aggregate

estimate at 10% of compensation

\$25k audit, \$10k audit assist, \$30k bookkeeping

nurse provided free

organic lunch provided free

functions

already included in Title 1 teacher salary

Misc

accountability, board development, training & D&O insurance

non-asset

transportation is free

school uniforms for financially burdened families

1200 per director and teacher

Staff Recruitment	1,000	-	-	-	-	1,000	
Student Recruitment / Marketing	5,000	-	-	-	-	5,000	ads/brochures
School Meals / Lunch	25,000	-	-	-	-	25,000	organic lunch is free, food service staff
Travel (Staff)	500	-	-	-	-	500	
Fundraising	2,500	-	-	-	-	2,500	
Other	5,000	-	-	-	-	5,000	organic farming
TOTAL SCHOOL OPERATIONS	123,400	-	-	-	-	123,400	
FACILITY OPERATION & MAINTENANCE							
Insurance	50,000	-	-	-	-	50,000	all ins except D&O
Janitorial	7,500	-	-	-	-	7,500	supplies
Building and Land Rent / Lease	-	-	-	-	380,416	380,416	Leased space, estimated cost in parity with 20% assistance
Repairs & Maintenance	11,000	-	-	-	-	11,000	general building maintenance
Equipment / Furniture	2,000	-	-	-	-	2,000	see capital costs
Security	10,000	-	-	-	-	10,000	security system
Utilities	15,000	-	-	-	-	15,000	electric included in base lease cost - gas only
TOTAL FACILITY OPERATION & MAINTENANCE	95,500	-	-	-	380,416	475,916	
DEPRECIATION & AMORTIZATION	41,667	-	-	-	-	41,667	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	25,000	assumed 3-year depreciation for equipment and 30 years for facility costs
TOTAL EXPENSES	1,994,907	180,100	-	-	-	657,916	2,832,923
NET INCOME	(262,357)	339,650	50,000	75,000	(277,500)		(75,207)

ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION		
New York City		116	9		125
School District 2 (Enter Name)					-
School District 3 (Enter Name)					-
School District 4 (Enter Name)					-
School District 5 (Enter Name)					-
TOTAL ENROLLMENT		116	9		125
REVENUE PER PUPIL		14,936	57,750	-	22,062
EXPENSES PER PUPIL		17,197	20,011	-	22,663

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Madeline Vasquez	[REDACTED]	St.Mental Health society
Danielle Dotson	[REDACTED]	Staten Island Mental Health
Shawntey Williams	[REDACTED]	Humanfirst.org
Vincent J. Maligno PhD	[REDACTED]	St. John's University
Jeff Lipton	[REDACTED]	Paraprofessional
Carole Reiss, Phd	[REDACTED]	Teacher
Scott Fried	[REDACTED]	Teacher
Regina Abraham	[REDACTED]	Author, Playwright, Teacher
Debbie Hansen	[REDACTED]	

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

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Business and Outreach	Trustee	officer	1 year	yes
community outreach	Trustee	officer	1 year	yes
waiver service provider	Trustee	officer	1 year	yes
NYCDOE Administrator	Trustee	Board Chair	1 year	yes
communications director	Trustee	officer	1 year	yes
Regional Instruction Specialist	Executive director	none	0	no
Not-for-Profit Organization	Trustee	officer	2 year	yes
Reading Specialist	Trustee	Trustee	1 year	yes
Fundraising				
Business Management	Trustee	Treasurer	2 year	yes