Full Application Summary

Proposed Charter School Name	Granville Academy Charter School
Application History	The applicant group had applied to open this proposed school to SUNY Charter School Institute on January 25, 2016 and withdrew on March 14, 2016. Modifications made to this application include developing a more diverse board, particularly in the areas of marketing, to support the attraction of faculty and families, independent charter school experience to develop sections that relied too heavily on a network model and fundraising, to ensure we are prepared for any financial setbacks. We also more thoroughly developed our Curriculum and Instruction model to adapt a network model similar to Uncommon Schools to one that can be implemented as an independent school without the resources of a network. Additionally, we ensured there was clear alignment between each section of the application to support the Key Design Elements. Finally, we continued our work in the community and have received much more formal support from stakeholders in the city.
Proposed Board Chair Name	Monique Carswell
Proposed Board Chair Email Address	[redacted]
Proposed Board Chair Telephone Number	
Public Contact Name	Deborah Woods
Public Contact Email Address	[redacted]
Public Contact Telephone Number	
District of Location	Mount Vernon, NY
Opening Date	August 2018
Proposed Charter Term	5 year term; August 2018 through June 2023
Proposed Management Company or Partner Organization	N/A
Replication School(s):	N/A
Granville Academy Charter School will use a rigorous, structured academic program alongside extensive social supports to prepare students in grades 6 – 8 in Mount Vernon for success in rigorous high school and college programs in order to lead a life of achievement and contribution.	

Year of Initial Charter Term	Grades in Operation by Year	Number of Students Enrolled by Year
1	6	100
2	6, 7	200
3	6, 7, 8	300
4	6, 7, 8	300
5	6, 7, 8	300

Granville Academy Charter School is a proposed high-quality middle school for students in Mount Vernon, NY in grades 6 -8. First, it is critical for our school's stakeholders to work with urgency in all they do. We recognize that many of our students (1) may have internalized low expectations to which others have held them to date; (2) may enter our program with very low academic skills; and (3) may face difficult socioeconomic circumstances that create disadvantages and distractions. For these reasons, we must work with urgency. Within 1-3 years, our students will need to be able to read, write, and do math as well as if not better than other students in New York State in order to effectively compete and get on a path towards higher education. Failing to get our students onto this path comes with dire consequences for our students – for example, dropping out of school, joining a gang, or living a life in poverty. Thus, despite our extended school day and year, we have a limited amount of time to improve the life chances of our students, and must use every single minute to drive student achievement. Urgency is critical. Second, our school's stakeholders cannot accept or make excuses for anything less than excellence. Given the challenges faced by our students, it would be easy to accept excuses from them. And given the difficult nature of our mission, it would be easy to make excuses for not achieving it. We cannot – the stakes are too high. Layered on top of these guiding philosophies is one fundamental belief: people matter most. Without a mission-aligned, philosophically-aligned, smart, relentless team of teachers and school administrators, nothing else matters. Thus, we are relentless with respect to our human capital approach. We think very strategically about how we recruit, train, support and grow, evaluate, compensate, and promote our team members.

The GACS model is built on the best practices of high-performing, *no excuses* charter schools, which have proven — for more than 20 years — that demographics do not determine destiny, and that low-income students can be successful in the college of their choice. All of these schools are *no excuses* schools and thus, GACS will share with them the five common elements of *no excuses* schools:

1) *Rigorous college-prep academics*. The GACS curriculum will be based on an accelerated introduction to the Common Core State Learning Standards, a rigorous benchmark for college and career readiness and is designed to challenge students to do their best academically. Due to the longer school day and extended school year, GACS students will have more time to master and exceed the standards. There will be a combination of direct instruction and differentiated blended learning that will allow for teaching, reinforcing and remediating in order that all students achieve mastery. Our rigorous core academic program will include the core subjects — Math, English Language Arts, Science and Social studies — as well as Elective classes such as Art, Music, and Fitness.

2) *More time to learn.* GACS will serve students Monday through Thursday from 7:15 AM to at least 4:00 PM, and until at least 1:00 PM on Fridays. The school year will include approximately 188 days of instruction, and students in need of additional individual support or required remediation will attend extra tutoring sessions.
3) *Data-driven decision-making.* GACS will utilize a sophisticated feedback loop of frequent data collection and analysis including interim assessments and comparative academic measures to drive effective instruction at the student, class, teacher, grade, and school levels. Instructional decisions will be made daily, weekly and quarterly based on data, which teachers will receive professional development around regularly.
4) *Structure, supportive and engaging school culture.* The founders of GACS believe that rigorous academics must be coupled with deliberate creation of a positive school culture. All staff and students will live by the LIFE values of Leadership, Integrity, Focus and Enthusiasm. These values will frame every conversation with students, staff and families leading to a strong personal character in each of the GACS students. To promote the LIFE values, students will be consequenced and rewarded based on their LIFE points throughout the year. Such rewards could be a dress down day, lunch with a teacher, or an invitation to an overnight trip. This deliberate approach to culture manifests itself into high expectations for rigor and joy.
5) *Exemplary talent.* GACS teachers will be paid a base salary that exceeds the Mount Vernon City School District scale and they will be eligible for excellent benefits. All staff members will undergo extensive performance reviews, receive weekly professional development during the school year and three weeks of intensive PD in the summer.

Instructional Enhancement to the *No Excuses* Model- *A Commitment to Community Contribution*: In addition to a focus on the fundamentals of reading, writing, and math, GACS will offer opportunities for students to interact with the world beyond the classroom. GACS will be committed to contributing to the Mount Vernon community and our global community, which will manifest through multiple outlets with a few being school-wide food drives, hours at the local soup kitchen, and park clean up and preservation. These projects are built into the school calendar at the start of the year to ensure their impact is greatest.

Based on MVCSD demographics, we intend to enroll students of special populations at a rate equivalent to the district. There are 18% and 8% of students in Mount Vernon middle schools as SPED or ELL respectively, which we plan to match. We also intend to enroll 74% of students that qualify for free- or reduced- priced lunch. GACS will have an integrated co-teaching (ICT) model that will allow all students to access the general education curriculum while receiving the services and supports they need and will have four staff members dedication to this population. It will also use the Sheltered Instruction Observation Tool (SIOP) to serve ELL students. GACS will actively recruit and retain these students that are most at-risk. In order to carry out the designed school model, we have created a staffing plan that provides leadership in the key areas of instruction and social-emotional development in addition to an operations team that will allow the majority of attention to be on student growth. The school will be lead by a Principal who will report directly to the Board of Trustees. The school leadership team will be made up of the Principal, Operations Manager and Director of Curriculum and Instruction (DCI). The secondary leadership team includes a LIFE Coach and Social Worker who are primarily responsible for student culture and family relationships. There will also be six core teachers per grade who will carry out the rigorous and engaging instructional program.

Certification and Assurances/intent Statement

Proposed Charter School Granville Academy Charter School

Proposed School Location (District): Mount Vernon City School District

Name of Existing Education Corporation (if applicable): N/A

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."

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;
- 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; 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.

I, *Monique Carswell*, hereby certify that the information submitted in this Full Application to establish *Granville Academy 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:

Monique Carswell

Date: 8/11/17

TABLE OF CONTENTS

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY 1
A. MISSION STATEMENT AND OBJECTIVES 1
B. KEY DESIGN ELEMENTS 1
C. ENROLLMENT, RECRUITMENT, AND RETENTION 4
D. COMMUNITY TO BE SERVED 9
E. PUBLIC OUTREACH 11
F. PROGRAMMATIC AND FISCAL IMPACT 12

II. EDUCATIONAL PLAN 14
A. CURRICULUM AND INSTRUCTION 14
B. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES 26
C. ACHIEVEMENT GOALS 33
D. ASSESSMENT SYSTEM 35
E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS 37
F. SCHOOL SCHEDULE AND CALENDAR 38
G. SCHOOL CULTURE AND CLIMATE 40

III. ORGANIZATIONAL AND FISCAL PLAN 44
A. APPLICANT GROUP CAPACITY 44
B. BOARD OF TRUSTEES AND GOVERNANCE 46
C. MANAGEMENT AND STAFFING 49
C1. CHARTER MANAGEMENT ORGANIZATION 56
C2. PARTNER ORGANIZATION 56
C3. STRATEGIC BUSINESS/GROWTH PLAN 56
D. EVALUATION 56
E. PROFESSIONAL DEVELOPMENT 59
F. FACILITIES 62
G. INSURANCE 64
H. HEALTH, FOOD AND TRANSPORTATION SERVICES 64
I. FAMILY AND COMMUNITY INVOLVEMENT 66
J. FINANCIAL MANAGEMENT 67
K. BUDGET AND CASH FLOW 68
L. PRE-OPENING PLAN 70
M. DISSOLUTION PLAN 75

ATTACHMENTS

Attachment 1: Admissions Policies and Procedures
Attachment 2: Table 2a Public Outreach Information
Attachment 2b: Evidence of Public Review Process
Attachment 2c: Evidence of District Support for Restart/Turnaround (n/a)
Attachment 3: Sample Exit Standards
Attachment 4a: Sample Weekly Teacher Schedule
Attachment 4b: Sample Weekly Teacher Schedule
Attachment 4c: Proposed First Year Calendar
Attachment 4d: Student Discipline Policy
Attachment 5a: New Applicant and School Trustee Background Information

Attachment 5b: By-Laws
Attachment 5c: Code of Ethics
Attachment 6a: CMO Information (n/a)
Attachment 6b: Proposed Management Contract with CMO (n/a)
Attachment 6c: Strategic /Business Growth Plan (n/a)
Attachment 7: Partnership Information (n/a)
Attachment 8a: Hiring and Personnel Policies and Procedures
Attachment 8b: Resume of Proposed School Leader
Attachment 9: Budget and Cash Flow Template
Attachment 10: Evidence of Financial Support (n/a)

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

A. Mission Statement and Objectives

Mission Statement

Granville Academy Charter School (GACS) will use a rigorous, structured academic program alongside extensive social supports to prepare students in grades 6 – 8 in Mount Vernon for success in rigorous high school and college programs in order to lead a life of achievement and contribution.

Objectives

Student Achievement: We will meet or exceed all achievement goals set based on the New York State assessments. GACS will materially further several of the goals of Ed. Law 2850(2) specifically we will improve student learning and achievement. Our primary focus is to enable students to attain academic achievement, prepared to enter and succeed in rigorous courses in high school, which put students on a trajectory for college acceptance and graduation. Preparing students for academic achievement operates in tandem with promoting social-emotional growth during the middle school years. The school implements rigorous curriculum aligned to the New York State Learning Standards and students' needs are cyclically assessed, recognized and acted upon responsively. Instructional models and groupings vary regularly to ensure students are being developed as learners, teammates and contributors to the community. Families and staff work together in planning, service delivery and service evaluation with the ultimate goal of continuous improvement and academic achievement for all students.

Staff: We will create new professional opportunities for teachers, school administrators and other school personnel through frequent professional development and opportunities for new positions as the school continues to grow.

Special Populations: Additionally, we will increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure, meeting at least the Mount Vernon City School District's enrollment for students with disabilities, economically disadvantaged students and English Language Learners.

The Board of Trustees: The Board of Trustees provides foundational guidance and leadership to ensure that everyone associated with the school lives into the values and the mission of the organization, ensuring academic success, organizational viability, strong financial standing, and positive community relations. The Board of Trustees possesses a wide variety of critical qualifications, including independent charter school operations, educational marketing and fundraising. Through robust development and evaluation of the school and its faculty, the Board of Trustees, in conjunction with the school Principal, holds all members of the school accountable for fulfilling the promises made to the families and Mount Vernon community.

B. Key Design Elements

There are two guiding philosophies that drive the work we will do. First, it is critical for our school's stakeholders to work with urgency in all they do. Within 1-3 years, our students will need to be able to read, write, and do math as well as if not better than other students in New York State in order to effectively compete and get on a path towards higher education. Urgency is critical. Second, our school's stakeholders cannot accept or make excuses for anything less than excellence. Given the challenges faced by our students, it would be easy to accept excuses

from them. And given the difficult nature of our mission, it would be easy to make excuses for not achieving it. We cannot – the stakes are too high. The GACS model is built on the best practices of high-performing, *no excuses* charter schools, including Uncommon Schools, Democracy Prep Public Schools, Endeavor College Prep, Boston Collegiate and Excel Academies of Boston. These networks and schools are proof points that students can achieve regardless of circumstance or background and students can grow exponentially with the correct supports in place. All of these schools are *no excuses* schools and thus, GACS will share with them the five common elements of *no excuses* schools: *1) Rigorous college-prep academics, 2) More time to learn, 3) Data-driven decision-making, 4) Structured, supportive and engaging school culture, and 5) exemplary talent*.

Research: Numerous studies have been conducted that show the impact of the No Excuses model on students that are at-risk of failure. One such study measured the growth of students in charter schools across Massachusetts and found that students that attended the urban No Excuses charter schools made significant academic gains, while urban Non-No Excuses charter schools often left their students' achievement unchanged or diminished from a higher starting point.[1] Because Mount Vernon's demographics match those of some of the lowest performing CSDs in New York City, where the No Excuses model has proven extremely effective, the founders believe this model will similarly serve and benefit the students of Mount Vernon, supporting them to close achievement gaps by the end of 8th grade. When distinguishing a No Excuses charter school, the following elements were found to have the greatest impact on student achievement[2] and will be the foundation of the GACS school model:

1) ***Rigorous college-prep academics***. GACS will be an academically rigorous, college preparatory middle school. The GACS curriculum will be based on an accelerated introduction to the New York State Learning Standards, and will utilize a combination of direct instruction, inquiry, 21st Century skills and individualized intervention. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Our rigorous core academic program will include the core subjects — Math, English Language Arts, Science and History- with an emphasis on literacy throughout the curriculum.
2) ***More time to learn***. GACS will serve students Monday through Thursday from 7:15 AM to at least 4:00 PM, and until at least 1:00 PM on Fridays. The school year will include approximately 188 days of instruction, and students in need of additional individual support or required remediation attend an after-dismissal tutoring block and school on additional Saturdays. Within these programs, the GACS students most in need of extra help benefit from over 60% more instructional time each year than they would receive in a typical district school.
3) ***Data-driven decision-making***. GACS will practice frequent data collection and analysis including interim assessments to drive effective instruction at the student, class, teacher, grade, and school levels. GACS assessments will include absolute measures, value-added measures, and internally-developed trimester exams. Data will be shared regularly with

[1] Angrist, J. D., Pathak, P. A. and Walters, C. R. (2013). Explaining Charter School Effectiveness. American Economic Journal: Applied Economics 2013, 5(4): 1–27

[2] **Fryer R. G. (2012). Learning from the Successes and Failures of Charter Schools, in The Hamilton Project.** Washington, D.C.

families and students with weekly progress reports and LIFE Points reports. Data will fill the walls and the conversations at GACS, driving daily and long-term actions.

4) ***Structured, supportive and engaging school culture***. The motto for GACS is "The hope to believe. The grit to achieve." This motto is the foundation of character development for our students because research shows that students need to believe they can be successful and then they need to be able to persist in their pursuit of excellence.[3] The motto will be manifested through the LIFE Values, which all staff and students in GACS will live by: Leadership, Integrity, Focus and Enthusiasm. Students earn or forfeit LIFE Points based on their adherence to these values and students can use their points to receive various privileges and rewards. A strong school culture will be demonstrated through clear structured systems for students and high expectations for rigor and joy. Staff will be trained in Teach Like a Champion techniques along with the Micro-Moment Triangle and Positive Behavior Interventions and Supports (PBIS) to promote social-emotional development within each interaction small and large.
5) ***Exemplary talent***. Without a mission-aligned, philosophically-aligned, smart, relentless team of teachers and school administrators, nothing else matters.[4] Thus, we are relentless with respect to our human capital approach. We are thinking very strategically about how to recruit, train, support and grow, evaluate, compensate, and promote our team members. GACS teachers will be paid a base salary that exceeds the Mount Vernon City School District scale and they are eligible for excellent benefits. All staff members will undergo extensive performance review, be observed weekly and receive weekly professional development during the school year and three weeks of intensive PD in the summer. All staff will have goals for their development that will ultimately lead to greater success for students.
6) ***An Addition to the No Excuses Model- Commitment to community contribution***. In addition to a focus on the fundamentals of reading, writing, and math, GACS will offer opportunities for students to interact with the world beyond the classroom. When building character in students, research suggests we give opportunities to students to practice their positive character traits by performing community service. This reinforces beliefs and values and encourages moral development.[5] One research study comparing a group of seventh graders that participated in community service with a group that did not found that participating students showed improvements in self-image, commitment to school and commitment to helping others.[6] The school is named after Granville Woods, a prominent inventor of the early 1900s who made significant contributions through his inventions. We plan to instill a similar desire in our students because it's not enough for our students to achieve academic results if they don't have a drive to use their achievements to change the world. Through a weekly Contribution class, students will be introduced to various needs of the community and will complete different service projects. All students will participate in 3 Contribution Days during the year, which will involve making contributions within and

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[3] Hoy, W. K., Tarter, C. J., and Hoy, W. A. (2006). Academic Optimism of Schools: A Force for Student Achievement. American Educational Research Journal. Volume: 43 issue: 3, page(s): 425-446

[4] Hanushek, Eric. "The Economic Value of Higher Teacher Quality." Economics of Education Review 30.3 (2011): 466-479.

[5] Conrad, D. & Hedin, D. (1991). School-based community service: What we know from research and theory. Phi Delta Kappan, 72(10), 743-749

[6] Volunterring and Community Service in Adolescents; Adolescent Medicine: Sate of the Art Reviews- Vol 12, No. 3, October 2001, Philadelphia, Handley & Belfus, Inc.

outside of GACS. Some of these contributions will be a school-wide food drive, hours at the local soup kitchen, and park clean up and preservation. These days are built into the school calendar at the start of the year to ensure their impact is greatest.

The founding team is confident that the combination of these six elements will meet the **diverse learning needs** of all students in the target population by designing systems and structures that balance joy and rigor, discipline and enthusiasm, and collaboration and independence. The myriad of individual supports made possible by the extension of time allow students to be pushed and supported to achieve mastery on the New York State Learning Standards. The deliberate attention to social development through a structure, supportive and engaging culture and participation in a Contribution course will give all students the tools they need to be successful academically and socially. Finally, the resources dedicated to recruiting, developing and retaining exceptional staff will allow all the other Key Design Elements to be implemented with fidelity and excellence. When students leave GACS they will believe (1) I can achieve, (2), I respect and value difference, and (3) I am responsible for creating the change I want to see in the world.

C. Enrollment, Recruitment, and Retention

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	11 - 12	100	100	100	100	100
7th	12 - 13	0	100	100	100	100
8th	13 - 14	0	0	100	100	100
Totals		100	200	300	300	300

Rationale: GACS Charter School (GACS) will serve grades 6 to 8 when fully grown with an enrollment of 100 students in each grade. We will start with 100 students in the 6th grade for the 2018-2019 school year and continue slow growth until the school reaches 300 students in grades 6 – 8 in the 2020-2021 school year. While we modestly budgeted for 5% attrition each year, we do plan to fill all vacant seats throughout the school year. This model will allow GACS to enroll students at the point of academic decline within MVCSD as data shows there is a dramatic drop in state test scores when students begin middle school in Mount Vernon. Currently a majority of elementary schools end in sixth grade, but the school restructuring currently happening in MVCSD is re-configuring schools to PK/K – 5 and 6 – 8. Given this restructuring and the poor middle school performance in MVCSD, we are confident that parents will be looking for an alternative for their students once their students complete fifth grade. Enrolling at the 6th grade also allows us to prepare students for advanced courses that will be offered to them in the different high schools in the city. The cohort size will be 100 students, with approximately 25 students in each cohort, in order to preserve a small school environment. Our model will provide a more targeted education to students compared to the average cohort size of 261 in the other Mount Vernon middle schools. The GACS co-teaching inclusion model will further benefit students with special needs by offering more attention to individual students; teachers and staff have a greater ability to impact the growth of student learning and retain students within the program. When looking at enrollment data for MVCSD, there is a substantial decline in the total student population of approximately 75 students between 5th and 6th grade as families have little confidence in the middle schools of Mount Vernon. Amani Public Charter School is a 5 – 8 charter school in Mount Vernon with a similar school design to GACS. Amani enrolls the

majority of students in the fifth grade with minimal student attrition from 5th – 6th grade. Last year, they had ample enrollment and carried a 6th grade waitlist of 82 students after filling any vacant seats. With Amani having limited seats in 6th grade, GACS would be the only free alternative for families and thus assures the founding team that GACS will have adequate enrollment. **Attachment 1** outlines the application, admissions and enrollment process and the process for filling vacancies.

Recruitment

The founding team's outreach in the community, partnerships, waitlist data from Amani Public Charter School, the performance of local schools and available education options all suggest that there will be adequate demand to meet the school's intended enrollment numbers. The founding team has spent considerable time in the community discussing this proposal and soliciting feedback. As a result, we have come away convinced that GACS will be a welcome addition to the community, providing a choice, which the diverse parents of Mt. Vernon want and need.

Petitions: 392 signatures have been received. On those petitions, parents listed 114 children who would be eligible for entry into GACS's founding years based on their birthdates and/or current grade levels.

Meet and Greets: In Mount Vernon, the Church community is vibrant and abundant. The founding team spent a significant amount of time going around to a diverse set of churches, to introduce ourselves, answer questions and hear people's thoughts. These were informal Meet and Greets in which invitations were provided to more formal information sessions at various locations in the city. Through these Meet and Greets we received an overwhelmingly positive response to the proposed school and individuals signed up to receive more information.

Surveys: GACS created a survey to solicit feedback about key elements of the proposed school model (61 surveys were completed and returned). On the survey, 93% of respondents selected "Yes, Mount Vernon needs a new, high-quality public middle school" and 97% of respondents ranked "Literacy Instruction within all content classes" as Very Important. Literacy is at the heart of what GACS believes is essential for success demonstrated by the 2.5 hours per day dedicated to literacy instruction. These responses provide one reason why there is a dedicated period of time every day to small differentiated reading groups for every student built into the schedule. Additionally, 92% of respondents ranked "Exposure to community service" as Important or Very Important. This is a piece of the mission that the founding team verified after seeing the survey results, showing that this exposure is important to community members and families. Overall, the respondents rated each component of the school very highly, demonstrating the degree to which GACS's model aligns with the needs of parents and students.

Mount Vernon Department of Recreation: With one of the founding team members being an employee of the Department of Recreation, we were able to supply information to the hundreds of families that go to the Department of Recreation looking for opportunities for their children. One of our best attended information sessions was a result of handing out flyers at one of the camps run by the Department. This connection has also allowed us to host three events at the Doles Community Center, a location familiar to the community.

Support from Amani Public Charter School: While reaching out to the Executive Director of Amani, Debra Stern, she informed us of her waitlist of 82 students for their sixth grade seats. These are families that have already applied to enter a charter school lottery but have no seat for their child. Given the similarity in educational philosophy between Amani and GACS, we are confident these families would enroll in GACS as a similar alternative. We are also confident

that we will be able to fill the remaining 20 seats through active recruitment and marketing, as Amani developed a waitlist of 82 students without active recruitment given its entry year is fifth grade.

Local School Performance: Parents want the best for their children; they want high performing schools. Unfortunately, those do not currently exist in the traditional public schools of MVCSD. Less than 23% of students in grades 3-8 were proficient in English language arts (ELA) in 2016. The statistics for at-risk students are even more alarming: in 8th grade 5% of ELL students were proficient and only 2% of students with disabilities were proficient in ELA. The data is devastatingly similar in mathematics. In MVCSD, there are 11 elementary schools, with 2 schools achieving results comparable to the state. The middle schools in the district are performing far below state averages, currently leaving parents with only one free alternative, Amani. With Amani offering limited seats to sixth graders and the MVCSD educating 1,557 students in grades 6 – 8, there is a strong need for more high quality seats. Through numerous conversations with parents, it is clear that they are adamant about a need for another option because currently the school district is not meeting the needs of 88% of the middle school population.

Recruitment of Special Populations

Economically Disadvantaged Students: The highest density of children eligible for free and reduced price lunch can be found near four elementary schools. These schools are Parker (84%), Hamilton (89%), Williams (77%) and Grimes (81%). While we modestly budgeted to meet the district average of 77% for Free and Reduced lunch eligible students, we aim to meet enrollment targets closer to the highest needs schools. GACS will be publicized and marketed throughout the community to a broad cross-section of families and prospective students through **Door-to-Door Information Distribution**, **Mailings**, **Open Houses** and **High Traffic Flyer Distribution**. Target students can be found in the following housing complexes: Levister Towers, Ebony Gardens and The Plaza (Lefrak Housing). Part of the enrollment strategy will be to connect with residents in theses complexes to inform them of our school option. This is a strategy that we will use to reach families that are traditionally less informed about educational choice. If GACS's application is approved, the founding team will send letters to all eligible families (approximately 600 letters), outlining the opening of the school and alerting these individuals to the lottery process. Community-style open house meetings have been held in the Doles Community Center, First Presbyterian Church of Mount Vernon and Macedonia Baptist Church. We plan to host at least five more of these at the largest churches in Mount Vernon, one at the Mount Vernon Public Library and one at the Mount Vernon Family YMCA. We have visited multiple elementary schools within the 10550 zip code during dismissal to hand out flyers and information about our proposed school. Many parents signed up to receive additional information if the school is approved. Upon approval, we will distribute flyers at all nine elementary schools in the target zip codes. We also visited summer camps throughout the city at drop off and pick-up times to continue to inform families about this new school option.

Students with Disabilities: The special education classification rate in Mount Vernon varies widely across schools with one school having a classification rate of 11% and another having a classification rate of 24%. There are two elementary schools with classification rates higher than the district- Graham (24%) and Traphagen (22%). While we modestly budgeted to meet the enrollment requirement of 20% students with disabilities, we aim to meet enrollment targets

closer to the highest needs schools listed. Alongside targeted recruitment at the above elementary schools we will recruit students with disabilities through the use of media such as newspapers and radio stations to get information about GACS's special education program into the community. Information sessions will be held throughout the Mount Vernon community with organizations that serve special education families such as Family Ties, the Districts Special Education PTA, Westchester Jewish Community Services, and Student Advocacy. During our campaign we will be sure to describe the structural supports in place to serve students with special needs.

English Language Learners: We will meet the enrollment requirement of at least 6% ELLs by finding Common Meeting Spaces and having Appropriate Materials in native languages. The focal point for the Latino community centers around several churches and all hold native language services. As we continue our outreach, the founding team will contact each of these churches and plan to hold community-style open houses with the support of a translator. GACS will go to great lengths to ensure that its materials are understandable for all levels of reading abilities and languages. All promotional materials will be translated to Spanish and Portuguese and we are in the process of making our website accessible in Spanish. We will emphasize the personalized nature of our educational program and explain to parents and families the lengths to which we will go to in order to ensure retention.

Retention

Economically Disadvantaged Students: Students from economically depressed neighborhoods with high concentrations of poverty are less likely to graduate high school or college and more likely to engage in risky behavior.[8] We will serve these students by offering them an academically rich environment in which to thrive. Researchers agree that the key agent in breaking the cycle of poverty is academic achievement but current achievement data for Mount Vernon indicates that many students are not equipped with the skills needed to succeed in higher education. GACS's program will raise the academic achievement of students so that they will be more likely to attain high school graduation and college matriculation. Research indicates that small schools, particularly for an academically at-risk urban population of students, lead to improved academic achievement, improved student attitudes towards school, increased extracurricular participation, higher attendance rates, and lower dropout rates.[9] GACS's small school environment will impact the retention of these students. Additionally, the presence of contribution within the mission and a structured, supportive and engaging school culture as a key design element, provides more opportunities for this population to become more invested in school, increase their self-esteem and improve their academics.

Students with Disabilities: In order to provide all IEP and Section 504 (Rehabilitation Act) services, GACS has designed a model that is flexible and fully compliant with applicable laws. GACS teaching staff will be supported by a Student Support Team (SST) — to support students at academic risk, including but not limited to Special Education Students and English Language Learners. The SST will be responsible for implementing classroom-based IEP services,

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[8] Ratcliffe, Caroline, and Signe-Mary McKernan. 2010. "Childhood Poverty Persistence: Facts and Consequences." Washington, DC: Urban Institute.

[9] Cotton, K. (1996). School Size, School Climate, and Student Performance. Northwest Regional Educational Laboratory. http://www.nwrel.org/scpd/sirs/10/c020.html

Integrated Co-teaching services, SETSS services, and ensuring access to the general curriculum for all students on IEPs through differentiation, accommodations, and necessary modifications. GACS plans and has budgeted for the SST to include, at a minimum, two full-time educators certified in special education for students with mild and moderate special needs in year 1. One of these certified teachers and the DCI will work together acting as the Special Education Coordinator until the following year. In year 2, two additional special education teachers will be added to the SST, with one of them acting as the Special Education Coordinator. The Special Education Coordinator will be the primary agent responsible for ensuring that all services for students with IEPs are being provided and for communicating with state and government agencies with regards to information regarding special education students. The Special Education Coordinator will also be an advisor on the Student Support Team (SST) and will oversee the initial referral, review, modification and re-evaluation processes for students with IEPs to make certain their needs are met appropriately. Students with IEPs or 504s will receive the appropriate accommodations or modifications as identified in their plans and parents will receive reports on their student's progress at least as often as non-disabled students. Our robust staffing structure and commitment to serving all students as well as the structured and supportive curriculum will support students with special needs, accelerate their learning and ultimately contribute to their retention at the school.

English Language Learners: GACS will serve students who are English Language Learners (ELL) through the Sheltered Instruction Observation Protocol (SIOP) model. It is one of GACS's chief aims to work with identified ELL students in an inclusive program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. The SIOP model does not segregate ELLs from their English speaking peers, and has a strong, empirical research base. It has been tested across multiple subject areas and grade levels and the research evidence shows that the SIOP Model can improve the academic literacy of English learners.[10] Through GACS's extended school day and extended school year, ELL students will benefit from dramatically increased exposure to English speaking, listening, reading, and writing. This will speed mastery of English. The ELL Teacher, who is a member of the SST, will be charged with overseeing teachers as they diagnose each student's needs, provide and adjust instruction according to data and feedback, and closely monitor student progress. In order to ensure academic success, GACS teachers, who will receive professional development to enhance their skills in working with ELL students from the ELL Teacher on the SST as well as from the Director of Curriculum and Instruction, will carefully monitor all ELL students and develop interventions designed to support these students. Further, current demographics indicate that by far the largest population of ELL students will be native Spanish or Portuguese speakers. GACS will make efforts to recruit staff members who are proficient in these languages. It is a priority for GACS to hire an Office Associate who is highly fluent in at least one of these languages to provide translation services for family communication. As with all aspects of GACS's operations, staff will collect data on student performance in order to monitor the efficacy of our ELL program. Our responsive program, highly trained staff, and unique aspects like the commitment to community contribution will provide authentic opportunities for engagement and real support in learning. These will help us have exceptional retention rates for our ELLs.

[10] Echevarria, Jana J.; Vogt, MaryEllen; Short, Deborah J. (2012-06-01). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) (p. 22). Pearson. Kindle Edition.

Our extensive community based outreach process, targeted to underserved communities will assure that all families have equal access to GACS including families who are typically less informed about school options.

D. Community to be Served

Community: Mount Vernon is a densely populated suburban city covering four square miles with a high concentration of poverty within its *south side*. We plan on placing the school facility squarely within the two square miles of the south side, in zip code 10550. This area of the city contains a population that is 86% African-American or Latino with a recorded unemployment rate of 15%[11], approximately 8% higher than the average national unemployment rate of that same year.[12] Additionally, only 37% of the population in the targeted zip code has a high school diploma. The demographic data in the New York State Report Cards also reflects clearly that a concentration of high needs children is situated in proximity to Mount Vernon's south side elementary schools. Out of all Mount Vernon City School District students, 75% are Economically Disadvantaged, 6% are English Language Learners and 20% are Students with Disabilities.[13]

Value: Numerous No Excuses charter schools across the country serve students with very similar demographics at a high level and GACS models itself on those schools. We have designed our instructional program to provide individualized support to students in need with three intervention blocks built into the day. We also emphasize a structured, supportive and engaging school culture that is designed to promote academic achievement as well as social-emotional development. Modeled after proven success, we believe GACS will bring great value to the students that attend and also the city at large.

Rationale: Mount Vernon City School District (MVCSD) is comprised of 16 traditional public schools, 11 elementary, 2 middle, and 3 high schools. MVCSD is one of the lowest performing in the county of Westchester with the 8th lowest graduation rate out of more than 100 schools. Fifth graders in Mount Vernon who took the 2016 State English Language Arts test and Mathematics test, 86% and 84% respectively, were **not** proficient with approximately 53% of students scoring in the Level 1: Far Below category.[14] In one of the historically lowest performing school districts in New York City, CSD 5, 21% of students in grades 3-8 scored proficient or advanced in ELA and 17% scored proficient or advanced in math in 2016. In Mount Vernon, the data was strikingly similar. A difference between these two districts is that for 31 district public schools, there are 13 public charter schools providing an alternative to families. With 16 district schools in Mount Vernon and only one free alternative, the need for excellence and choice is evident, which is why we selected this community.

Student Needs: There are two middle schools in Mount Vernon, Davis and Benjamin Turner and two Pre-K – 8 schools, all performing below average New York State levels. By the time students are tested in the 8th grade, 34% and 67% of students are Far Below Grade Level in ELA and Mathematics respectively.[15] The underperformance of high needs students is even more

[11] 2009- 2013 American Community Survey 5-Year Estimates; www.census.gov

[12] 2009- 2013 American Community Survey 5-Year Estimates; www.census.gov

[13] New York State Education Department Public Access Data Site; Mt. Vernon District Report- Enrollment Data 2015 – 2016; www.datanysed.gov

[14] New York State Education Department Public Access Data Site; Mt Vernon District Performance Reports on State ELA/Math Exams (2015-2016) www.datanysed.gov

[15] New York State Education Department Public Access Data Site; Mt Vernon District Performance Reports on State ELA/Math Exams (2015-2016) www.datanysed.gov

profound in the traditional Mount Vernon middle schools. For a special education student or an ELL in Mount Vernon middle schools, average ELA proficiency rates are just 1% and 0% respectively. The one free alternative for families, Amani Public Charter School, is closing the gap between Amani and NYS performance, but the gap still exists and the waitlist at Amani is more than 80 students. With a longer school day (about 2 hours longer than MVCSD), we are able to dedicate more time to literacy and mathematics while also offering enrichment opportunities that have been cut recently from the MVCSD budget within its middle schools. Having the flexibility of a longer school day and a longer school year, allows us to design our instructional program in such a way that meets the needs of the target population in Mount Vernon, something that time constraints doesn't afford to the district. Additionally, three of the members of the applicant group were raised in Mount Vernon and attended MVCSD public schools from elementary school through high school. Despite graduating at the top of their high school class, each one experienced a similar struggle of unpreparedness when faced with college courses. The U.S. Department of Education published an article that stated inadequate preparation is the key factor in lack of college success.[16] The students that GACS intends to serve will likely have fixed at-risk factors once matriculating in college and we believe preparation should not be one of them. While this reality exists for many students across the country, the founding team has a shared experience with the children of Mount Vernon and a personal interest in seeing that reality change.

Support: During the first phase of outreach, the founding team spent time at grocery stores, parks and other shopping centers handing out flyers and talking to people about the possibility of a new charter middle school coming to Mount Vernon. During these conversations, there were a few people that didn't support the idea, but overwhelmingly the response received was, "Yes! Mount Vernon needs this. Thank you!" One parent initially didn't want to sign a petition because she was upset her oldest child didn't get a seat at the one other charter middle school in Mount Vernon. After explaining that approval of this school would open more high quality seats she was eager to sign. Based on the Community Input Survey responses, more than 90% of respondents think Mount Vernon needs a new middle school that offers a different approach at achieving academic excellence. There were several comments about diversifying students' perspectives, which supported our decision to use a technology-based science curriculum and start our sixth grade curriculum with World Geography, also with a technology component. In conversation with several elected officials, the current state of Mount Vernon middle schools is of great concern and they recognize the need for more choice for families. There are three main indicators that show evidence that GACS will reach it's anticipated enrollments and be able to withstand any opposition. First, Amani Public Charter School has an extensive waitlist of students all waiting to attend a school with very similar features to GACS. We also have their full support in the event that advocacy is needed. Second, we have collected 392 total signatures of support and 114 signatures from parents of students and students that would enroll in GACS. We also have their contact information in order to inform them of the school's approval. Finally, there is great concern among elected officials, parents and taxpayers of the current state of Mount Vernon's middle schools. We've received seven letters of support from stakeholders in the community as shown in **Attachment 2b** from Roberta Apuzzo, City Council President and Executive Director of Community Service Associates, Mount Vernon's largest soup kitchen; Richard Thomas, Mayor of Mount Vernon; Maureen Walker, Mount Vernon City Comptroller;

[16] U.S. Department of Education, National Center for Education Statistics, "Beginning Postsecondary Students (BPS)." Unpublished tabulations.

Robert Astorino, Westchester County Executive; Ben Gordon, Mount Vernon native and professional NBA player; Debra Stern, founder and Executive Director of Amani Public Charter School; and Rev. Dr. Betty J. Tom, Pastor of First Presbyterian Church of Mount Vernon. All of these individuals are eager to see GACS come to fruition for the sake of the city. In the event of challenges presented by opposition, we will create a plan with support from Mrs. Stern, who has experienced and overcome many challenges starting Amani in Mount Vernon. Other stakeholders are prepared to rally their supporters and constituents on our behalf. All have asked to be kept abreast of the progress of the schools and if anything is needed of them. We also spoke with a member of the former applicant group for Friendship Tech Charter School, a previously proposed K – 4 school who offered his full support through the application and public hearing process. Additionally, the church community is one of the greatest forces in Mount Vernon and three main churches have given their congregation's support to our school. Family Ties and Westhab, two community based organizations, are eager to see the school approved and are encouraging support from their clients. Finally, we plan to join the Northeast Charter Schools Network, which offers advocacy and support in times of opposition. As our public outreach documents demonstrate in **Attachment 2b**, a recurring theme among all stakeholders is that there is a need for something to change in Mount Vernon because currently, our schools are not supporting our students.

E. Public Outreach

Informing the Community: The founding team spent notable hours at shopping centers, grocery stores, parks, community fairs and other high traffic areas throughout the city distributing the flyer and fact sheet found in **Attachment 2b**, which has a link to our website for more information and access to our community input survey. We've shared our website, twitter and Facebook pages through various organizations' Facebook pages and posting to community blogs. Information about our school was widely distributed to members of the PTA electronically and to the Board of Education. It was also posted in the local newspaper, the Mount Vernon Inquirer.

Public Meetings: The founding team hosted five information sessions to provide details about the school design and answer questions that people had about charter schools and GACS. For each session, flyers were handed out physically and electronically multiple weeks in advance leading up to each session and notice was placed in the local newspaper. The sessions were well received and feedback was used to adjust details of the school plan as shown in Table 2a. At each new information session, we responded to feedback received at previous sessions and the revision made to the school design as a result of that feedback. The sessions were also held at two different locations in the city and at different times of the day in order to give people the best possibility of attending.

Community Input Surveys: In an effort to gather input from the community, the founding team created the Community Input Survey asking about key design elements of the school. The feedback was extremely useful in confirming many of the elements of the school's mission and vision and was a strong demonstration of support for the school. Of the surveys collected, 93% responded, "Yes, Mount Vernon needs a new, high-quality public middle school" and the same respondents also agreed that it needs a school with the mission of GACS. **Attachment 2b** shows the breakdown of responses. We have made the survey widely available by posting on Facebook, Twitter, community boards, the local newspaper, and distributing them across the city, multiple times a year. Comments received through social media were responded to publicly within the same thread. **Attachment 2b** shows one sample Facebook post and Community

Board post that shared information and responded to questions. In addition to key stakeholders that provided letters of support, we also met with various other stakeholders in the community. We met with Judith Johnson, Interim Superintendent prior to Dr. Hamilton. We also met with New York State Senator Jamaal Bailey, Stefanie Shabman of Student Advocacy and Danny Bernstein, Executive Director of Backyard Sports. Each of these meetings provided valuable insight into the needs of the community and the desires of some of the organizations that work to support the community as shown in the meeting minutes in **Attachment 2b**.

Continued Engagement: Table 2a outlines all the specific changes made to the application as a result of our outreach. We are eager to continue reaching out to the community, sharing our mission and vision and answering any questions that may arise. We will use our Contribution class to continue to engage with the community and maintain strong partnerships with community-based organization to keep abreast of educational and programmatic needs of incoming students. Once the new school year begins, we will reach out to school-based programs such as Backyard Sports that already have a working relationship with families and students to continue to inform people about GACS.

School Approval: If and when the school is approved, we will immediately inform families of the option to apply using the same methods for public outreach- handing applications out around local elementary schools, visiting diverse churches across the city including Spanish and Portuguese services, emailing parents that signed the petition, posting on our website and community boards, placing an advertisement in the newspaper and coordinating with the Department of Recreation. If we receive more applications than offered seats, we will hold a random lottery that ensures all students have an equal opportunity to attend the school.

F. Programmatic and Fiscal Impact

Programmatic Impact: Mount Vernon, while only 4 square miles, has a number of educational facilities for its students. The table below outlines the intermediate schools available in the district, charter, and private domains.

School	Type	Grades Served in 2016- 2017
Pennington Elementary	District	K-8
Graham Elementary	District	K-8
Davis Middle School	District	7 -8
Benjamin Turner Middle School	District	6 – 8
Amani Public Charter School	Charter	5 – 8
Our Lady of Victory School	Private	PK - 8
Fortress Christian Academy	Private	K – 12
Emmanuel Children's Mission School	Private	PK - 8
Westchester Muslim Center	Private	PK – 6

Overall, we anticipate having a positive programmatic impact on other public and non public schools, through the modeling and sharing of effective practices, as well as providing a strong school choice to families that desire a structured and intellectually stimulating experience for their child. A strong 6 – 8 program will also develop a corps of high school ready freshman for Mount Vernon's high schools as GACS students graduate. With respect to non-public schools, GACS is not anticipating to have an effect on these institutions that presently exist in the City of Mount Vernon. We anticipate that the overwhelming majority (at least 76%) of GACS students

will come from economically disadvantaged families that would not have the means to pay private school tuition. The average annual cost of the private options is $4,330,[17] which is 11% of the median household income in Mount Vernon. This is a hardship we don't believe our target population can take on, thus not impacting private school enrollment. We envision that GACS will appeal to the families of students in the existing public schools since such a high percentage of these schools are not meeting state standards. There is one existing charter school in Mount Vernon, Amani Public Charter School. The school currently serves students in grades 5 – 8. Because they enroll the majority of their students in the 5th grade and have very few seats available to students entering the 6th grade, we do not anticipate having an effect on this school, except insofar as we share best practices. We have already begun collaborating with Amani as it is designed from the same *No Excuses* model as GACS. The opportunity will exist for school visits and culture walkthroughs that will only make both schools stronger for the students of Mount Vernon. The district is also going through a school restructuring process because the MVCSD School Restructuring Committee recommended to move Mount Vernon into a district with smaller school settings, as the enormous middle schools currently are not preparing students for college and career readiness, evidenced by the data in **Section 1D** of this response. There are 11 elementary schools in MVCSD, two of which restructured into a K-8 model for the 2014-2015 school year as part of this plan. Unfortunately, those two restructured schools have an approximately 20% decrease in cohort size in the 7th and 8th grades, leaving 20% of students in need of a middle school placement. With the other charter school's seats filled in the 5th grade, that leaves families with a choice between a failing middle school or a school with tuition. GACS's approval would give these families another high standards option, tuition free. Currently there are 8,096 students enrolled in MVCSD and GACS's full growth enrollment of 300 students would make up less than 4% of the districts enrollment, having a minimal impact on their enrollment and operations. GACS Charter School would represent a significant educational benefit to the Mount Vernon City School District's families, and to the district overall by providing an alternative for students who may be at-risk of academic failure. Additionally, all GACS resources will be open to the public without cost and we hope the schools within the district can utilize these resources that are created in-house. Even if a student doesn't attend GACS, we want all children in the district to have access to rigorous, college-prep materials.

Fiscal Impact				
Operational Year	Enrollment	Total Funding from District	Total District Budget	Projected Impact (% of District's Total Budget)
2018 - 2019	100	$2,001,746	$246,169,123	0.8%
2019- 2020	200	$3,986,230	$246,169,123	1.6%
2020 – 2021	300	$5,338,200	$246,169,123	2.2%
2021 – 2022	300	$5,338,200	$246,169,123	2.2%
2022 – 2023	300	$5,338,200	$246,169,123	2.2%

The table above shows the fiscal impact that GACS will have on the district schools. In the fall of 2018, we expect to enroll 100 students, receiving a total of $2,001,746 from state funding.

[17] Determined through phone calls to the private schools

This represents 0.8% of the district's budget. In the 5th year of the charter, in 2022-2023, the school will enroll 300 students, receiving $5,338,200 in state funding, or 2.2% of the district's budget. While we believe MVCSD will likely increase their budget over the course of the five years, we are being conservative and assuming it remains constant along with the per pupil rate. Based on our enrollment, the fiscal impact on MVCSD will be minimal.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

Our curriculum is designed to rapidly increase grade level proficiency with an emphasis on math and literacy. Structured, highly organized learning environments are reinforced by consistent classroom practices that promote continuity and predictability across all classrooms and GACS will build consistent instructional systems to ensure that all teachers have the tools to increase student achievement. The instructional program is designed to support students in reaching grade level proficiency demonstrated on NYS assessments in order to achieve our student performance goals aligned to **Benchmark 1** of the Charter School Performance Framework outlined in **Section 2C** of this application. We will achieve our goals by ensuring that all students have the supports they need to succeed through academic systems and structures on the classroom and school levels. Our curriculum is based on the **Learning Standards of New York State** and all curriculum design and implementation is driven by those standards.

Rigor and Engagement: True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.[19] The GACS curriculum is built around this working definition with the NYS Learning Standards as the guide. Rigor is ensured through alignment to these standards along with benchmark assessments that will track progress along the way to the New York State Test and final exams. Our assessments are a series of self-designed midterm and trimester exams that will be developed prior to the start of the year. Teachers will have access to the internally designed assessments at the start of the year and will use those assessments to guide decisions leading up to and after the assessments. As a planning tool to support rigor, all teachers will receive a curriculum map for their course at the start of the year that serves to delineate the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise specific aspects of the school's educational program. These maps articulate what students should know and be able to do and support teachers in knowing how to achieve those goals.[20] At GACS, engagement refers to the degree of focus, curiosity, optimism, and enthusiasm that students show when they are learning or being taught and the heart of engagement is rigor as students are most engaged when they are challenged within their zone of proximal development.[21] In addition to an engaging curriculum, GACS teachers use a wide variety of instructional techniques to keep engagement high such as Cold Call, Turn and Talk and Everybody Writes. These techniques among many others from Teach Like a Champion by Doug Lemov have been shown to increase intellectual engagement,

[19] Blackburn, B. (2008). Rigor is Not a Four-Letter Word. Eye On Education
[20] Johnson, A., Carlile, C., & Checkly, J. (2006). Getting results with curriculum mapping. Association for Supervision and Curriculum Development.
[21] Kozulin, A.,Gindis, B., Ageyev, V., Miller, S. (2003). Vygotsky's educational theory and practice in cultural context. Cambridge: Cambridge University Press.

supporting the teachers' quest to have all students doing the heavy lifting throughout a class period.

Instructional strategies: Instruction at GACS varies from class to class and day to day in order to keep students engaged throughout each class period. Our curriculum is a blend of gradual release, exploration and inquiry-based learning and technology infused intervention. The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility."[22] In a GACS classroom, this gradual release often occurs within one lesson and begins the cycle again with the next day's objective. In an inquiry-based lesson, students have the opportunity to tackle a problem on their own first and then come to a new learning or understanding through teacher facilitation of discussion and group work. This method of instruction has proven to increase student achievement and higher order thinking skills.[23] In additional to whole class instruction, there is a technology-based intervention program built into the math and ELA classes, with the last thirty minutes and twenty minutes respectively being a time when students are working at their level using the IXL Math or Scholastic's Read 180 Universal programs. A small group of students will also get direct teacher contact during this time, based on data from previous formal and informal assessments.

Special populations: There are several supports and interventions built into the GACS curricular program to support students at-risk of failure due to one or more factors. We will serve these students by offering them an academically rich environment in which to thrive. Research indicates that small schools, particularly for an academically at-risk urban population of students, lead to improved academic achievement, improved student attitudes towards school, increased extracurricular participation, higher attendance rates, and lower dropout rates because of the more personalized and individualized support they are able to receive.[24] By having two ELA teachers and two math teachers per grade, the amount of students an ELA or math teacher is responsible for knowing deeply is cut in half, allowing more opportunity to focus on a subset of students. Additionally, the Electives and Contribution courses allow students to engage in non-core curriculum that has also proven to improve students' achievement and attitudes beyond high school. For students struggling with the rigors of the school regardless of classification, GACS employs a research-based, structured Response to Intervention program that allows teachers to meet students at their point of need and determine the most effective intervention(s) for individuals. Additionally, for English Language Learners (ELLs), GACS uses the Sheltered Instruction Observation Protocol (SIOP) Model, which gives students an opportunity to access the general education content while improving their English accuracy. Finally, for students with disabilities, GACS uses an Integrated Co-teaching (ICT) class model, which research has shown has positive impacts on both the students with disabilities and their non-disabled peers. The combination of a rigorous, engaging curriculum with several structured supports will support all students even beyond special populations.

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[22] Fischer, D. & Frey, N. (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition

[23] Marshall, J. C. & Horton, R. M., (2011). The Relationship of Teacher-Facilitated, Inquiry-Based Instruction to Student Higher-Order Thinking. School Science and Mathematics, 111: 93–101.

[24] Cotton, Kathleen. ―School Size, School Climate, and Student Performance. Northwest Regional Educational Laboratory. May 1996. http://www.nwrel.org/scpd/sirs/10/c020.html

ELA

Approach: Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Practices of the highest performing schools, which closely reflect the findings of the National Reading Panel,[25] include: dedicating significant time to teaching reading and writing, explicitly teaching phonics (to small groups as needed) and comprehension strategies; and fostering fluency through extensive practice and by inculcating a deep love of reading. The school's pedagogical approach is in line with the NRCELA's Guidelines for Teaching Middle and High School Students to Read and Write Well. Specifically, GACS teachers will explicitly teach reading strategies that students can apply independently and use partner work as a key strategy during guided practice. These practices are reflected in the GACS academic program with 2.5 hours of each day dedicated to literacy instruction and monthly reading incentives that contribute to a culture of reading. While some schools have two separate ELA courses- Reading and Writing- we decided the demands of the Common Core Learning Standards require students to be writing about the literature they are reading on a regular basis. Having one ELA class, designed as a literature-based curriculum, will allow students to build up their knowledge through non-fiction text analysis, apply that knowledge to a novel study, and synthesize that knowledge into written analysis. A literature-based curriculum is also intended to have positive effects on GACS's ELL population. A study was done in New York City with students who spoke limited English- 92% were from non-English speaking families, 96% of the families were below the poverty line and 80% of the children had spoken no English until they entered school. After two years of being taught through a literature-based program, 60% of students were on or above grade level in reading.[26] The ELA curriculum is designed to improve students' ability to effectively read and interpret texts that span a range of Lexile levels and genres and improve CCLS mastery.

Framework for Teaching and Learning: ELA class at GACS provides a diversity of instructional methods to achieve sustained and substantial growth in literacy skills. We believe that a teacher-designed curriculum, centered on a novel of study that incorporates all of these elements will allow teachers to adapt instruction and lesson structure based on the data that is being received. The GACS staff uses Wiggins and McTighe's Understanding by Design model to develop the curriculum framework. Through a careful examination of and alignment to the NYS CCLS and State Frameworks, GACS establishes school-wide and grade level goals. Next, we create the final exams to be planned backwards from. The next step in the process is to develop a comprehensive assessment program to measure and monitor achievement and progress towards goals. Finally, the curriculum map is designed to achieve the goals set. This process will be completed during the planning year by the proposed Principal, Deborah Woods, in collaboration with another part-time staff member. Throughout the school year, the instructional activities are developed to facilitate students' achievement and surpassing of standards and targets by the Director of Curriculum and Instruction. Internally created student-centered lessons and instructional units are developed following the backwards design process with consideration to year-end goals. In addition to the instructional methods and interventions used to promote

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[25] National Reading Panel; An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction; *Eunice Kennedy Shriver National Institute of Child Health and Human Development*

[26] Reutzel, R. and Fawson, P. (1988). *"A Professor Returns to the Classroom: Implementing Whole Language."* Brigham Young University Provo Utah.

academic success for our students, GACS is intentional and deliberate about developing and promoting a love of reading across our school. Research says time spent reading for pleasure has been shown to be a key factor in middle/secondary age cognitive development. It's also been linked to stronger reading and writing abilities as well as a better understanding of other cultures.[27] A primary piece in building this culture is the use of Accelerated Reader (AR) to track student words read with their independent reading books. There is a dedicated block in the day for students to participate either in Guided Reading or Book Club depending on their reading level. This is a time for reading intervention as well as an opportunity for students to read books of their choice. There will be monthly challenges associated with number of words read and students that win the challenges will receive various prizes. Winners will be celebrated at Community Meeting each month. GACS will also incorporate its mission of contribution through reading by hosting a read-a-thon and doing a Scholastic Book Fair, donating proceeds to a local charity. Reading goals, incentives, recognition and celebration will be present through the walls and halls of GACS in the hopes of transferring the love of reading from faculty into the students.

Resources: During the planning year, the Principal, in conjunction with the Academic Accountability Committee and a part-time employee, will compile and create the ELA curriculum, driven by the CCLS and the selected novels. At the end of the school year, curriculum for the seventh and then eighth grade will be designed over the summer in the same manner and the sixth grade curriculum will be revised. Novels will be the anchor text for each unit, organized around an enduring understanding and the additional non-fiction texts all help students to arrive at this understanding. Each unit will culminate in a writing assignment addressing the enduring understanding. Using a novel as the anchor text helps students engage deeply with the central idea, while the additional readings on the same topic help them systematically build the background knowledge they need to be able to write and reason effectively. As Ms. Woods, the Academic Accountability Committee and other staff involved in curriculum develop the curriculum map for ELA at each grade level, they will turn to many of the resources that promote this model such as Engage NY, Achieve The Core and the Vermont Writing Collaborative. These all provide resources for units that are backwards designed from an enduring understanding, with focusing questions and culminating prompts. While the design team will develop enduring understandings that promote the LIFE values and the mission of achievement and contribution, these resources are strong guides for that process. Finally, the ELA curriculum will be supplemented by the *Teaching Basic Writing Skills* program from the Winward Teacher Training Institute. This program offers instructional guidelines for developing complex sentences, outlining, writing paragraphs and compositions, and revising and editing. It uses specific evidence-based techniques that have proven to add structure, coherence and clarity to students' writing. The last twenty minutes of the ELA class will be a time for intervention and differentiation. Students will either be working independently using a technology based program or in a homogenous small group with the ELA teacher and/or Special Education teacher. We have decided on two different intervention resources depending on student need:

- Wilson Reading System: Wilson Reading System (WRS) is a structured literacy program based on phonological-coding research and Orton-Gillingham principles that directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.

[27] Clark, C. and Rumbold, K. (2006). Reading for Pleasure: A Research Overview. National Literacy Trust

- Scholastic's Read 180 Universal: Read 180 Universal was built to provide each student with unique learning opportunities that encourage them to make meaning through critical thinking, to view and articulate important issues from multiple perspectives, and to accelerate language development and critical comprehension skills. The United States Department of Education's Striving Reader's Report showed READ 180 to be effective in combating adolescent illiteracy. The study included four years of data collected by the Department.[28]

Math

Approach: GACS uses a systematic approach to math fluency and computational skills coupled with a teacher-created curriculum that develops higher-level problem-solving skills. Our mathematics approach is influenced by NCTM principles for mathematical teaching and learning[29] and our practices are aligned with multiple findings from mathematics research.[30] For example, GACS teachers will integrate basic math skills and problem solving, emphasize teaching for meaning, and ensure that students work together to build their understandings of math concepts. The curriculum is designed to help students recognize that they need basic factual knowledge and "automaticity" with procedural computation, coupled with a deep conceptual understanding of mathematics, in order to solve complex mathematical application problems. Fluency topics will follow the CCLS guidelines for required fluency within a given grade while standards that require more problem solving will focus on developing deep conceptual understanding. The first twenty minutes of class and all homework assignments will include spiral review, an instructional strategy adopted from North Star Academy. There will also be a daily section for fluency review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Traditional math class will end with an Exit Ticket that will be used to create the Do Now for the following day. The last thirty minutes of class will be an intervention block where students will work independently with technology or receive targeted intervention with the general education or special education teacher. The Standards for Mathematical Practice will be evident in varied forms each day in every math classroom. Many of the math strategies presented by Susan O'Connel in *Putting the Practices Into Action: Implementing the Common Core Standards for Mathematical Practice, K – 8*, will be woven into daily lesson plans.

Framework for Teaching and Learning: The math program at GACS will use a combination of the Gradual Release of Responsibility Model and Guided Discovery Problems in order to solidify students' fluency and computation while deepening students' ability to think critically and develop conceptual understandings about mathematics. We believe incorporating each model strategically will achieve the greatest student achievement. In a GACS math classroom, there are four interactive (or interrelated) components of a gradual release of responsibility model- Model, Guided Instruction, Collaborative Learning, Independent Practice. Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards. Guided-discovery problems will often be incorporated at the start of a new unit or lesson topic and will take place before any direct instruction occurs. Because guided-discovery problems are more time-

[28] http://www2.ed.gov/programs/strivingreaders/index.html
[29] http://standards.nctm.org/document/chapter2/index.htm
[30] Grouws, D.A., & Cebulla, K. J. (2000). Improving student achievement in mathematics, Part I and II, Columbus, OH: ERIC Clearing House for Science, Mathematics, and Environmental Education.

consuming and foster deep learning, they are best used to teach course material that is especially important, conceptually difficult, or counterintuitive. In order to succeed, a guided-discovery problem must be adequately scaffolded so that students remain within their zone of proximal development. Research suggests that when assigning guided-discovery problems, devoting significant class time for students to work on them is essential. It's for this reason that these problems are built in at critical points in a unit of study. Guided-discovery problems allow students to use their problem-solving skills to develop an understanding before receiving explicit instruction on that topic. Once students have begun to formulate a Key Understanding, the teacher then moves students into applying that understanding to a new problem. This may be in the form of group work, guided practice, or a second at-bat with a similar problem independently. The GACS model infuses these two instructional techniques into its units as each of them affords a different learning opportunity for students. Equivalent to the ELA curriculum, the GACS staff uses Wiggins and McTighe's Understanding by Design model to develop the curriculum framework, backwards planning from CCLS to goals, to assessments to unit plans to daily lesson plans. All materials except daily lesson plans will be created during the planning year by the Principal, Academic Accountability Committee and part-time staff. Teachers will receive a curriculum map and interim assessments prior to the start of the year and will create daily lesson plans using a common lesson plan template that will be reviewed by their instruction coach one week prior to delivery. Teachers will use data regularly to track progress towards the goals set and to drive lesson planning decisions.

Resources: Through Ms. Woods' extensive experience with Uncommon Schools and Democracy Prep Public Schools, particularly as the Network Math Specialist, Ms. Woods has access to high quality curricular materials and expertise in math curriculum creation. After each trimester exam, curriculum will be reviewed and modified and at the end of the school year an evaluation and revision process will take place. Daily lesson plans will be reviewed by the math teachers' instructional coach and a weekly reflection will be completed with the lesson plans. To support teachers with daily lesson planning, GACS math teachers will rely heavily on Engage NY materials, which have a myriad of guided discovery problems aimed at deepening conceptual understandings. Within the curriculum, procedural skill and fluency are evident, with an abundance of examples and computation activities, which stress fluency in conjunction with the skill. Application of the mathematical concepts is also abundant throughout each module.[31] In addition to Engage NY, GACS math teachers will have access to a plethora of other curricular resources such as Mathalicious, Ready Common Core Math and Mathematics Assessment Project. After the ninety minutes, traditional math class will end and an individualized intervention block will begin, covering the last thirty minutes of the math block. During this time students will either be working on IXL Math independently or engaging in targeted intervention with the general education teacher or the special education teacher. For targeted intervention GACS uses Do The Math, created by Marilyn Burns. Do The Math is a research-based math intervention program that is proven effective in raising student achievement and increasing student confidence.[32] It is designed to be used in a thirty-minute block, thus supporting teachers with implementation that fits to the structure of the GACS math classroom.

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[31] "Eureka Math." EdReports.org, http://www.edreports.org/math/reports/grade-level/eureka-math-f.html#6. Accessed July 7, 2017

[32] Houghton Mifflin Harcourt (2008). Do the Math: Math Intervention in New York City Schools. Impact Study http://www.hmhco.com/products/do-the-math/pdfs/DTM-Impact-Study.pdf

Science

Approach: Aligned to NGSS Standards, science at GACS is designed to cover the three-dimensions of science learning: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Through an inquiry-based, hands on experience, students are able to explore, analyze, debate and write about the world around them as true scientists do. Science class at GACS is designed to promote critical thinking and support literacy growth while simultaneously teaching complex science concepts. Students will engage in multimodal learning, which provides for the development of multiple science literacies:

- Traditional Literacy: A consistent and continuous emphasis on science literacy with particular attention paid to traditional literacy skills like vocabulary, speaking, listening, writing, and reading within a science context.
- Digital Literacy: The latest research on 21st-century students indicated that these digital natives are more visually-oriented. A visual appeal through technology makes the acquisition of science content a natural process for *all* students.

Through these multiple modes of learning, students will be preparing for the rigors of high school science while getting extra practice with reading and writing.

Framework for Teaching and Learning: The science curriculum at GACS integrates multimedia, including video, audio, text, and interactives, with hands-on activities and virtual labs that provide a rich and engaging learning experience for students. In addition to content chosen to directly support the NGSS, students will become immersed in the work of scientists and engineers, developing their own scientific explanations by making firsthand observations, discussing science through peer -to-peer discourse and scientific argumentation, reading content-relevant books and articles, writing explanations and scientific claims, and visualizing concepts through the use of simulations and physical models. The use of digital texts at grade level complexities engages students at the appropriate reading level to support their learning, while associated activities ensure that students' are able to communicate their understanding and conclusions, both verbally and written. Activities such as determining the central idea or conclusion of a text, precisely following procedures, determining the meaning of technical words, writing summaries of technical texts, and translating technical information expressed as words in a visual form are activities at the heart of science instruction. Additionally, the interplay between math and science means that students will continue to deepen mathematical understanding acquired as part of their math curriculum through statistical analysis, interpretation of visual data and procedural fluency while practicing their mathematical skills within real world contexts. Different from the math and ELA curriculums, GACS will use a purchased curriculum that achieves the goals of inquiry-based, hands-on, literacy infused and NGSS aligned. During the planning year, the Academic Accountability Committee will create a curriculum map and interim assessments to be used with the selected curriculum. Each week teachers will design lesson plans to follow the curriculum map, which will be reviewed by their instructional coach prior to delivery. Students will focus on Life science in 6th grade, Physical Science in 7th grade and Earth Science in 8th grade, however, NGSS requires the cross cutting of multiple disciplines throughout each year of science and thus the curriculum map will be designed to cover the appropriate depth and breadth of NGSS by 8th grade.

Resources: GACS has selected Discovery Education Science Techbook™ for NGSS as the main provider of its science curriculum. When selecting a curriculum, alignment to NGSS was the

priority. After identifying curricula that aligned to NGSS, the level of hands-on experiences, infusion of literacy, technology, teacher support and cost were the determining factors for the decision. With Discovery Education Science Techbook, real world content is integrated across all concepts to bring science alive for students with a combination of videos, photographs, audio recordings, and more. Discovery Education's application of the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) uses an inquiry-based format along with the interactive investigations, while Science Techbook balances critical thinking and problem solving with disciplinary literacy and analytical writing, skills that students need as they progress through their science courses into high school and college. Teachers can access NGSS specific model lessons, videos, interactive tools and activities, hands-on lab activities, a scientific glossary, and formative and summative assessments, all in one place. The lessons provide several tools for the general education population and also offer multiple features for differentiation. Text can also be modified for different reading levels, viewed in Spanish and French, or printed as necessary. Finally as we prepare our students to be flexible thinkers and professionals, the Techbook offers a feature called Board Builder where students create virtual "posters" using multimedia and text to synthesize their thinking and provide evidence of their understanding of a concept or problem. Boards can be shared with the teacher, classmates, parents, and even with classrooms across the country. All of the features of the Discovery Education Techbook make it the best fit for our mission and school design.

History

Approach: The study of history at GACS is the process of each student building a working knowledge of historical facts and historical trends in order to fill in the pieces of the story and recognize the flaws of human record keeping. GACS builds in all students a solid historical knowledge base, a sound foundation of research techniques, map, graph, and other document-based literacy, social and cultural fluency, and a perspective that includes all possible variables. At various points throughout a unit, students are engaged in active discovery through recreations, reenactments, and skits; document-based questions that are negotiated in groups, as a class, and individually; research papers that promote writing across the curriculum; projects that help students build digital literacy and leverage a variety of learning styles to help depict or interpret historical context and meaning; structure opportunities to apply knowledge and skills in abstract ways by engaging in activities that ask students to predict and make connections in novel ways; and other means. Designed to engage students with the narrative while integrating rich multimedia assets, our history program brings content to life for students and enriches their understanding.

Framework for Teaching and Learning: History at GACS relies on a content-rich curriculum that builds on basic subject-area and cultural knowledge, deepens historical analysis skills and promotes growth in the CCLS for ELA. Students will study history daily from the standards derived and created internally. 6th grade history emphasizes the study of world geography and empowers students to develop a strong working knowledge of geographies, cultures, societies, and histories from around the world. The 7th grade history course focuses on United States History through the Civil War and is designed to help students develop a strong working knowledge of early American geographies, cultures, societies, and histories. Finally, the 8th grade history course focuses on United States History from Reconstruction through the present and is designed to provide students with a strong working knowledge of contemporary American

geographies, cultures, societies, and histories. The two-part seventh and eighth grade U.S. History courses prepare all students for high school history and prepares accelerated students for the U.S. History Regents Exam by the end of 8th grade. All history courses at GACS are designed to ensure that our students learn the essential elements and themes of that course and ensures success for all learners by integrating skills necessary to address Common Core. During the planning year the Principal, Academic Advisory Committee and part-time employee will develop the curriculum map and interim assessments for the sixth grade curriculum. This process will occur each summer until the full 6 – 8 scope is reached. To the extent possible, the planning team will use resources provided by vendors for purchased curriculum to support in the development of these documents in addition to resources gathered from other high-performing charter schools. Teachers will be provided with these planning documents at the start of the school year, which they will then use to develop daily lesson plans using a common lesson planning template and formative assessments. Lesson plans will be reviewed on a weekly basis by the instructional coach and will include a reflection on the previous week's lessons in order to continue to refine our curriculum as we grow.

Resources: GACS has chosen the Houghton Mifflin Harcourt (HMH) and The History Channel joint curriculum for its history courses. We've selected this curriculum because of its multi-media options, accessibility for teachers and alignment with CCLS. It also has built in supports to differentiate for special populations by giving access to teachers and students to dozens of History Channel chapter videos, image galleries, interactive time lines, audio summaries, 3-D graphics, interactive maps and section quizzes. The curriculum exposes students to a wealth of primary sources and develops critical skills while analyzing a variety of perspectives and investigating key topics. Everything teachers need to plan, present, and assess is available through the Teacher Resources section of the Online Edition. Teachers can access the Interactive Teacher's Edition, ExamView Test Generator, enrichment activities, assessments, answer keys, and much more. Finally, the most critical piece of the HMH curriculum is its alignment to the CCLS. The curriculum teaches students how to read social studies-based informational text with particular guidance and practice on understanding historical readings, developing historical perspective, and formulating historical questions. This focus allows students to understand and compare points-of-view, determine bias, and recognize propaganda as they interpret a variety of primary sources. The curriculum also provides students with ample writing opportunities and platforms for students to research and publish their writing. The depth and variety of skills culminates in students critically reading and responding to text and supporting their written argument with critical analysis and text evidence. The curriculum comes with a Scope and Sequence that outlines all of the CCLS for ELA and History/Social Studies and their alignment to the HMH lessons. This resource will allow history teachers to dig deeper into the standards, greatly supporting the work of their ELA counterparts.

Contribution

Approach: The mission of our school is that students will be set up to lead a life of achievement and contribution. This mission is threaded throughout the instructional and cultural program and the Contribution course is one piece of student development to achieve that mission. Contribution will be a year-long course that students will have once a week on Fridays for 50 minutes. For sixth grade, Contribution will focus on needs of the immediate Mount Vernon community. For seventh grade, the course will focus on needs of the nation. For eighth grade,

the course will focus on global needs. It will follow a four-week unit structure. During Week 1, students are introduced to a challenge in the community and during Weeks 2 and 3 students work in collaborative groups to create a realistic action plan for addressing the need. During Week 4, students present their action plan to the rest of the class, which includes their commitment to contribution for this particular need. The best action plans throughout the units will be used to plan the three Contribution Days throughout the year. These days will be a combination of in school and outside of school activities that will take the place of one professional development half day per trimester.

Framework for Teaching and Learning and Resources: Due to the specific nature of Contribution, all materials will be created by GACS faculty with the support of various character education and service learning resources such as Character Counts, Teen Outreach Program, and the Generator School Network. Similarly to the core classes, Contribution will be backwards designed from an assessment in the form of a survey that measures students' values and behaviors about social and personal responsibility, adapted from The Social and Personal Responsibility Scale.[33] The survey will be given to students at the beginning, middle and end of the course and will be used to measure effectiveness of the course and growth in students' commitment to contribution. Once the survey is created, the planning team will backwards plan to goals, unit plans, presentation rubrics and finally weekly lesson plans. All materials except weekly lesson plans will be created during the planning year by the Principal. The creation of weekly lesson plans and teaching will be shared by the DCI, LIFE Coach and Principal with input from the Social Worker as needed. Teachers will use rubrics to score projects and identify areas of growth to make instructional decisions about each following unit. This course is an opportunity for students to learn tangible ways that they can create the changes they want to see in the world and it is also an opportunity to develop the "soft skills" of professionalism. Students will get regular feedback on the quality of their group work and their presentation skills. While the primary goal of the course is not professional skills, we believe the flexibility of the course can be used to build in these opportunities that are often difficult to fit into the core classes.

Electives

Approach: The Lorraine Monroe Leadership Institute found that an essential element for educational excellence is culturally enriching experiences and exposures and they found in experience what is supported by earlier research- in addition to classroom opportunities for learning, participation in structured, collaborative activities is associated with a number of positive outcomes including higher academic achievement, educational persistence, college attendance, and volunteering.[34] GACS's Electives courses are trimester-length classes that meet four times per week and are graded on a pass or fail basis. The purpose of the Electives course is to engage students in a physical activity of their choice and broaden their cultural experiences as research shows exposure to the arts and diverse experiences both have a positive impact on child development. In four longitudinal studies published by the National Endowment for the Arts, conclusions show socially and economically disadvantaged children and teenagers who have

[33] Conrad, D. and Hedin, C. (1981). Instruments and Scoring Guide of the Experiential Education Evaluation Project. Center for Youth Development and Research, University of Minnesota, 1985 Buford Avenue, St. Paul, MN 55108

[34] Bullmaster-Day, Marcella L. (2008). Essential Elements of Educational Excellence. Research Foundations of the Lorraine Monroe Leadership Institute

high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.[35] Electives is also an opportunity to provide a uniquely rigorous course for students that have a strength in a particular area such as coding or robotics. Students will be enrolled in an Elective with physical activity for at least two of the three trimesters, in order to fulfill the requirements of Education Law 803. At the end of each trimester, students will display their learning in Community Meeting in order to celebrate the work that was put into each course.

Framework for Teaching and Learning: Electives offers students an opportunity to engage in school in a different mode than their traditional core classes. It is an opportunity for students that struggle academically to have time to shine and also for those that are gifted and talented to be challenged by something new and exciting. While the structure of all Electives will be different, the expectations for each course and instructor will be the same for any other GACS classroom. The structured, supportive and engaging environment that is created throughout the school will be maintained through regular observation and support. All internal and external Electives teaching candidates are fully vetted and interviewed to ensure that they can maintain the high standards of GACS. Moreover, they must design and submit a syllabus for review prior to the approval of the class. GACS provides models and templates to help guide candidates in transforming their idea into valid curricula.

Resources: The curriculum for each Elective will be determined by the topic of the course itself. While the exact offerings are not established yet, there is a focus to find instructors for courses such as financial literacy, robotics, coding, African drum and dance, step, performing arts and foreign language. The final Elective courses are developed and facilitated by one or more of the following: GACS Faculty, Staff, and School Leaders, Qualified GACS Parent Instructors, Qualified Community Instructors, Qualified Teaching Artists. Westchester also contains a vast array of rich resources and respected institutions and GACS intends to call on these institutions in order to offer students unprecedented learning experiences. As more of these partnerships come online, the number of GACS teachers creating and implementing Elective classes will be reduced to a manageable and sustainable number without eliminating it as an opportunity for contribution and growth.

Mission alignment/Key design alignment for Instructional Program

- *Rigorous college-prep academics:* All created and purchased curriculum is rooted in and based on NYS Learning Standards and prepares students for success on the New York State Test and preparation for New York State Education Department Charter School Performance Framework Benchmark 1. All curricular documents will state the standards alignment to ensure teachers are directly addressing the depth and breadth of the standards in every lesson. In Contribution class, students will be required to defend their work through a presentation each month, another critical skill for high school and college success. We will make use of resources such as Growing Leaders and the Employability Skills Framework from the U.S. Department of Education to give students practice with the college and career ready skills they need for success.

[35] Catterall, James S. (2012). The arts and achievement in at-risk youth: findings from four longitudinal studies. University of California Los Angeles

- *More time to learn*: Students at GACS will engage in 650 minutes of literacy instruction and 530 minutes of math instruction per week, more than two times that of a traditional middle school. Practitioners have found the typical school schedule does not give enough time to meet the demands of the Common Core.[36] Through the two hour ELA block and 30 minutes of guided reading/book club, students have the opportunity to tackle grade level texts and skills while also having the opportunity to work with texts on their reading level. A longer math block gives teachers the time to explore problems in depth, have students collaborate and discuss and come to greater understandings about the work they are completing. The extended blocks also allow students that are struggling to meet the rigor bar by getting more individualized support throughout the class period.
- *Data-driven decision-making*: The robust assessment system that combines pre-planned interim assessments, weekly quizzes, and daily exit tickets gives teachers and leaders the necessary information to adjust instruction in the short and long term. By creating lesson plans during the year, lessons can be adjusted to tailor instruction to changing student needs. Additionally, the use of technology provides teachers with regular, real-time data for intervention groups that can support grouping decisions and objectives to be covered. In History and Science, the purchased curriculum provides numerous resources for teachers to assess the varying skills of a high quality history or science class. Both programs offer differentiated instruction tools and systems for gathering and assessing data.
- *Structured, supportive and engaging school culture:* With a longer school day, it is critical for students to have opportunities to collaborate with their peers, perform investigations and have hands-on interactions with the content at various points in the day. In some of the highest performing middle school science classrooms, a key element to success was that students had opportunities to experience science as both fun and relevant to their lives.[37] Another study done on the use of technology in middle school history found that counterproductive behaviors that were evident with traditional pedagogy appeared to diminish when technology methods were being used. Disruptive behaviors decreased by nearly 45%.[38] A foundation of a strong school culture is engagement and we believe choosing curricula that offer multimodal learning opportunities puts teachers on the path to more effectively engaging their students, thus contributing to a positive classroom culture. Finally, in a school as rigorous and challenging as GACS students could get discouraged if they are not meeting all the academic expectations, but building an Elective class into the schedule that promotes students' strengths gives more opportunities for all students to feel safe and successful each day.
- *A Commitment to Community Contribution:* The design of Contribution is to explicitly promote and develop a commitment to contribution in our students. The rollout of each new need and the end of unit presentation with their personal commitment to contributions, teaches students that in order for change to happen, they have to take responsibility for contributing to the change. The ELA novels also contribute to developing these beliefs through the carefully selected novels and enduring understandings. All novels weave in the enduring understanding and present themes that align to a mission of contribution.

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[36] Frabman, D. A., Goldberg, D. J., & Miller, T. D. (2014). Redesigning and Expanding School Time to Support Common Core Implementation. Center for American Progress and National Center on Time and Learning. Pg. 16
[37] Wilcox, Kristen C. (2009). What works in middle school science: Preparing adolescents to become the next generation of scientists. University of Albany School of Education
[38] Goodin, Laura. (2012). Incorporating technology into the instruction of social studies. Saint Xavier University.

Curriculum Review: Short and long term materials will be regularly evaluated based on data and revised to increase rigor and improve student outcomes for the next week, month and year. At the end of each week, teachers complete a lesson plan reflection, which is submitted to and reviewed by their instructional coach. At the end of the year, these reflections will be used to make adjustments to daily lesson plans, unit plans, curriculum maps and assessments by the Principal and DCIs. Additionally, assessment data will be measured against specific units and lessons to determine which areas of our curriculum were most effective and which require the most revision. This analysis will be completed after each interim assessment cycle by the Principal and DCIs.

B. Special Student Populations and Related Services

Students at-risk of academic failure

GACS believes that every classroom needs to be an environment which is responsive to the educational needs of all children, and accommodates their needs to the maximum extent appropriate. Further, we believe that a continuum of services must be available through the school so that all students can participate fully in the educational goals and mission of GACS. Based on publicly available student achievement data for Mount Vernon City School District (MVCSD) (please see Response 1D Community to be Served for a more detailed explanation of district student performance), GACS anticipates and expects the vast majority of its incoming students to be struggling in one or more academic areas or with one or more academic skills. The curriculum selection process resulted in curricula that support the various needs of students through technology, small group instruction and frequent assessment. GACS is adopting a **Response to Intervention (RTI)** system to ensure all students are prepared for success in high school and college by the time they graduate from GACS. Research has identified key components to effective interventions that support the design of RTI including direct and explicit instruction, small group instruction, opportunities for practice, feedback, and error correction, and formative assessment.[39] GACS's RTI program will be used to monitor and support students' progress for all students with an emphasis on those that are at risk of academic failure. In order to help students realize their full potential, GACS utilizes a variety of research-based strategies, programs, and resources that are aligned with the school's Response to Intervention (RTI) system. These interventions come in two forms: academic and behavioral, which are each organized into three tiers of intervention:

Tier 1 –The National Center on Response to Intervention (NCRTI) staff conducted a multi-year descriptive investigation designed to identify and describe current RTI practices in middle schools, which informs the design of GACS's RTI system. Tier I was characterized as "solid core instructional program that meets the needs of most students."[40] Strategies include differentiated instruction, small group instruction and extended learning time, all of which are components of GACS's program. Tier 1 interventions are provided to all students during their time at GACS as these interventions are embedded in the general education program and implant remediation of foundational English and math skills via a two period structure for each. One example of differentiation that benefits all students is the use of the last 30 minutes of math class

[39] Pierangelo, R. & Giuliani, G. (2008). Teaching in a special education classroom: A step-by-step guide for educators. Thousand Oaks: Corwin Press.

[40] National Center on Response to Intervention. 2010. *Essential Components of RTI—A Closer Look at Response to Intervention.* Washington, DC: Office of Special Education Programs, US Department of Education.

as an opportunity for every student to practice math that has been specifically assigned to them through IXL Math. This will allow teachers to meet students at their individual point of need. Target: 60% of students or more.
Tier 2 –Tier 2 interventions are reserved for students for whom Tier 1 interventions are insufficient and who continue to struggle with elements of the core curriculum. For students behind in their reading level, they will be placed in a differentiated Guided Reading group with either a SST teacher or an ELA teacher. For students that are failing two or more core academic classes, they will be placed in after-school tutoring for the classes with which they are failing. Additionally, if a student is identified as Promotion-in-Doubt in January, they will have an individualized action plan that will involve teacher, student and family actions. If a student's HW average is below 70%, they will be placed in HW Center during the last hour of the day until the average increases. For students that are continuously averaging below 65 LIFE Points, interventions could include small group counseling or mediation. Positive Behavior Interventions and Supports (PBIS) will be used to support this group. For these interventions, GACS will keep the group size small because research indicates that Tier II small group instruction generally includes up to six students per group.[41] Target: 30% of students or less.
Tier 3 –Tier 3 interventions are reserved for students who do not progress in Tier 2 interventions and struggle across the core curriculum, requiring intensive, comprehensive support. Tier 3 interventions will often involve more time for students in small group instruction using targeted strategies depending on their needs. These strategies may result in modifying curriculum to the least extent possible in order to develop foundation skills needed to eventually access the general education curriculum successfully. Tier 3 Behavior interventions could include behavior contracts and private counseling sessions among other PBIS strategies. Target: 10% of students or less.

RTI is overseen by members of the instructional leadership team, particularly the Special Education Coordinator who conducts bi-weekly RTI meetings with grade level teams that include both subject area teachers as well as SST teachers. The academic data available for RTI includes classwork, homework, exit tickets, weekly quizzes, education software exams, essays, unit tests, interim assessment data, F&P assessment data, and NYS exams. In addition to academic data, RTI also considers behavioral data, which include attendance, punctuality, and LIFE points scores. RTI meetings include the following components: Identification of students who are not on track to perform at grade level, Strategy Development for set of specific strategies to be employed to address needs, Progress Monitoring based on original goals set, and Alternative Strategies for students whose needs are not met by the proposed strategies in the established timeframe.

Special Education
Processes and Procedures: GACS will serve all students regardless of ability and anticipate enrolling 18% Students with Disabilities in order to match the MVCSD demographics. GACS will comply with all state and federal statutes, including Title II of the ADA, the IDEA, and Section 504. GACS will provide a program that will serve students with disabilities based on their individualized education program (IEP), as developed by the Committee on Special Education (CSE) of the Mount Vernon City School District. We will employ a thorough Child

[41] Haager, D., Klingner, J. K., & Vaughn, S. (2007). *Evidence-based reading practices for response to intervention*. Baltimore: Brookes

Find process that starts from the moment a student enrolls at GACS. First, our Special Education Coordinator will search for any students that have or had an IEP in the Basic Education Data System (BEDS) to ensure all students that are enrolled and classified as needing services have been identified. Then, students take a series of benchmark assessments to measure reading and math levels and general content knowledge in history and science. After receiving that data, the RTI process is put into effect, providing various interventions to students that have a demonstrated need for intervention. GACS will create the Child Study Team (CST), a small team of licensed special and general education teachers, to respond to the specific learning needs of all students in the general education classroom, provide continuous support, and, when appropriate, evaluate students for special education services. The CST is engaged after initial academic or behavioral concerns for a student result in a series of unsuccessful Tier II interventions. At that point the teacher completes a CST referral form and the student's parents are informed. The CST meets to evaluate the student's classroom performance, strengths and challenges, and prescribes an intervention to address the student's obstacle(s) to academic success. Through this process, the CST creates a comprehensive plan that includes strategies and structures for teachers and school staff to employ. The CST uses observation and assessment data to decide which strategies and interventions to continue, modify, and discontinue. The plan and all adjustments to it are documented. If the adjusted plan is effective, the CST continues its ongoing monitoring, evaluation and adjustments. If the plan is not effective, the CST will consider referring the student to the CSE for a special education evaluation or to an outside resource for more specialized evaluation. Present at the evaluation meeting will be a CSE representative, the family, the Special Education Coordinator and at least one general education teacher that teaches the referred student. Neuropsychological evaluations of students will be conducted by highly qualified clinicians and GACS will investigate the appropriate agency to provide services. The security of our students' confidentiality is paramount and thus, we will secure all IEPs and related documentation in a locked file cabinet in the Special Education Coordinator's room. At the start of the year, the Special Education Coordinator will share physical copies of IEPs with any teacher or service provider of a student with an IEP and provide professional development on implementing the requirements of the IEP with the oversight of the Principal. Throughout the year, the Special Education Coordinator will be responsible for the oversight of implemented services. In Year 1, this will be managed by the DCI and the special education teacher until the Special Education Coordinator is hired in Year 2.

Staffing and Professional Development: GACS will hire experienced and certified special education staff to meet the needs of all students with disabilities. Beginning in Year 2 of operation, the special education department will be led by the **Special Education Coordinator**, who will be certified in special education. This person will be the primary liaison with the CSE and manage all special education evaluations and services. He or she will also coordinate with external service providers and partner organizations to provide students and families with wraparound services. In addition to administrative duties, including professional development, staff supervision and evaluation, and IEP development and reviews, the Special Education Coordinator may also provide special education services. In Year 1, this charge will be led by the special education teacher and the Director of Curriculum and Instruction. **Student Support Team (SST) Teachers** will be certified in special education, these teachers will provide push-in and pullout services, team teach with general education teachers in integrated co-teaching (ICT) classes, and teach SETSS groups. To ensure adequate staffing for this model, there will be two

SST teachers in Year 1 with another teacher added in year 2 and year 3. The **Social Worker** will ensure that all students receive mandated counseling and emotional supports. The social worker will also support students in their general education setting through classroom observation, BIP implementation and teacher feedback.

Services: At the front line of services are GACS's Integrated Co-teaching (ICT) classes. GACS will serve all students within an inclusion program to the greatest extent possible. These classrooms include a balance of students with and without disabilities with no more than 40% of students having disabilities. Co-teachers will have clearly defined roles and responsibilities that dictate how often they meet to collaborate, when materials will be created or modified, to what extent they co-plan, and how to best divide the instruction within a lesson. Primarily, the general education teacher is responsible for delivering high quality standards-based content, and collaborating with the special educator to ensure that the instruction is appropriately differentiated. The special educator will be responsible for making changes to the lesson plan and any classroom materials that are used for each student on his or her caseload in order to implement the IEPs and ensure that the learning needs of each student are being met. Both teachers will be trained in effective co-teaching strategies, and provided with ongoing feedback and support to improve practice and ensure that students with disabilities make progress. In addition to ICT classes, GACS will provide a range of services designed to meet the needs of most students with disabilities. Through Special Education Teacher Support Services (SETSS) SST teachers will provide push-in and pull-out support to students based on IEP requirements. The Social Worker will provide counseling services to students and the school will contract for related services as indicated by students' IEPs. The school will also coordinate with the CSE to help parents obtain Related Service Authorization (RSA) so they can have a choice in providers outside of those provided or contracted by the school. The faculty will receive specific training and professional development regarding special education students. The Special Education Coordinator will provide on-going training, within the school's embedded professional development model, covering the referral process to the district's CSE, implementation of the students' IEPs, evaluation of students' progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE and the importance of confidentiality.

Evaluation of Special Education Program: Throughout the year, leaders and teachers will engage in thorough data-analysis after each major assessment and based on the analysis, the Principal and teacher leaders will make adjustments to the program in order to ensure that all of our students are growing throughout their time at GACS. GACS will also formally evaluate the effectiveness of its special education programming every spring. During this time, GACS's Principal and team of special educators will review student performance in the school's special education program, including individual student progress towards yearly IEP goals, Progress Reports, Report Cards, Monitor Reports from special education teachers, and the NYS Test once results are available. We will also analyze Family and Student Survey results for this sub-group. The results of this analysis will inform our practice, and revisions, including professional development, will be made to better ensure that students are making better progress towards IEP goals and are making academic progress.

English Language Learners

Processes and Procedures: GACS will serve all students regardless of English language proficiency. Upon enrollment into the school, all students will receive a home-language survey to identify languages spoken at home. If a language other than English is identified, a teacher at the school will administer the LAB-R assessment, review student records, interview parents and the student, and make a recommendation for whether the student is an ELL or not. During this identification process, GACS seeks to afford every opportunity to help students understand the school's policies and become active members of the school community. Translators will be employed to support these efforts. GACS recognizes that parents have a right to decline ELL services for their child, and will follow all appropriate regulations when this scenario occurs. GACS will report data annually to the state.

Serving ELLs: GACS intends to at least meet the MVCSD ELL enrollment of 8% and the typical profile of an ELL in MVCSD is one that is Level 4 or Level 5. Based on MVCSD 2016 English Language Learners Data, 78% of ELLs tested as Expanding or Commanding on the NYSESLAT. Given these data points, GACS will use the research-based Sheltered Instruction Observation Protocol (SIOP) Model to support the majority of its ELLs that will be led by a part-time New York State Certified ESL teacher in Year 1 and a full time ESL teacher in Years 2 - 5. GACS has selected this model because it incorporates many Gradual Release of Responsibility components and provides a strong foundation of teaching strategies that support all students. There are eight key design elements of the SIOP model outlined below along with the implementation of each element at GACS:[42]

1. Lesson Preparation: GACS teachers start with clearly defined learning objectives and clearly defined language objectives for all students and ELL students. They then design/modify the lesson plans for a variety of supplementary materials to make the lesson clear and meaningful. Both the selected science and history curriculum provide these supplementary materials for our ELLs as outlined in **Section 2A** Curriculum and Instruction.
2. Building Background: Within this element teachers plan to explicitly link concepts to students' background experiences, some of which are gathered through an introductory survey, and explicitly link past learning to new content. This is also a time to emphasize key vocabulary for the day and unit. Every classroom will have a word wall that will be added as key vocabulary is revealed.
3. Comprehensible Input: During instruction teachers use speech that is appropriate for students' proficiency level particularly, during small group or one-on-one interactions. Teachers clearly explain academic tasks and use a variety of techniques to make content clear.
4. Learning Strategies: GACS teachers will provide ample opportunities for students to use various strategies for annotating a text, answering a question or solving a problem. Teachers will consistently use scaffolding techniques throughout the lesson and include a variety of question types that promote higher-order thinking skills.
5. Interaction: This element enforces the importance of discourse in mastering language. GACS teachers provide students with frequent opportunities for interaction and discussion between teacher and student and among students and encourage extended student discourse

[42] Centered for Applied Linguistics: Sheltered Instruction Observation Protocol (SIOP) http://www.cal.org/siop/about/

about the lesson concepts. Some examples of this happening are through literature circles in ELA, guided discovery problems in math, labs in science and debates in history. During all of these opportunities students are carefully grouped to support language and content of the lesson.

6. Practice and Application: Students will have the opportunity to work with hands-on materials and/or manipulatives to practice using new content knowledge. The design of our instructional program to be multi-modal aligns with the element as students use technology support to visualize, interact and engage with new content. They will also be pushed to integrate all language skills (reading, writing, listening and speaking) throughout each class in various tasks.
7. Lesson Delivery: During lesson delivery, GACS teachers ensure that they are targeting the content and language objectives throughout each activity. The expectation is to engage students 100 percent of the time using various engagement techniques and differentiation strategies that are practiced during professional development and observed for on a regular basis.
8. Review and Assessment: Throughout each lesson teachers work to include a comprehensive review of key vocabulary and content concepts, while providing regular feedback to students on their outputs. Teachers continuously check for understanding and adjust course as needed based on in the moment data. This is achieved through strategic Aggressive Monitoring, a technique that teachers will be trained on extensively throughout the year.

GACS's decision to select SIOP was influenced by the fact that it is highly aligned with our general education instructional program and is validated by current research on instruction for ELLs. In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.[43] Because of this, teachers will receive professional development throughout the year on the SIOP model by the ESL teacher and Director of Curriculum and Instruction (DCI) and are responsible for making academic gains with this population. On an annual basis, ELLs will be assessed and, as appropriate, determined to be proficient in English. Specifically, during the month of March, each ELL will be re-assessed in the areas of listening, speaking, reading, and writing in English by trained personnel. During this process, the following data will be considered: LAB-R testing results, a student's performance in classes, ESL Progress Reports, school-based assessments, and statewide testing results on the NYS Test and NYSESLAT. GACS will schedule meetings with parents to discuss findings and recommendations. When a student appears to be proficient in English, the school will follow the process of reclassifying a student from an ELL to a Former ELL status. The major criterion for determining whether a student may be reclassified as a Former ELL is his/her readiness to do ordinary classroom work in English without reliance on a specifically-designed program for learning English. GACS will monitor the progress of its students after they have been reclassified from ELL status to Former ELL status throughout their time at GACS.

Evaluation of ELL Program: GACS will formally evaluate the effectiveness of its ELL programming every spring. During this time, GACS's Principal and DCIs will review student performance in the school's ELL program including ELL Progress Reports, Report Cards, LAB-

[43] http://www.siopinstitute.net/research.html

R assessments, local assessments of literacy, interim assessments and statewide assessments including the NYS Tests and NYSESLAT. We will also analyze Family and Student Survey results for this sub-group. The results of this analysis will inform our practice, and revisions, including Professional Development, will be made to better ensure that students are making progress to learn English and academic subject matters successfully.

Gifted and Advanced Students

GACS believes that all students should have the opportunity to be challenged academically, regardless of academic abilities. GACS also believes that students often excel in one area, despite a deficiency in another. Because of this, we will not have a separate gifted and advanced program, but will offer advanced options for students that excel in their core classes. Additionally, the expectation will be that teachers use both homogenous and heterogeneous groupings for various learning activities throughout a unit of study. GACS will use student performance as a qualifier for the advanced curriculum options that will be offered. These performance measures include, but are not limited to Interim Assessments, NYS Tests, and overall coursework grades. If a student is identified as academically prepared he/she will be invited to take part in any of the applicable services. In 8th grade, Algebra 1 will be offered to any students demonstrating excellence in 7th grade mathematics. These students will have the opportunity to take the Common Core **Algebra 1 Regents** and enter high school with a high school credit and move into Geometry in 9th grade. Additionally, a selected group of students will be prepared for the **US History Regents** through after-school and Saturday sessions. Students would need to demonstrate excellent historical analysis through writing to be admitted to this program and could enter high school with a high school credit. Both of these services put students on the path to taking multiple AP courses in high school. Throughout their time at GACS, students that are on or above the appropriate reading level for their grade will participate in **Book Clubs,** while struggling students are in Guided Reading. This is an opportunity for students to be pushed by their peers and Book Club facilitator on a piece of rigorous literature. As described in **Section 2A**, the last 30 minutes of math class and 20 minutes of ELA will be a time when students are using technology to work on content that is appropriate for their level. For students that are exceling in the general curriculum, this is a time in which they will work through challenging tasks that require application of multiple skills across standards.

Evaluation: As with all students, GACS will employ thorough data analysis after both internal and external assessments. Regardless if a student is below, on or above grade level, GACS expects all students to show academic growth over time and will use these assessments to measure if our strongest students are growing at an appropriate rate, given their starting point. Based on our analysis of these various assessments, the Principal and teacher leaders will make adjustments to our program in order to ensure that all of our students are growing throughout their time at GACS.

Extra-curricular programming: While mastery of the core content areas is critical, GACS believes it's critical that students have exposure to diverse electives. The Electives block, as described in **Section 2A**, is built into the day while supplemental tutoring happens after-school to ensure that all students have access to these classes, regardless of academic needs or classifications. GACS will ensure that courses offer a wide variety of choice that will support

any necessary physical or academic modifications and that will push the rigor for gifted and talented students.

C. Achievement Goals

GACS will be accountable for building an excellent, high-performing school to families, community members, and NYSED. As noted in **Section 1** we anticipate matching MVCSD enrollment targets of at least 76% economically disadvantaged students, 20% students with disabilities, and 6% ELLs. Additionally, we expect that our demographics will be similar to that of the district with 73% of students being African American and 20% Latino. Finally, based on MVCSD academic performance, we project that the majority of our students will be entering GACS below grade level given that in 2016 only 14% and 16% of fifth graders in MVSCD were proficient in ELA and math respectively with 53% and 52% performing at a Level 1. GACS will demonstrate, **with improvements in student achievement outcomes**, what its students are learning in preparation for college and close the gaps that many of our students will enter the school with. GACS will measure academic progress extensively and with precision using our **robust assessment system** of daily, weekly, interim and end of year assessments described in **Section 2D** of this application. Progress towards goals will be discussed during the weekly school Leadership Team meeting and shared with stakeholders regularly at **Professional Development Sessions**, **Data Days, Report Card Conferences, Newsletters and Board Meetings**. As described in **Section 2D**, the Board and school leadership will measure **progress** towards the goals designed through the Charter School Office Performance Framework Benchmarks monthly and will use the data to make decisions for the school about resource allocation, policies, curriculum, and school structures. This data will also be used to evaluate staff. **Adjustments** will be made regularly by all parties to ensure that goals are being met and the mission is being fulfilled. We believe that keeping a close eye on student assessment results ensures that deficits and strengths are always uncovered and progress toward goals is recognized and achieved.

Benchmark 1- Student Performance

Absolute Measures

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts and Math exams.
- Each year, the school's aggregate Performance Index (PI) on the state English Language Arts and Math exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts and Math exams will be greater than that of students in the same tested grades in Mount Vernon City School District (MVCSD).
- Each year, the school will exceed its predicted level of performance on the state English Language Arts and Math exams by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

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

Benchmark 2: Teaching and Learning

- Curriculum is CCLS aligned and error free for students.
- Staff follow Weekly Data Meeting Protocol and engage in Data Days six times throughout the year.
- Curriculum is systematically reviewed and revised annually

Benchmark 3: Culture, Climate, and Family Engagement

- Each year, the school will maintain a negative student attrition rate of less than 10%, defined as students leaving to attend non-selective schools in Mount Vernon.
- At the end of the year, 85% of families are satisfied with our school program
- At the end of the year, 85% of students feel safe and supported in their school environment

Benchmark 4: Financial Condition

- Each quarter GACS will use both the current and quick ratio (as well as an overall cash flow analysis) to measure the liquidity of the school. Granville will also forecast out cash flow for the remainder of the school year.
- GACS will use the debt to asset ratio to evaluate school's ability to repay any long-term obligations or future costs like compensation and rent for facility based on the school's resources. This will be done on a quarterly basis as well.
- GACS will close their books within 30 days of month close and 45 days of quarter close. At this time, an analysis will be done to compare actuals to budget and forecast. Granville will also then forecast the remainder of the year.

Benchmark 5: Financial Management

- The school has an accurate and functional accounting system that includes monthly budgets
- The school has complied with state and federal financial reporting requirements and has clean audits

Benchmark 6: Board Oversight and Governance

- Each year, the Board will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
- The board utilizes a performance-based evaluation process for evaluating the Principal.

Benchmark 7: Organizational Capacity

- The organization structure and roles for all stakeholders is clear and adhered to.

- Each year, the school will keep negative staff attrition, defined as staff taking a substantially similar position within Westchester County, to 25% or less.
- Each year, the implementation of the school program is systematically evaluated and adjusted

Benchmark 8: Mission and Key Design Elements
- 80% of students will demonstrate proficiency on the LIFE rubric evaluating the values of Leadership, Integrity, Focus and Enthusiasm.
- 80% of students will show growth on the Social and Personal Responsibility Scale
- 100% of graduating 8th graders from GACS will have a completed five-year plan with at least one sample college application completed.

Benchmark 9: Enrollment, Recruitment, and Retention
- The school will enroll and maintain a class of students equal to projected enrollment every year.
- We will maintain a waiting list of at least 10% of our available seats each year.
- Each year, the school will maintain an average daily student attendance of 95% or greater.

Benchmark 10: Legal Compliance
- Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.
- Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor or NYSED.

D. Assessment System

GACS will operate with a comprehensive data-driven approach that involves daily, weekly, interim and annual assessments. Assessment results drive the majority of meeting agendas and decisions made by GACS faculty. All student grades are based on data at GACS. Students are often given grades in terms of a 1-4 scale to determine where on the spectrum of proficiency they sit in terms of performance in any given subject area. Students receive grades for homework, class work, exit tickets, published writing pieces, quizzes, tests, interim assessments, etc. Students' reading levels are translated into a proficiency level in order to monitor their performance against standard grade level benchmarks, as well. Attendance, weekly academic performance, and LIFE points will be shared with families via a weekly progress report. All academic data is accessible to families and is used by teachers to strategically plan in order to ensure students make their individualized growth goals. All of our assessment data will be analyzed using statistical methods including scatter plot analysis, test item analysis and standard level analysis. Teachers will be trained in these techniques during August professional development sessions and then meet during Weekly Data Meeting to review specific assessment data in faculty working groups. In addition to helping understand the needs of individual students, the results of our internal and external assessments will help us to develop and modify our curriculum and our instructional methods. Baseline data prior to students' entrance to GACS will help determine the materials that need to be taught to incoming students. Prior to, throughout,

and at the end of each year, GACS will administer a consistent battery of assessments in order to measure progress and the efficacy of our curriculum and instruction.

Initial Data Gathering: During Student Orientation, GACS will assess incoming students on their reading and math skills. GACS will use The Fountas & Pinnell Benchmark Assessment System (F&P) to measure students' reading levels and IXL Math's Diagnostic to measure students' approximate math grade level. These initial assessments will be used to create classes and the first set of intervention groups.

Daily Exit Tickets: Exit Tickets will be used at the end of all core classes to assess students' mastery of that day's objective. The format of the exit ticket will vary in format based on the objective for the day, but it should take approximately five minutes to complete. Teachers use the Exit Ticket for that day to address to gaps that they see by the next day. This can be done by pulling a small group of students during lunch, having students stay for tutoring that day, changing the Do Now for the next day, or adjusting the pacing for the week in order to address a larger gap.

Aggressive Monitoring: Feedback is one of the greatest tools to student growth and GACS teachers will be trained on how to give constant in–the-moment feedback to students using Aggressive Monitoring. During Aggressive Monitoring, teachers write on students' work to provide feedback, pause students from working to address the error that they've identified, and send students back to work to improve their response. This repeated cycle of feedback multiple times throughout a class period continues to push students at all levels to deepen their understanding about the topic and increase student achievement.

Interim Assessments: At six-week intervals, GACS will administer internally designed interim assessments in ELA, Math, History and Science. This provides students with valuable practice and experience taking tests in a non-high stakes environment. Information, fed back to teachers quickly, permits them to self-assess their instructional effectiveness and determine what must be re-taught and how they might alter approaches and improve the efficacy of instruction. The information also enables school leaders to closely monitor student progress and support teachers with targeted feedback, professional development, and other resources. After each interim assessment, there is a dedicated Data Day for analysis and action planning. The action steps created from these analyses become a standing agenda item for all Get Better Faster (GBF) meetings. All scope and sequences will be designed with 3 re-teach days built in after each interim assessment cycle. Part of the action plans from this data include adjusting intervention groups and types of interventions given to students to support their changing needs. In addition to the Interim Assessments, students reading and math levels are re-tested every twelve weeks using F&P and IXL Math. These results are used to determine Guided Reading/Book Club groups, math intervention groups and tutoring groups.

NYS Test: In addition to the internally developed assessments listed above, students at GACS will take all required testing and assure compliance with the law around participation. The results from these assessments will be used to measure progress towards goals and evaluate the instructional program at GACS. Planning over the summer will include a thorough analysis of the results, the causes for those results and action planning for changes that need to be made the following school year to increase student achievement. We will also use the results to compare our performance to other schools serving a similar population to GACS and identify schools to visit during professional development.

ELL Testing: GACS will issue all required internal and external exams to ELLs in conjunction with its assessment program. The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered every year in April and May to measure ELL students' growth in acquiring English.

GACS will use student information systems like Kickboard and GradeCam to manage academic data. GACS will use these tools for school culture, classroom management, grading, and formative and summative assessment data analysis. The Principal will regularly compose comprehensive reports of current data for review by the Board and the board will track progress towards academic goals over the course of the year and term of the charter. In sum, GACS drives improvements in achievement by training faculty to become increasingly proficient at using data to identify how well students are learning, so that results are used to inform practice and time allocation in a frequent, strategic manner.

E. Performance, Promotion, and Graduation Standards

GACS has high standards for promotion in order to fully achieve our mission. It is not automatically assumed that a student will pass from one grade to the next: the student must earn promotion by demonstrating mastery of the essential knowledge and skills of the grade. To be considered for promotion, students must score a minimum of seventy percent in each core class (ELA, Math, History and Science). If a student fails more than two classes he or she will be considered for retention. In keeping with GACS's mission to provide an appropriately challenging academic experience, students will be retained only when school leaders have determined that a student's academic deficiencies are severe enough reasonably to conclude that academic material at the next grade level would be both inaccessible and detrimental to that student's continued academic growth. In eighth grade, the promotional criteria is the most rigorous to ensure that students are prepared for success in high school and then college. See **Attachment 3** for Exit Standards. Each year in January, GACS will communicate to families which students' promotions are in doubt at that time in the year. Students and their families meet with the teachers after being identified, and teachers provide customized action plans in relation to each student's area of need. Action plans outline work to be done at home, as well as additional support that will be put into place during the school day. From the moment of identification until the end of the year, teachers communicate on a biweekly basis with families to discuss the growth and/or challenges of each student. The ongoing dialogue serves as a means to prepare the families and the student for the decision that is made by year's end. If a student is not on track to be prepared socially, emotionally and/or academically for the next grade, the parents and student are given notice monthly from January-June along with mechanisms for remediation, acceleration, and support. At the end of June if a student is still not mastering the grade level expectations and it is deemed that an additional year in the same grade will be beneficial to the student's development he or she will be retained in their grade and provided family and student counseling to help explain and adjust to the news. Finally, GACS recognizes that retention decisions can be emotionally difficult for families and students. GACS takes seriously the importance of consistent communication to families of students who are considered "promotion-in-doubt" throughout the school year. Parents will be engaged in these discussions through weekly progress reports, at report card nights, and they will receive standard notification

of their students' performance following the administration of our Interim Assessments. No parent will be "surprised" at the end of the year to discover that his or her student has been identified for retention.

F. School Schedule and Calendar

GACS organizes the school year in order to fulfill its mission and successfully implement the Key Design Elements of the school. The annual school calendar is available in **Attachment 4c**.

- *More time to learn:* The amount of instructional time GACS students receive far surpasses the requirements by law. In 6th grade, students are required to receive at least 180 days of instruction for at least 5 hours in that day, totaling 900 hours for the year. GACS students will receive 1,463 hours of instruction, a 63% increase in instructional hours. Additionally, this calculation does not include the time staff and students will put in after school and on Saturdays in order to raise student achievement. GACS will begin instruction at 7:30 a.m. with a soft start arrival time of 7:15 a.m., during which students may eat breakfast and complete Brain Breakfast packets. After Brain Breakfast, students have A.M. Homeroom and then begin their first period class at 7:45 a.m.. After two hours of classes, students have a fifteen minute snack break and on one day of the week they have Morning Motivation. They then attend two more hours of class and then proceed to lunch and recess, which is thirty minutes. After lunch students move to either Guided Reading or Book Club for thirty minutes and then have two hours of classes. The core academic day will end at 3:10 p.m., followed by pack up and Elective until 4:00 p.m. On Monday - Thursday dismissal will be at 4:00 p.m. On Friday, students will be dismissed at 1:00 p.m. to allow for professional development for teachers. Students will receive 6.5 hours of core academic instruction daily. On Fridays, students receive 4 hours of instruction. **Attachment 4a** shows a Sample Student Weekly Schedule. The table below demonstrates the instructional minutes GACS students receive in each course per week.

Course	Minutes per Full day	Minutes per week from Full Day	Minutes per Half Day	Total Minutes per week
ELA	120	480	50	530
Guided Reading/Book Club	30	120	0	120
Math	120	480	50	530
Science	60	240	50	290
History	60	240	50	290
Elective	60	240	0	240
Contribution	0	0	50	50
Total	450	1,800	250	2,050

- *Rigorous college-prep academics:* Achieving the desired rigor of a GACS classroom is only possible with extended class periods. It's not enough to just make the class periods longer, but the breakdown of the time frames within each class allow teachers to achieve the rigor of the New York State Learning Standards. As outlined in **Section 2A** Curriculum and Instruction, the extra time built into the day allows for more differentiation, intervention and collaboration. Students will have time to explore concepts at a deeper level while approaching grade level proficiencies.

- *Exemplary Talent:* With top talent as a high priority, GACS will offer four weeks, or 180 hours, of professional development for teachers over the summer. During the school year, instructors receive 2.5 hours of professional development every Friday and two full days when students do not attend school and three half-days for data analysis. In total, teachers receive approximately 310 hours of professional development. The teachers' day runs from 7:00 – 5:00 on full days and 7:00 – 4:00 on half days. During a full day, every teacher will have 4 hours of teaching time, 2 hours of preparation time and approximately 2.5 hours of non-core academic course work such as facilitating a Guided Reading group, monitoring lunch, or running AM and PM homeroom. Teachers' daily schedules will be designed so that they have at least one common planning period throughout the day. This time will be used once a week to complete the Lesson Plan Protocol. During the hour after school on Monday - Thursday, teachers will either tutor or participate in Weekly Data Meetings with their content teams. **Attachment 4b** shows a sample schedule for two teachers in order to demonstrate the planning time overlap that will be planned for. On Fridays, teachers will participate in 2.5 hours of professional development, which will range in topic and structure. As described in **Section 3E**, this time ensures that all teachers have sufficient time for training, data analysis, grade and department meetings, and collaboration on a weekly basis.
- *Structured, supportive and engaging school culture:* GACS recognizes the importance of developing students academically and socially. Built into the schedule is Morning Motivation, a time when students get shout-outs for showing LIFE values and are taught life lessons through brief presentations and discussion led by the Principal. GACS also recognizes the importance of all students feeling successful and a diverse Elective program increases the possibilities for that to happen. Elective is a time when students can shine in an area other than their core academic subjects and have a joyful, positive moment in the day, even if they are struggling academically. Finally, the built in times for intervention during the last twenty minutes of ELA and last thirty minutes of math, Guided Reading and after-school tutoring allow students to get the academic supports they need to continue to increase their achievement.
- *Data-driven decision making*: We built into the daily, weekly and year long calendar several opportunities for data gathering, analysis and responding. Starting the day with Brain Breakfast gives an opportunity for more at-bats at critical skills that students need practice with. Teachers' schedules have been designed to allow for a Weekly Data Meeting each week to address the major gap of the week. Teachers also have enough prep time in the day to have Get Better Faster meetings with their instructional coach where they will look at current data of students. Interim assessments take place every six weeks and there is professional development time allotted to the analysis and planning after each assessment. The calendar is broken into Trimesters, which gives faculty and families benchmarks to measure student growth. Families will receive Report Cards after each Trimester and RTI will be adjusted based on students' performance after each trimester.
- *Commitment to community contribution:* It's essential that students leave GACS with a greater sense of responsibility to their community and tangible ways that they can contribute to society as children and as adults. For this reason, we have built in a dedicated class period into the weekly schedule to teach the Contribution course, in which students will be exposed to needs of their community and action plan around what they can do about it. We've also built in three Contribution Days (one per trimester) where students will participate in activities within and outside of school to be in contribution to their community.

G. School Culture and Climate

The GACS Charter School (GACS) approach to school culture will be overwhelmingly positive. When our students leave us they will create a profound impact on the world because they will exemplify the beliefs of (1) I can achieve, (2), I respect and value difference, and (3) I am responsible for creating the change I want to see in the world. Part of this is accomplished through deliberate design of a rigorous and engaging instructional program, but there are also specific structures the school will put in place to develop and uphold a strong school culture. Although there will be clear, strict consequences for poor behavior at GACS, we believe that positive recognition of good behavior is most essential to fundamentally improving student behavior. Preparing students for academic achievement runs parallel to promoting social-emotional growth and our school culture ensures that both happen consistently for students. One of our objectives is that all students' academic and social needs are met through balancing joy and rigor, discipline and enthusiasm, and collaboration and independence. The foundation of character development is the school motto, **"The hope to believe. The grit to achieve."** Research shows that students that have a greater sense of optimism are more likely to be successful while students that approach academics with pessimism often see success as transitory, specific and external, and failure as a generalized, permanent state over which they have little or no control. This sets them into a cycle of learned helplessness.[44] By intentionally developing optimism or hope, we can break students out of that cycle and give them greater chances for success. The second part of the motto focuses on grit, loosely defined as persistence over time to overcome challenges and accomplish big goals.[45] Grit can be developed through an emerging set of evidence-based techniques, which together give students powerful tools for success.

LIFE Values: Beyond the school motto as the foundation are the LIFE Values of Leadership, Integrity, Focus and Enthusiasm. These values are explicitly taught to students during Student Orientation and to families during Family Orientation meetings. They are also used on a daily basis as reference points in all coaching conversations with students. Students will receive feedback on their demonstration of the values frequently through the use of LIFE points as they earn and lose points for various behaviors. **Leadership** is an overarching value we've narrowed down to being courageous, humble, responsible, flexible and able to communicate clearly. Some ways they might do this are changing hurtful behavior into supportive behavior, letting an adult know if someone is doing the wrong thing, accepting the consequences of our decisions, accepting praise and being proud of amazing accomplishments and hard work, standing up for another peer. **Integrity** is doing the right thing because it is the right thing to do, even if no one is watching. To be full of integrity means that you understand why we work so hard and put forth 100% effort because your future is important to you. People make mistakes, and part of integrity is owning those mistakes and learning from them. Our students, teachers, and staff understand that **Focus** is a key to success. We have high academic expectations and in order to reach them, focus needs to remain on instruction and success. Focus means paying attention, staying disciplined, avoiding distractions, studying and reading regularly and establishing and adhering to personal routines that will lead to success. When you work hard, it is essential to find joy in your work. We believe in teaching children how to be joyful in their learning by approaching it

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[44] Yates, S. M. (1999) Student' optimism, pessimism and achievement in mathematics: A longitudinal study. In J. M. Truran & K. M. Truran (Eds.), *Making the difference*. (Proceedings of the 22nd annual conference of the Mathematics Education Research Group of Australasia, pp. 561-567).

[45] Duckworth, A. L. (2013). True grit. *The Observer, 26*(4), 1–3.

with curiosity, gratitude, and tons of spirit. **Enthusiasm** means actively participating in every moment of class, asking questions even when you are confused, adding color to a homework assignment even when the teacher doesn't tell you to, walking with urgency to and from classes, taking a risk to try something difficult, keeping your head up even when faced with a challenge and finding ways to show that you love what you do.
Through a combination of researched strategies and observed best practices from other schools with strong school culture, GACS designed its culture system into four main components- LIFE Points System, the Micro Moment Triangle, Positive Behavior Intervention and Supports (PBIS) and Family Engagement.

LIFE Points: Behavior is tracked using a school-wide points system in which students are awarded 20 LIFE Points each day they arrive to school on-time, in uniform, in possession of the necessary materials, and prepared to demonstrate LIFE values. Students who go above and beyond the school's expectations can also earn additional LIFE Points. When students violate the expectations established through the Code of Conduct, they will lose a certain amount of points as a consequence. In sixth grade, students whose LIFE points drop below 15 points on a given day will attend LIFE Reflection from 3:10pm – 4:00pm instead of attending their Elective class. In seventh and eight grade, students whose LIFE points are below 70 points for the week attend LIFE Reflection each afternoon the following week. Students that earn at least 85 LIFE Points at the end of the week are recognized as "Playing to Win" and earn a special snack at lunch the following week. Students will also have the opportunity to earn t-shirts and other school items that they will be allowed to wear when their LIFE points are above a particular target for that item. These LIFE points accumulate over the year and individuals earn special prizes for compiling the highest LIFE points and classes earn rewards for their aggregate totals. LIFE Points are also used to determine field trip eligibility. Field trips are one way that we make sure our students are exposed to the world. All students will get the opportunity to go to at least one college visit per year but in addition, students also go on LIFE trips that they earn as a result of collecting LIFE points (e.g. bowling, ice skating, a trip to New Roc City, etc.). Students that have 85% of their LIFE points at the end of the year are invited on the overnight End of the Year Trip.

Micro Moment Triangle: Micro Moments are any moment in time where you can strengthen a relationship with another person. Micro-moments have three essential attributes that Dave Levin has formed into a triangle- constructive responding, growth mindset and character behavior language. The goal is that by the end of a class period or the end of a day, students experience a similar number of moments in each part of the triangle and overall have more positive moments than negative ones. Constructive responding refers to one of four ways in which we respond to good news; it is part of a theoretical framework proposed by psychologist Shelly Gable.[46]
David Yeager from the University of Texas at Austin has studied teacher to student responses and found that "critical feedback that emphasized the teachers' high standards and belief that the student was capable of meeting those standards has resulted in greater academic engagement and

[46] Gable, S. L., Gonzaga, G., & Strachman, A. (2006). Will you be there for me when things go right? Social Support for Positive Events. Journal of Personality and Social Psychology, 91, 904-917.

higher quality of work."[47] Teachers at GACS give feedback frequently and by using a specific framework for that feedback, we are increasing the opportunity for greater achievement. The second corner of the Micro Moment Triangle is growth mindset, based on the research from Carol Dweck. She found that students that believed intelligence couldn't be changed had a fixed mindset and years later stopped trying when faced with a setback. Students that had a growth mindset were more interested in learning for learning's sake. They worked hard, because they thought they could actually become better.[48] At GACS, students will be taught to develop a growth mindset through effort, good strategy use and pro-active help-seeking. The third attribute of a positive micro-moment is appropriating character behavior language. This is an extension of the growth mindset research of Carol Dweck, Greg Walton and David Yeager. Being in a growth mindset means focusing on effort, good strategies and proactive help seeking as a means to growth and accomplishment. By calling out the specific and repeatable behaviors, the teacher clarifies how to leverage each strength, both now and in the future. At GACS this attribute teaches students which character strength they maximized in a given moment so that they can repeat a similar behavior next time until it is a part of who they are. Other aspects of school life that contribute to positive moments for students are Community Meeting and Morning Motivation. Community Meeting takes place at the end of the day on the last Thursday of each month. This is a time when the entire school comes together to celebrate the learning and achievement of the students. Morning Motivation is a time when the Principal visits an advisory to get them excited for their day, show what they know, and to demonstrate extraordinary discipline and enthusiasm for school and learning. At Morning Motivation, students do anything from performing college chants, to answering math questions, to reviewing science and history content in a rigorous manner. Students may also participate in character development-type activities, where they get the opportunity to reflect on themselves and to learn more in depth about the potential of their future and the impact of their choices. Morning Motivation is designed to send all students to class for the day with positive, upbeat attitudes, a refreshed outlook, and a smile on their faces.

Positive Behavior Interventions and Supports (PBIS): PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.[49] At GACS, the LIFE Points System is a Primary Prevention system. We expect that implementing this system with consistency and fidelity will prevent negative behaviors for the majority of our students. For those that continue to struggle within this system, Secondary and Tertiary Preventions will be put into place. These will fall within the Response to Intervention Framework in **Section 2B** Special Populations. Examples of Secondary Prevention include check-ins/check-outs, small-group or individual review of the rules, social skills clubs, and behavior contracts. Tertiary supports are tailored for each student and will vary depending the

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[47] Yeager DS, Purdie-Vaughns V, Garcia J, Apfel N, Brzustoski P, Master A, Hessert WT, Williams ME, Cohen GL. Breaking the cycle of mistrust: wise interventions to provide critical feedback across the racial divide. J Exp Psychol Gen. 2014 Apr;143(2):804-24.
[48] Dweck, Carol S.. (2008) *Mindset :the new psychology of success* New York : Ballantine Books
[49] https://www.pbis.org/school

positive behaviors that student needs to develop. LIFE points data will be used regularly to track progress and the effectiveness of interventions and adjustments will be made as needed. In the event that a student's behavior is not responsive to positive supports and interventions, and his or her behavior is disruptive to the educational environment and/or poses a danger to the student or others, such behavior will be addressed in accordance with the School's discipline policy **(see Attachment 4d)**. Students with disabilities will be governed by the same discipline policy as other students, except when it is determined that the behavior at hand is a manifestation of the student's handicapping condition. In such instances, compliant with our policies on disciplining students with disabilities and Due Process, wherever applicable (**see Attachment 4d for Special Education Discipline Policy**), a review will be undertaken to determine whether referral to the CSE is indicated for possible modification of the student's IEP. If at all possible, the school will work collaboratively with the appropriate parties in order to modify the Behavioral Intervention Plan to meet the student's needs prior to seeking CSE assistance.

Family Engagement: Before the start of the school year, every family will participate in a Family Orientation Meeting in which the systems and expectations for school culture will be explained to families and they will complete a Family Engagement survey. During this time families will be taught how to analyze a LIFE Points report, how to engage in and promote positive micro moments with their child and the types of supports that are available for all children. They will also learn how to support their child in reflecting on their progress both academically and socially. Additionally, they will receive and review a Family Handbook with the school's Student Discipline Policy, see **Attachment 4d**. Each Friday, students will receive a LIFE Points report, which should be brought home and signed by a parent/guardian and then collected on Monday morning. Students that don't return their report on Monday receive an automatic phone call home and the report is emailed to the family. Parents will also receive regular communication from the LIFE Coach and teachers about students' progress. If a student is sent out of class, the teacher is expected to call the family by the end of that day to explain the incident and the goals that were set with the student for the following day. Families also receive notice if their child arrives late or out of uniform or if the child is absent for that day. In addition to all the systemized family communication, the Family Leadership Council is designed to get and keep parents involved in the school community. They will use the Family Engagement Surveys completed during Family Orientation to create a Family Engagement Plan in which they identify and plan ways to get more families involved in the school experience of their student. The will also take the lead on issuing Family Feedback surveys that will support the school in measuring the satisfaction with the school climate. We believe that families are the experts on their children and GACS will do everything we can to partner with families in the growth of each student towards fulfilling the mission.

Training Staff: During Summer Orientation, all staff will receive extensive training on GACS's School Culture System. Everyone will be involved in these sessions because students will interact with all faculty at any given point in the day and it's essential that the school is consistent from the Principal to the Custodian. Staff will learn and practice the elements of the system and receive frequent feedback within the sessions on tone, body language, word choice and in the moment decision making. Beyond Summer Orientation, teachers will receive Real-Time Feedback on an almost daily basis from a member of the leadership team and staff will receive batch feedback during Friday Professional Development each week on whichever skill is

not be executed thoroughly enough. The topics for practice will be based on weekly school culture walkthroughs conducted by the Leadership Team. Teachers will practice regularly in their Get Better Faster Meetings with their instructional coach and will participate in extra practice sessions if a skill is not being demonstrated consistently in a classroom. Additionally, during hiring we will look for a LIFE Coach and teachers that are familiar with a system for school culture similar to GACS in order to have multiple models for other teachers to go observe. We will also observe other schools as a full staff during professional development in order to bring the vision to life. Exemplary talent is a critical piece of the GACS model, and we intent to develop teachers in school culture as aggressively as possible in order to then shift focus to rigorous teaching and academics. It is with both of these that the mission will be actualized.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

The Applicant Group of GACS Charter School is made up of seven diverse professionals that have a shared interest in supporting educational outcomes of students in Mount Vernon. All members of the applicant group, except one will make up the Board of Trustees. The applicant group came together around the need for high quality options in Mount Vernon with the primary author, Deborah Woods, coordinating the plans for creating a strong team and school design. Board Members came to be part of the Applicant Group through personal connections, professional networks, online community forums and online advertisements on Indeed. Each member of the applicant group was vetted for educational attainment, work experience, and alignment with the GACS mission. Of the seven members of the applicant group, three of them were born and raised in Mount Vernon and attended district schools through high school. The other four have a connection to Mount Vernon through family and other work with non-profits. All have a commitment to education and using education as a tool for advancement. Members of the applicant group have expertise in fundraising, finance, strategic planning, marketing, law, education, community engagement, and board governance. In addition to the applicant group, GACS has a real estate agent that is working with us in kind on finding and acquiring a facility once approved. The applicant group has been meeting bi-monthly since the spring of 2016 and has formed a relationship with Kathleen Streicher, a consultant for non-profits that specializes in developing and supporting non-profit boards. In the fall, the board will participate in a full-day retreat to receive training on board governance and all related board policies. The primary author of the Application is Deborah Woods, proposed Principal of GACS. The applicant group provided significant feedback in the design of the school during meetings and review of community input. Various members reviewed different aspects of the Application to provide further feedback.

Founding Board Member Genevieve Jones -Thompson is a retired Wall Street Executive, having worked within that securities industry for over 20 years as a Vice President and Compliance Officer, in the Legal and Compliance Department. She holds a Bachelor's Degree from Bernard M. Baruch College and a Master's Degree from The New School for Social Research. She started an Event Company D/B/A Ms. G Productions, where she leads a team of people that are all creative, imaginative and fun. She is a resident of New Rochelle NY, and involved in community service throughout New Rochelle and Mount Vernon. Ms. Jones-

Thompson is a member of the NAACP New Rochelle Branch, former Board Member for STEP Purchase Program as the Fundraising Director and a former Board Member of The New flex Youth Program located in Mount Vernon. She is also a member of Family Christian Center Church, located in New Rochelle NY. She coordinated the 1st successful Children's Fashion Show Fundraiser, raising monies to support the building fund. She is committed to the community, mentoring to the youth and improving the quality of education. **Founding Board Member Nikisha Pace** is an Assistant Principal at Rochdale Early Advantage Charter School (REACS) in Jamaica, NY where she oversees pedagogy and provides professional development to support the implementation of high-leverage instructional practices. Mrs. Pace is a firm believer in data-driven instruction and meets regularly with the Board of Trustees to analyze and disaggregate student data to identify trends, patterns, academic strengths, and areas of improvement. Prior to joining the leadership team at REACS, Mrs. Pace served the students of Community School District 11 and 6 as an elementary teacher and dean of school culture with the New York City Department of Education. During this time Mrs. Pace worked to implement data-driven, researched based initiatives to drive academic success for all students. As a result, she was awarded the academic performance merit three consecutive years for her students' exceptional academic achievement. Mrs. Pace is dedicated to closing the achievement gap and has a track record of academic success. **Founding Board Member and Board Secretary Jessica Nelson, Esq.,** is an associate with Rodman & Campbell, P.C., a community law firm serving the needs of the Bronx and lower Westchester in the areas of Trust and Estates, Real Estate, Personal Injury, and Medical Malpractice. Rodman & Campbell P.C. serves as counsel to many not-for-profit organizations - representing them in litigation matters stemming from real estate transactions and contract disputes. Primarily serving as counsel to the Bronx County Public Administrator's office, Ms. Nelson focuses on administration litigation in the Surrogate Courts of New York. A New York native, Ms. Nelson graduated from the Bronx High School of Science before attending Boston College for her undergraduate degree. Returning to New York, Ms. Nelson obtained her juris doctorate at St. John's University School of Law in 2009 and has been practicing and serving the New York community ever since. **Founding Board Member and Board Chair Monique Carswell**, was named a 2015 Woman of Influence by New York Business Journal for her many accomplishments in corporate leadership and community activism. With 15 years of experience encompassing a combination of branding, advertising, public relations, partnership management, digital strategy, and civic engagement, Ms. Carswell has proven herself to be a leader within both the corporate and cause arenas and currently serves as Director, Sustainability & Corporate Social Responsibility at Comcast NBCUniversal. Prior to NBCUniversal, she led national and diversity marketing at Teach For America and formerly taught business at Fordham University. Ms. Carswell now teaches digital marketing at New York University. She advises others in the art of brand management through her agency Myles Ahead Consulting, LLC as well. Ms. Carswell has addressed many audiences, from Princeton to Rutgers University, and has been featured in The New York Amsterdam News, The Network Journal and on C-SPAN. She is the founding Director of the Leadership Council (Junior Board) for WorldofMoney.org, a founding officer and board member of the New York Urban League Young Professionals, and a former youth advisor and officer of the Mid-Manhattan Branch of the NAACP. She is also the immediate past Corresponding Secretary and first International Awareness and Involvement Chair of the executive board of the North Manhattan Alumnae Chapter of Delta Sigma Theta Sorority, Inc. Ms. Carswell is a graduate of the University of Illinois at Urbana-Champaign. **Founding Board Member Cedric C. Lawrence** is a Mount

Vernon native having attended public school in Mount Vernon from K – 12. He holds a Bachelor of Arts in Media Arts with a minor in Business Administration from Long Island University - Brooklyn Campus. While attending college full time Mr. Lawrence had continued working for the City of Mount Vernon in its capacity for the Mount Vernon Family YMCA where he participated in community fairs, events and served as mentor for the youth by displaying positive reinforcement and leadership skills. Mr. Lawrence was also a full time employee for the City of Mount Vernon - Department of Recreation for eight years. Through this experience, Mr. Lawrence has formed lasting relationships with several school leaders, organizations, businesses, community members and families. He has been the driving force in obtaining space for various community information sessions and getting feedback from people on our school design. His connections within Mount Vernon have also lead to doors opening to fill positions for the Electives course. Mr. Lawrence has served as an excellent community liaison and his passion for the city of Mount Vernon continues to drive him to serve. **Founding Board Member and Board Treasurer Wesley Alston** is a Finance Director, leading the finance and accounting department at Sports Business Journal, an award winning live event marketing agency. He's also an entrepreneur, running a sports management and marketing agency. He has expertise in corporate finance and accounting as well as negotiation, marketing, event marketing and mergers; recently leading his agency in the acquisition of a new company. In his current position at the event marketing company, he leads the department in everything from budgeting and forecasting the P&L and Cash Flow Analysis to finding new ways to operationally keep the company in the forefront of the industry. His ability to negotiate has also positioned him and his sports management and marketing firm into international players in their space. Originally from Mount Vernon, Mr. Alston holds a BA in Accounting from Boston University. **Primary author and proposed Principal, Deborah Woods,** was born and raised in Mount Vernon, attending school in MVCSD from K – 12. She continued her education at the University of Pennsylvania where she earned a Bachelor of Arts in Economics with minors in Urban Studies and Africana Studies. She also earned a Master of Teaching in Secondary Mathematics from Pace University, a Master of School Leadership from Relay Graduate School of Education and has completed extensive leadership fellowship programs through Democracy Prep Public Schools and Uncommon Schools. She was most recently an Instructional Fellow and Interim Principal at Uncommon Schools. She has a proven track record of achievement as a teacher and as a manager of other educators that will be invaluable to the school. In addition to her various professional roles, Ms. Woods plays an active role in her church as the Christian Education Superintendent. In this role, she is responsible for overseeing all aspects of the program including curriculum, teacher training, volunteer recruitment, budgeting, publicity, scheduling, supplies maintenance and ordering, child welfare policies and communications to the families, church and community. Beyond the skills Ms. Woods brings to GACS, she brings a deep passion and desire to support her hometown by bringing a high quality educational option to families and strong intentions to partner with the district to support as many students as possible, regardless if they attend GACS.

B. Board of Trustees and Governance

The Board of Trustees of GACS Charter School is comprised of dynamic and committed leaders and is representative of a unique combination of personal histories and professional talents. The Board is driven to make a long-standing positive impact on the students and overall Mount Vernon community. The board is ultimately responsible to the **Board of Regents,** it holds the charter and establishes the school's mission, which will drive all decisions and activity of the board and management. The board will adopt as part of its charter agreement achievement goals

and will establish internal benchmarks and indicators that align with achievement of the school's mission and charter goals. The board will recruit, hire and retain or terminate the school leader and delegate to that person the authority to manage the day-to-day operations of the school. The school leader will be responsible for hiring, evaluating and retaining or terminating all other staff in the organization. The Board will also seek out professional development opportunities for the school leader to continue his/her growth. The board will establish annual goals and performance metrics for the school leader in academics, operations and finance; it will conduct an annual evaluation of the school leader and use the results to make employment and compensation decisions regarding the school leader. The board will approve major policies that provide the parameters within which school leadership is expected to operate the school. These include admissions, discipline, personnel and finance policies and procedures. The board will approve an annual budget based on identified needs and priorities and monitor the use of resources throughout each fiscal year. When necessary, the board will approve a fundraising plan and all members will participate in fundraising efforts. The board will consistently monitor the academic, organizational and financial status of the school by reviewing data that measure progress towards internal and external goals. The board will also ensure that the school remains in compliance with all relevant laws and regulations. The board will review and approve the school's Annual Report; it will also oversee an annual independent financial audit. Board members will provide access to their personal and professional networks and represent the school to its community, its authorizer and the public. The board will work with the school to formulate a long-term plan that identifies objectives and obstacles and determines the most effective strategies to accomplish its goals and overcome challenges. The board will be the final arbiter of grievances by staff and parents before they go to the school's authorizer. The board will establish standards for effective governance and regularly measure itself and its members against those standards. Board members will serve as ambassadors for the school to promote its reputation and seek partnerships and support that enhance its programs.

GACS Board Structure

The GACS Board will consist of not fewer than five (5) and not more than twelve (12) members. Trustees will be elected for three (2) year terms (with the initial terms staggered in a method as described in the Bylaws). The Board will nominate and elect a Chair, Treasurer, and Secretary. As defined in the by-laws, all Board Officers will serve a one-year term of office, renewable by approval of a majority vote of the Board. The Chair will preside at all meetings, work with the other officers and school leadership to set meeting agendas, appoint committee members, facilitate a consensus process focused on relevant decision-making, ensure board focus on governance rather than management. The Treasurer will chair the Finance Committee and oversee the financial health of the school. The Treasurer will ensure the school is in compliance with all financial requirements, including an annual audit. The Secretary will ensure that all meetings are publicly noticed and maintains all legal documents of the board.

The Standing Committees will be the Executive Committee; Finance Committee; Academic Accountability Committee; and Facilities Committee. The standing committees will meet as needed, but no less than every three (3) months during the academic year.

<u>Executive Committee</u>: The Executive Committee shall consist of five members, the Chair, Treasurer, Secretary and two additional Board members. It shall be responsible for providing

overall leadership; setting board meeting agendas; monitoring composition of the board; evaluating board performance and coordinating board development activities.
Finance Committee: The Finance Committee will be chaired by the Treasurer and will consist of at least three (3) Members, as well as GACS's Operations Manager. It shall develop and review the school's budget; stay apprised of the fiscal health of the school; and present financial reports and make recommendations to the larger Board regarding the financial concerns.
Academic Accountability Committee: The Academic Accountability Committee will be chaired by a Board Member and consist of at least three (3) Members, including GACS's Principal. It shall be responsible for monitoring the progression toward the achievement of the school's mission, academic goals, and any other internal goals established by the Board; reviewing, regularly, the school's performance and compliance data; and reporting updates and matters of concern to the larger Board.
Facilities Committee: The Facilities Committee will be chaired by a Board Member and consist of three (3) Board members, preferably members with an understanding of real estate or managing large facilities. It shall be responsible for providing critical contemplation of all aspects relating to identifying and confirming an appropriate school facility for GACS, providing recommendations regarding the facility (or potential facilities), and apprising the full Board of any developments regarding the facility.
When and as needed, the Board may create additional ad hoc committees (i.e. Grievance Committee) that will address the needs and concerns of GACS. Each committee must be chaired by a Board member and will consist of at least three (3) Board Members and may contain non-Board members. The GACS By-Laws are available in **Attachment 5b** and the GACS Code of Ethics is available in **Attachment 5c**.

GACS Board Requirements, Training and Development
The Board will use professional and personal networks, the school's community, and, if necessary, board-matching services to identify and recruit potential new Board members to fill necessary skillsets the Board may be missing. Currently the Board is actively recruiting potential trustees in the areas of real estate, community organizing and education. Once a potential Trustee is identified, the candidate will meet with the key leadership of GACS, interview with the Chair and at least one other member, and attend at least one board meeting before being presented to the entire Board. GACS believes in the importance of supporting new members and transitioning such members into a well-functioning team. As such, each new member will receive orientation materials, which will include application documents, bylaws, minutes from the previous twelve (12) months, current policies and procedures, Code of Ethics, and other documents deemed necessary to facilitate a smooth transition. The GACS Board members understand to provide effective leadership, the board must be aware of current and evolving legal requirements and best practices. Thus, there will be regular training and professional development opportunities for the board in its entirety, as well as specific to individual's particular roles.

GACS Board Meetings
In accordance with law, The Board of Trustees of GACS will hold monthly public meetings, compliant with the Open Meetings Law, throughout the academic year, to conduct its business. Notification of meetings will occur through news and social media outlets, as well as the distributions of flyers throughout the entire community. When the need arises for a special

meeting, announcements will be posted on GACS's website and flyers will be e-mailed to all parents shortly after the Board decides to call such meeting, ideally providing a minimum of 72 hour notice. To provide a consistent opportunity to receive input from the community and parents, there will be designated time in each board meeting agenda for public comment. At Committee meetings, Board members will review monthly dashboards, which present objective updates on key performance indicators that have been previously agreed upon by the board as measures of success and are aligned to the goals laid out in **Section 2C** Achievement Goals. Dashboards include data on student enrollment and attrition, student daily attendance rate, staff positions and attrition, major discipline incidents, compliance checklists and student performance. The Finance Committee will present a monthly financial report, including budget to actuals and cash balances, as well as projections aligned to the annual budget. All committees will present these dashboards to the Board each month within public meetings.

Stakeholder Participation

While the board acknowledges the New York Charter Law that precludes school staff from serving as a board member, the board will provide multiple opportunities for staff input into the governance of the school. The Principal will work closely with the board and will inform the full Board of significant concerns expressed by the staff that can only be addressed by the Board. In addition, the Principal and the Operation Manager will participate in Committee meetings to present the staff's voice. Staff members will be encouraged to attend Board meetings to articulate accomplishments and concerns. As Ad Hoc Committees are established, school leadership will be expected to serve on and teachers will be encouraged to join some of these committees. There will be one ex-officio seat on the Board reserved for the parent of a child matriculating at the school. Additionally, to open lines of communication between the parents and the Board, the Board Chair will consult with the Family Leadership Council (FLC) to identify points for board agendas and, when needed, invite the leadership of the FLC to present reports to the board. Board members will be encouraged to attend school events and parent organization activities to connect with the parents in a more relaxed environment. At designated times throughout the year, the Board will also review results from the Family Feedback Survey along with staff and student survey results to assess the satisfaction with the school. The board will develop and adopt a Complaint Policy that establishes the steps an individual, e.g., a parent or staff member, must take before bringing a complaint to the board. The Board Chair will appoint an ad hoc Grievance Committee to hear the complaint, which will make a recommendation to the board. Once the board receives a recommendation, it must be heard at the next scheduled board meeting and the board may vote to accept or modify the recommendation or send it back to the Grievance Committee for further review.

C. Management and Staffing

GACS recognizes the importance of a strong staffing model to implement the school program at a high level. In its first year, GACS will employ 16 full time staff members and one part time staff member. In Year 3 and beyond, GACS will employ 34 full time staff members.

Table 3: Proposed Management and Staffing Chart						
Positions	**Avg. Starting Salary**	**FTE**				
		Year 1	Year 2	Year 3	Year 4	Year 5
Principal	$110,000	1	1	1	1	1
Operations Manager	$75,000	1	1	1	1	1
Director of Curriculum and Instruction	$80,000	1	1	2	2	2
Special Education Coordinator	80,000	0	1	1	1	1
LIFE Coach	$75,000	1	1	1	1	1
Social Worker	$70,000	1	1	1	1	1
Operations Associate	$45,000	1	2	2	2	2
Technology Associate	$45,000	1	1	1	1	1
Core Content Teachers	$65,000	6	12	18	18	18
SPED Teachers	$65,000	2	3	4	4	4
ELL Teacher	$32,500	0.5	1	1	1	1
Custodian	$30,000	1	1	1	1	1
Total:		16.5	26	34	34	34

Our staffing model allows us to support both students and staff to implement the Key Design Elements of the school by having enough school leaders to lead day to day operations of the school and coaching teachers, while also having significant staff dedicated to academic achievement and student development. We will also be able to develop our teachers internally to take on more leadership roles as the school executes its slow growth model. While we intend to adhere to this staffing model, we will use assessment data to drive key decisions around staff recruitment and retention. Assessment data will be broken down by sub-group, enrollment and progress against our Achievement Goals. These results will then be used to make final staffing decisions each school year. The data will also be a significant part of instructional staff evaluations as described in **Section 3D**. GACS will be led by a Principal, who will be responsible for day-to-day operations of the school and report directly to the Board of Trustees. The Principal will supervise a team of secondary leaders who are responsible for specific function areas within the school. GACS intends to add a grade each year and has designed a deliberate staffing plan to ensure the school has adequate operational and instructional capacity each year as the school grows. See **Attachment 8a** for Hiring and Personnel Policies and Procedures.

Year 1 (Grade 6): GACS will open with a Principal, an Operations Manager (OM), and a Director of Curriculum and Instruction (DCI) who will form the School Leadership Team. The Principal will work closely with the Board and OM to ensure legal compliance within all school operations and policies. The DCI will lead the development of curriculum and the annual review and revision process. The DCI will also work with the special education teachers to ensure compliance for all special education services for Year 1. The school will also employ a LIFE Coach and a Social Worker as secondary leaders of the school. Other staff includes an Office Associate, a Technology Associate, 6 general education teachers (two ELA, two math, one history, one science), 2 certified special education teachers and one part-time ELL teacher. The

Principal and Operations Manager will be supported by Charter Schools Business Management in establishing and managing the school's finance and operations systems.
Year 2 (Grades 6-7): The school will add a Special Education Coordinator, another special education teacher and move to a full time ELL teacher to ensure that we increase the number of adults providing additional services to our students that will now make up two grade levels. The number of teachers in each core content will double and an additional Office Associate is also added to account for the increase in office demands.
Year 3 (Grades 6-8): The school will add an additional Director of Curriculum and Instruction. The addition of this position is to meet the increased academic needs of a school that is fully grown. At this time, the Directors of Curriculum and Instruction will be department based with one specializing in ELA and history and the other specializing in math and science. The school will also add an additional 6 core teachers. One more special education teacher will also join the faculty.

The following organizational charts show the structure and reporting lines within GACS in Years 1 and 2 and then Years 3 – 5.

Figure 1: Years 1 and 2 of Operation

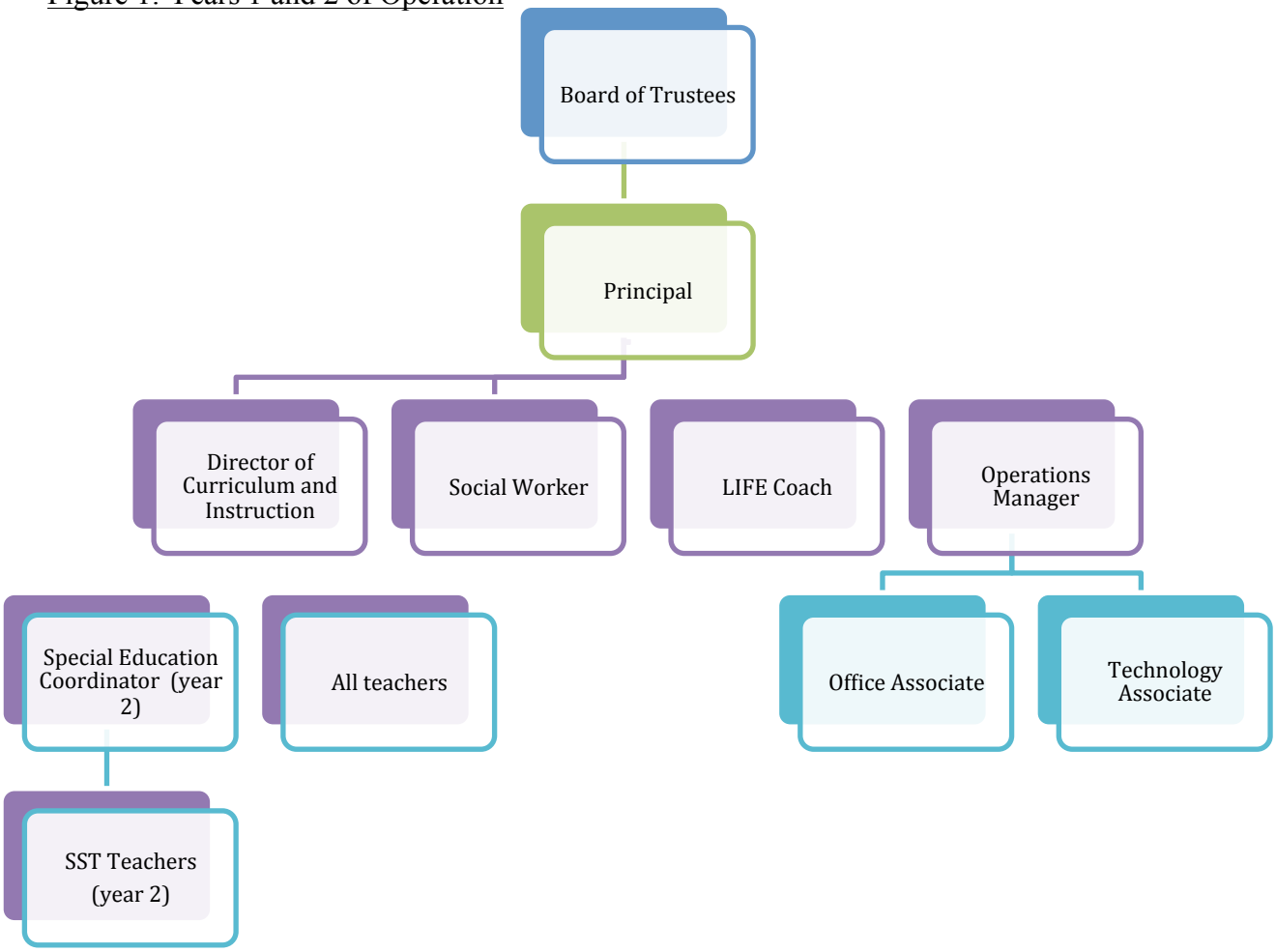
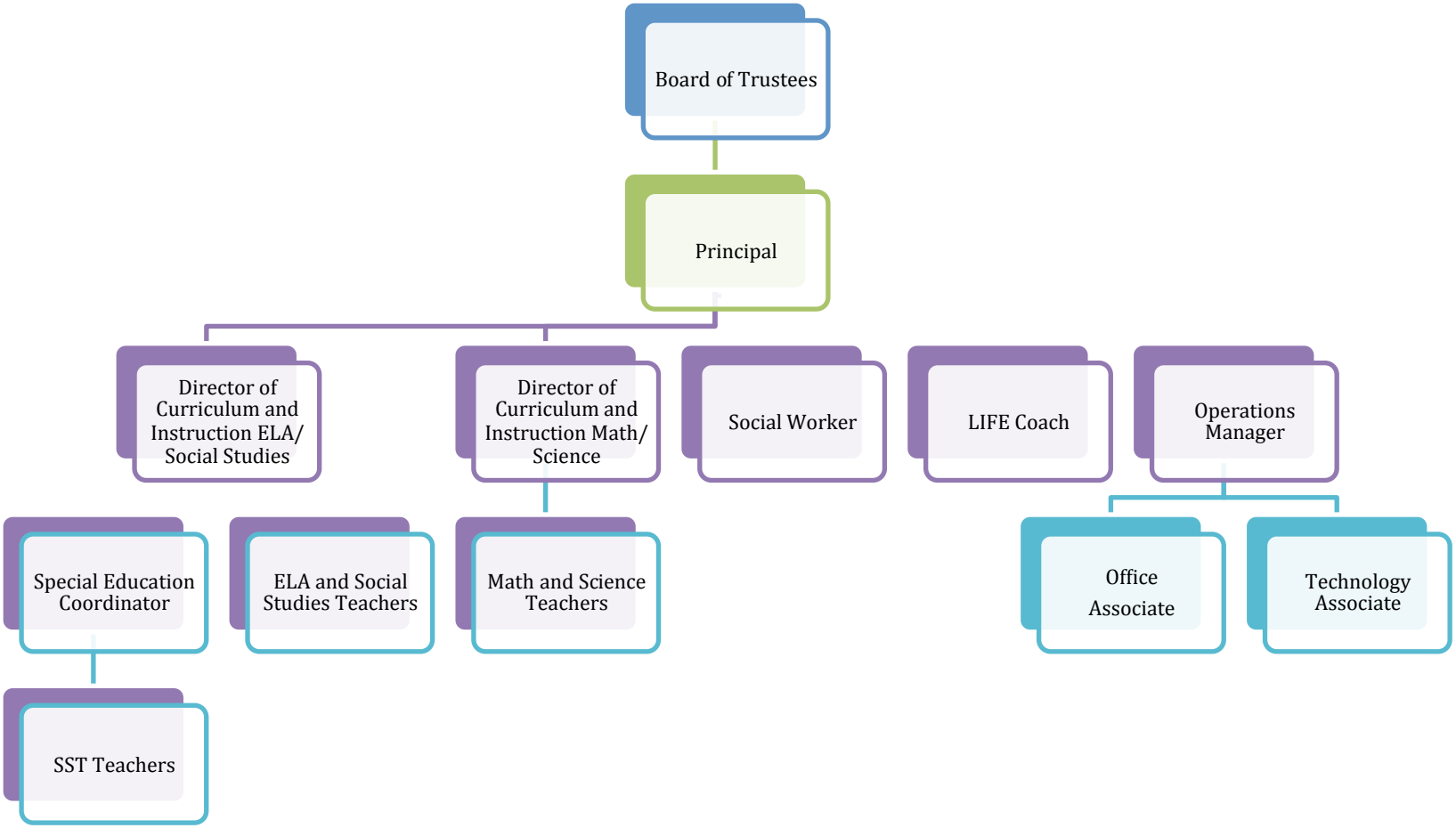


Figure 2: Years 3 – 5 of Operation



The Principal and the Board: The Principal is ultimately responsible to the Board of Trustees, who conducts an in-depth annual evaluation of the Principal, which is then presented to and reviewed with the Principal. This evaluation document is the basis of the decision whether or not to renew the Principal's contract each year. With exemplary talent as a Key Design Element, the Board will seek out specific professional development opportunities for the Principal based on the evaluation, designed to continue developing one of the most critical staff positions of the school. The Principal will also have the opportunity to share his/her feedback during the Board's self-evaluation as a means to retaining a high quality staff member.

The Principal and Staff: The Principal, in close consultation with the DCI, will have final hiring and firing authority for teachers. Academic achievement will be a key component in the evaluation of the Principal, DCI and teachers and ultimately in contract renewal decisions. The Operations Manager (OM) is supervised on a day-to-day basis by the Principal, who also retains final hiring and firing authority. While operational responsibilities will fall primarily on the OM, GACS believes that having one overseer of all aspects of the school would ensure effective and streamlined communication to both the Board and the staff.

Proposed Principal: The Board of Trustees has identified Deborah Woods as the leading candidate for Principal based on her experience as an administrator and teacher and her contributions to the development of the GACS model and application. Ms. Woods has an extensive career as a teacher and administrator in New York, particularly in no excuses charter schools. In her most recent role, she served as an Instructional Fellow at North Start Academy and Interim Principal at Leadership Prep with Uncommon Schools. She also served as a Dean of Curriculum and Instruction with Uncommon Schools before completing her fellowship. Prior to that, she was a founding leader at Harlem Prep Middle School and Network Math Curriculum Specialist with Democracy Prep Public Schools. Ms. Woods has a MA in Teaching and a MA in School Leadership. During her four years as an instructional coach at Democracy Prep Public Schools and Uncommon Schools, Ms. Woods developed original math courses for grades 6 - 8. In order to do so, Ms. Woods designed thousands of pages of dynamic curricular products, wrote student-centered lessons, coached instructors to teach those lessons and controlled the quality of instruction through close supervision and review. As a teacher, Ms. Woods' students outperformed NYS students in every category. As a school leader, students at both networks dramatically closed the gap between economically disadvantaged students and white students. For example, in 2015 16% of 6th graders in CSD 13 scored proficient or advanced while 50% of white students in NYS scored proficient or advanced on the NYS Math Exam. At the school Ms. Woods was responsible for, 45% of 6th graders scored proficient or advanced on that same exam, which was a 10% increase from the year before.[50] Ms. Woods' Fellowship with Democracy Prep consisted of three main components- extensive training with Building Excellent Schools (BES), school visits to some of the highest performing charter schools in the country, and holding the role of Co-Assistant Principal at Harlem Prep Middle School (HPMS), a first year turnaround middle school with 170 students in grades 5 and 6. Through the BES training and execution practice in her role at HPMS, she developed a leadership mindset, lens and voice that gave her the ability to inspire, push and equip her team and its individual members to deliver strong results for students. Through all of her training and directly connecting with models of excellence, Ms. Woods has developed a vision and a plan for how to execute on the details, measure results, and manage for success. Finally, Ms. Woods has a personal connection to

[50] New York State Education Department Public Access Data Site; www.datanysed.gov

Mount Vernon and a passion for serving the children of her hometown. Ms. Woods' resume is available in **Attachment 8b**.

School Leaders: The Operations Manager (OM) will be a strategic and dynamic leader, reporting to the school principal. The OM will be hired during the planning year and will be responsible for all matters of school opening and school administration that do not directly relate to instruction or student behavior. These matters can include but are not limited to enrollment, food service, transportation, facilities, supplies and technology. The OM will also supervise the Office Associate and the Technology Associate. The Director of Curriculum and Instruction (DCI) will be at the center of the instructional program— coaching teachers and driving decisions that will benefit students. The DCI will be the driver of high-quality coaching instruction and professional development that enables teachers to develop and deliver strong content and to instill a lifelong love of learning in students. The DCI will use data constantly to make decisions regarding curriculum and professional development and will work closely with the Principal to adjust the instructional program based on the needs of the teachers and the students. There will be one DCI in Years 1 and 2 and a second DCI will be added in Year 3. The LIFE Coach is the equivalent of a Dean of Students and will work with the school's Principal to ensure that all students demonstrate dramatic student achievement gains and internalize the school's LIFE values. The LIFE Coach will also help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture by executing structured routines and maintaining the School Culture System. This includes overseeing the LIFE Points system, enforcing the Student Discipline Policy, modeling and coaching staff on the system and school-wide routines. The Special Education Coordinator is hired in Year 2 and is responsible for all special education and ELL testing and compliance and for ensuring that all students receive the related services, special education services, and ELL services as required by their IEP, 504 Plan, or ELL status. The Special Education Coordinator manages the Student Support Team made up of ELL and Special Education teachers through regular observation and feedback, coaching and data analysis.

Recruiting

Exemplary Talent is a necessity for the school design to be actualized. The members of the Board along with the Principal will work diligently to attract and retain experienced and skilled teachers and have dedicated $10,000 in the budget to recruitment. Ms. Woods and Mrs. Pace have vast networks of educators through their various experiences working in schools in the Bronx, Harlem, Brooklyn and Queens. They have already recruited a math teacher, science teacher, special education teacher, ELA teacher and LIFE Coach that are waiting for the school to be approved. Throughout the application process, the applicant group has also met many talented educators who have expressed excitement at the possibility of working at GACS and/or helping to network to find experienced teachers who will be interested in working both at the school and in Westchester County. Our location, right outside of New York City, provides an option to recruit from the talent pool of teachers willing to work in New York. Our location also provides us the distinct opportunity to recruit staff that desire to work in a school with our program and also live in the suburbs. With only two other charter schools in the county of Westchester, we can offer a unique professional environment that many educators in Westchester are interested in but don't have access to. The team also feels that students are best served by experienced teachers, and has reflected that priority by budgeting an average of $65,000 per

teacher in order to attract a solid core of experience. We believe that we will have success developing and retaining high quality and high potential staff members, which will begin with hiring only the best-qualified teachers who can support the school's mission and culture. We seek middle school state certified educators with a demonstrated record of success teaching middle school aged students. We have planned an aggressive, multi-pronged recruitment approach, including, but not limited to, advertising on the Internet, attending job fairs in the tri-state area and networking at events held by the New York City Charter School Center and Northeast Charter Schools Network. GACS will participate in Westchester's on-line system for K-12 recruiting, OLAS. We will also utilize websites like LinkedIn and Craigslist and making use of teaching networks shared by the applicant group. We also plan to partner with Teach For America and The New Teacher Project to recruit teachers who are new to the profession or transitioning from another career. As the school grows to scale over the course of the charter term we intend to proactively build our bench of leaders by having staff take on more leadership responsibilities such as facilitating PD, leading Weekly Data Meetings, managing the LIFE Coach office, and participating in Board meetings. When a staff member is identified as having the potential to take on a school leadership role in the future, the Principal will design a Development Plan with that staff member to prepare them for that role over the following year(s). We also plan to have at least two teachers loop to the next grade when a new grade is formed to set the culture and lead the new team. GACS will embrace diversity in its personnel and hopes to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds.

Retaining

High rates of teacher retention will be essential to sustaining achievement over time. A recent study found the top five contributors to employee satisfaction to be opportunities to use skills and abilities for advancement, job security, compensation/pay, communication between employees and senior management, and relationship with immediate supervisor.[51] In order to meet as many of these contributors as possible, GACS will take the following approach:

• Offer competitive salaries and benefits that exceed the surrounding districts' pay scale by at least 10% and 3% annual raises.
• Provide faculty with a robust professional development and coaching system in which every member has an individual coach that is a leader of the school and gets pushed and supported to be better every day and every week through Get Better Faster Meetings once a week.
• Create opportunities for meaningful career advancement that give teachers the chance to step into leadership roles/grow professionally without leaving the classroom (dept. chairs, grade level leaders, PD facilitation, secondary leadership).
• Hold teachers to exceptionally high standards, while giving them the flexibility and opportunity to be innovative in their own pedagogical practices.
• Create a culture of leadership that is open to dialogue, trusting, and both solicitous of and responsive to feedback.
• Conduct a transparent and explicit interview process: we want teachers who accept the position knowing the expectations, challenges and supports they will experience.

[51] Society for Human Resource Management (SHRM); 2012 Employee Job Satisfaction and Engagement How Employees Are Dealing With Uncertainty; https://www.shrm.org/Research/SurveyFindings/Documents/12-0537%202012_jobsatisfaction_fnl_online.pdf

During an internal study done at Uncommon Schools, it was found that teachers that responded "Agree" or "Strongly Agree" to the question "Staff morale at my school is positive" were much more likely to stay in their roles. At one Uncommon School, 88% of staff agreed or strongly agreed with this statement. That school experienced only 4% attrition that year. In addition to the strategies above, a significant emphasis will be placed on the development of a strong staff culture to ensure all staff agree that staff morale is positive, measured through frequent staff surveys. GACS will take a strategic approach to building staff culture using tools such as culture trackers and solution groups to ensure that retention stays high year after year. Staff will also be part of multiple teams that can keep them connected to the school. Everyone will be part of the GACS team and then teachers will be part of both a grade level team and a content team. Each Friday, staff will meet with grade level teams and during one day a week they will meet with their content teams. While the focus of these meetings is on students, these are critical times built into the schedule for relationship building and staff culture development. Finally, as the school continues to grow, the Leadership Team will be constantly looking at ways to make the work as sustainable as possible by offering leave early and arrive late days, limiting duties throughout the school day and creating the calendar with staff sustainability in mind. Keeping quality staff longer is extremely beneficial for school and student growth and will be a priority for the Leadership Team and the Board of Trustees.

C1. Charter Management Organization
Not Applicable.

C2. Partner Organization
Not Applicable.

C3. Strategic Business/Growth Plan
Not Applicable.

D. Evaluation
The purpose of our evaluation system will be to determine the effectiveness of GACS in order to ensure there is continual improvement towards fulfilling the mission. There will be formal and informal audits as well as external and internal audits each designed to assess different aspects of GACS's success. There will also be an annual administrative review that will lead to an annual report for submission to NYSED and distribution to all stakeholders. Data gathered from all audits will be used to inform the evaluation of the Principal and a self-evaluation of the Board.

Internal Program Audit: At the end of each year, we will conduct an internal program audit to assess the efficacy of our school program and the extent of satisfaction for the various stakeholders of the school. The school will compile data from student, family and staff surveys along with final assessment results, course grades and sub-group performance to identify areas of strength and areas of growth for the coming year. Data will be compared to its Achievement goals and objectives to determine the school's progress toward achieving them. Once compiled, the Principal will create a strategic plan for the following year and will share the data and plan with the Board of Trustees. From there, the Board and Principal will set goals for the following year and adjust systems and procedures as needed.

Evaluation of the Principal: The Board of Trustees will be responsible for evaluating the Principal on an annual basis and determining contract renewal at the end of each school year. The Board will form an ad-hoc Evaluation Committee that will consist of the Board Chair and two other board members, one of which is a member of the Academic Accountability Committee. The Evaluation Committee will take into account academic performance, survey results from staff, students and families and organization viability metrics such as student and staff attrition and financial management. At the completion of the evaluation, the Evaluation Committee will share the final evaluation with the Board and will meet with the Principal to review the evaluation. It will then be filed into the Principal's personnel file.

Evaluation of Staff: At GACS, we believe that the quality of the work of the adults in our school is the single most important determinant in the successful achievement of our mission. GACS encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is of major importance. Therefore, the Principal will develop evaluation instruments flexible enough to identify the current educational strengths and areas in need of improvement of each staff member, as well as identify the teaching techniques, objectives, strategies, and pupil assessments needed to achieve mastery of standards and the additional educational goals. Staff members will be formally evaluated two times during the year, and those who are underperforming relative to GACS's demanding expectations meet with their coach (Principal, DCI or OM) regularly to discuss how to improve their weaknesses. Instructional staff are evaluated in three weighted categories- Curriculum and Instruction counting for 25% of the final score, Academic Performance counting for 50% of the final score, and Team Contribution counting for 25% of the final score. Curriculum and Instruction scores are based on an average from weekly observations where teachers will be scored on in at least one category of the Evaluation Rubric. Academic Performance will be based on Interim Assessment results for the mid-year evaluation. For the end of year evaluation, all categories will be completed in June except Academic Performance, which will be completed once NYS results are released. Staff will receive their final evaluations when they return in August. Team Contribution scores are determined from family and student surveys where family and students will be asked to answer questions about specific teachers and the experience with them. Operations staff are evaluated on Systems and Routines, Communication, and Team Contribution. The LIFE Coach and Social Worker are evaluated on Student and Family Relationships, Systems and Team Contribution. In Years 1 and 2 the Principal will conduct all Evaluations for instructional staff, LIFE Coach, Social Worker and Operations Manager. The Operations Manager will conduct Evaluations for operations staff. In Year 3 and beyond, teachers will be evaluated by their Instructional Coach with support from the Principal. To set staff up for high quality evaluations, the Leadership Team initially communicates expectations in detail during the Summer Orientation. During this time, all expectations for student achievement, teaching techniques, student conduct, team-focused behaviors, systems and routines are shared and modeled in detail for staff. Throughout the year, every staff member is provided feedback and coaching aligned with the evaluation rubric and that staff member's goals. Staff will also be given time to engage in self-reflection on their practice and to engage their peers in the process of reflecting on how to improve the school.

Board of Trustees' Self-Review: Upon charter approval and at the start of each subsequent school year, the Board of Trustees will set goals in the areas of academic performance,

governance and organizational viability. Each year the Executive Committee will lead the Board through a self-review and evaluation of the Board and each individual member, where they use data on adherence to the mission, attendance and participation, fiscal responsibility, handling of complaints, and overall contribution to the school to measure actual performance against the goals set.

Educational Program Evaluation: Each week the Instructional Leadership Team (ILT) made up of the Principal, DCIs and SPED Coordinator will meet to review an academic dashboard created by the Operations Manager to evaluate the progress being made towards achieving the objectives. The dashboard will display data about homework, GPAs, course grades, interim assessment results and RTI broken up by sub-groups and compare that data to Achievement Goals set forth in **Section 2B** of this application. Additionally, the ILT will review the current standings of staff on their Evaluation Rubric to determine PD effectiveness. Based on the data the ILT will set goals for the following week and an action plan. The data will be used to determine the focus for coaching and walk-throughs, the Friday PD topic and the lens with which to review lesson plans. Decisions will be made about groupings, differentiated supports and curricular materials. These decisions will be communicated to staff during Get Better Faster Meetings, staff huddles, email and/or Friday PD.

Operations Audit: Twice annually we will conduct an operations audit in which we will evaluate the systems, structures and procedures in place that allow the school to run efficiently. These include arrival, breakfast, lunch, dismissal, supplies, technology, vendor relationships, uniform, attendance, facilities and custodial services. If any system is found to be running inefficiently, it will be adjusted immediately and re-evaluated during the next audit. The Operations Manager will conduct a formal review of vendors twice per year, which will be used to determine renewal of contracts.

Financial Audits: The Treasurer of the board will oversee the financial audits, which will be performed by the bookkeeper who is a certified public accountant. The bookkeeper will report all findings to the board for approval. The audit will meet all applicable federal and state auditing requirements for New York charter schools, and will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. GACS's first audit will include all financial activity during the pre-operating period and the first complete fiscal year, July 1, 2018 through June 30, 2019. Further audits will be for the standard fiscal year that runs from July 1 through June 30. Upon completion of the audit, the board will review the report with creation of the management letter. The bookkeeper will present it to the board. Any significant issues will be flagged with an action plan within the final report sent to the necessary parties.

School Culture Audit: In addition to the academic and operational aspects of the school, GACS will regularly assess the quality of the school culture and climate. The school Leadership Team will conduct weekly walkthroughs using a school culture rubric, assessing the school in open spaces and classroom spaces. The data gathered will be used to drive the Leadership Team meeting in which a cultural focus will be set for the following week. The cultural focus will be monitored through classroom observation and will be practiced in Friday PD. A formal School Culture Evaluation will be conducted twice per year and areas of strength and areas of growth

will be presented to the faculty and the Board. Based on the outcome, staff will make adjustments to systems and instructional practices as needed.

Annual Reporting
At the end of each school year, GACS will compile an Annual Report that will be shared with our authorizer and other key stakeholders as well as made available on our website by August 1st. The results from the internal program audit will drive the information presented in the Annual Report and will share information on: financial health of the organization, enrollment, revenues and expenditures, student mastery results, student growth results, attrition rates, student discipline rates, performance of special populations of students, organizational outlook, highlights from the previous year, and plans for the future year on specific issues.

E. Professional Development
Overview: Professional Development (PD) will be an essential part of success at GACS and is the catalyst for the Key Design Element *Exemplary Talent.* Developing the excellence and effectiveness in the GACS faculty will be the top priority, dedicating significant resources (approximately $130,000 and 300 hours) to teacher training and development and planning to employ and refine a robust portfolio of PD throughout the summer and school year. GACS's PD will be delivered throughout the year and will include the following: 20 summer orientation days, 3 school-year full days, 34 early release half days, weekly observation and feedback, outside programs and courses chosen by individual teachers with the support of the Director of Curriculum and Instruction (DCI), and planning and multiple collaboration periods scheduled for every teacher every day. With significant support from the Principal, the DCIs will serve as the primary in-house professional developers for summer orientation and school year programs. GACS's PD program supports teachers' commitment to providing an excellent education for each student and ensures that each student ultimately masters the school's curriculum. It aims to prepare GACS teachers to hold all students to high academic standards through instruction in classroom management and instructional interaction. It also aims to ensure that all staff, administrative and instructional, are continuously growing, as professional growth is a key contributor to staff **retention**. It reinforces the charge to do whatever is necessary to help students meet these standards and it emphasizes strategies and techniques that teachers much use to support special populations. The design of the PD program is particularly geared towards ensuring the school-wide consistency of the Key Design Elements- culture, rigor, data, and efficient use of instructional time—each of which are crucial components of the positive impact excellent teachers have on student learning. An integral element of the PD program at GACS is **practice**. We believe the more opportunities a teacher has to use a technique correctly outside of the classroom, the more likely that teacher is to use a technique correctly within the classroom. Much of our practice will be driven by Doug Lemov's book *Practice Perfect: 42 Rules for Getting Better at Getting Better*. Because we strongly believe that if a PD session doesn't involve practice then it is not professional development, a culture of practice will be evident throughout the school. The Principal will provide professional development for all school leaders using a similar coaching framework as that used for teachers. The Principal will have Get Better Faster meetings with these leaders where relevant data and videos of execution will be reviewed, action steps will be determined and practiced, and a method of follow-up will be established. The Board will be responsible for developing the Principal by seeking out professional development opportunities and evaluating/approving professional development requests made by the Principal to the Board.

PD Evaluation and Review: GACS designs it professional development program specifically to address the changing needs of the school. After each PD session, faculty will complete a brief survey to ensure that the session achieved the goals it set out to do. The leadership team will follow up with individuals or the entire staff based on the results of the survey. As the school continues to assess its educational program during the Instructional Leadership Team meetings, part of that evaluation will be on the growth of staff. At least 75% of the staff should have an average score in the Proficient range on their Evaluation Rubric. If this metric is not being met, PD will be adjusted to address the categories that have the lowest scores across the school. At the end of the school year, the Instructional Leadership Team will assess the school on the School Culture Rubric to identify areas of weakness in development of its teachers and refine PD for the following year.

Professional Development and Training Plan

GACS Professional Development at Summer Orientation: All GACS faculty will participate in a four-week PD Summer Orientation that begins in August, 2018, with PD days running from 8:00am to 4:00pm with various deliverables throughout the four weeks. The purpose of this time is to build team and collaboration, set clear expectations and professional norms, and provide staff with tools necessary to launch a strong school year and make significant academic gains with our students. Because we anticipate approximately 85% of our students will be behind grade level in at least math or ELA, 18% of our population will be students with disabilities and 8% of our population will be ELLs, a significant part of Summer Orientation will be equipping teachers with the necessary knowledge, skills and instructional strategies needed to support this population of students. During the summer, the DCIs will work with the Principal to finalize the PD curriculum and the schedule for the PD Orientation using model schedules from other charter schools that launched a successful year one, with dramatic academic achievements. At times, the PD sessions will be targeted and differentiated according to teacher need and content. For example, newer teachers may focus on classroom management strategy sessions, which returning staff may not need to attend. Some sessions will be foundational for all teaching staff, however, including all sessions related to literacy, Special Education and English Language Learners. Examples of these sessions are those that train teachers in guided reading, phonics, word study skills and fluency. These are especially critical as the academic program proposed requires small group instruction in reading with an all hands on deck approach to student literacy achievement. Other Summer Orientation topics include Teach Like a Champion techniques, constructive responding and character growth language, effective methods of co-teaching, Response to Intervention (RTI) methods, Positive Behavior Intervention Strategies (PBIS) and using data to drive instruction.

Weekly PD: During the school year, GACS teachers will have weekly half-day Friday PD sessions designed to ensure a relentless focus on a rigorous academic culture with tight discipline systems, common language, and consistent expectations from 1:30pm – 4:00pm. Friday PD sessions will include Grade Level sessions where teachers will focus their learning on age and development-appropriate content and will discuss the needs of their particular grade, which will include doing Student Study to ensure that every child in their grade is growing and learning; Accelerated Reader (AR) checks to ensure every child is reading books and passing AR quizzes, Taxonomy Sessions where teachers will continue to develop their mastery of the strategies

outlined in Doug Lemov's book *Teach Like A Champion 2.0* and specific instructional strategies. These strategies will at times focus on a particular sub-group **(SPED, ELL, at-risk)** depending on the data of the school. During Friday PD, facilitators will follow a See It. Name It. Do It. Framework adopted from the Relay Graduate School of Education. Using this framework, faculty will have the opportunity to see a new technique or strategy in action, learn the specifics of how to apply that strategy and then spend the majority of the time practicing. For management techniques, this could look like a video of a master teacher employing the technique, a cheat sheet naming the specific moves of the technique and then a practice drill, where faculty are split into small groups and do multiple repetitions of the drill. For an academic strategy like responding to the error trend faculty will review a master teacher's lesson plan specifically for their planning around identified misconceptions. They will then name the elements to effective planning and delivery that allow an effective response. They will then practice with a set of student work by modifying the lesson plan and then practicing delivery once the error has been revealed. At the start of the year, these PD sessions will focus on building a strong school and classroom culture along with strategies for special populations. As the year progresses, the focus will shift primarily to pedagogy and technique that supports rigorous academics.

Lesson Planning Protocol: In addition to weekly PD, schedules will be designed to ensure that teachers teaching similar content will have common planning times to engage in the Lesson Planning Protocol. During the Lesson Planning Protocols, one GACS faculty member will present a lesson plan they have prepared for the coming week to his or her peers. The peer teachers will then ask clarifying and critical questions about the plan and suggest improvements. Feedback will focus on: (i) alignment between the Common Core Standards and the lesson objectives, (ii) alignment between the New York State Performance Indicators and the lesson objectives and parts, (iii) rigor of the instructional approach and curricular materials, and (iv) supports for struggling students. The design of the schedule ensures that each teacher shares one planning period with another teacher of the same content in order to achieve this protocol weekly.

Data Day: During the school year, there will be six rounds of formal data collection- three trimester exams and three midterms. After each midterm the Friday PD will be dedicated to completing the data analysis protocol and after each trimester exam there will be a full Data Day to evaluate our progress on goals for individual students, classrooms and as a school. Prior to each of these Data Days, teachers have graded their assessments and have completed a preliminary student level and item level analysis with a proposed action plan. During Data Day, there will be a school overview of results and action steps based on the data. Then teachers will meet with their instructional coaches to refine their plans, paying particular attention to performance of students at risk of failure, ELLs and students with disabilities. By the end of the day, faculty have goals set for their overall class performance and individual students' performance and an action plan to achieve those goals, which becomes a standing agenda item for the Get Better Faster Meeting.

Weekly Data Meeting (WDM) Protocol: GACS will conduct in-depth inquiry into the drivers of student achievement and underachievement through the WDM protocol during a weekly after-school data meeting. During this time, teachers of the same content come together with a set of

student work, the standard the work is assessing and a teacher generated exemplar. Teachers analyze the work to find the gap between students that are advanced, students that are proficient and students that are not proficient. Once the gap in realized, teachers adjust an upcoming lesson plan to address the gap. A brief assessment of growth will be shared the following week before starting with a new set of student work. Initially, this protocol will be led by the Principal and DCI, but as teachers master the process, the facilitation will be transferred to teacher leaders. This is a strategy to build and develop a bench of leaders as the school continues to grow over its charter term.

Weekly Get Better Faster (GBF) Meeting: GACS deeply believes that great teachers are made and because of this GACS has built in individualized time for each teacher to get personalized coaching in their area of development to get better faster. Each week, every teacher will have at least one sixty minute GBF meeting with his or her instructional coach that could be the Principal, DCI or Special Education Coordinator. As the school continues to grow, master teachers will be given the opportunity to coach another teacher as a means for building our bench of leaders. During GBF meetings, teachers will receive observation feedback with an action step and practice that action step with an upcoming lesson. Teachers will also review and modify upcoming lessons, implementing that week's action step. All teacher action steps will be tracked in a Google Drive folder and marked as mastered as teachers continue to get better faster. School leaders will engage in GBF meetings with the Principal in which data will be reviewed, observation feedback will be provided (either through direct observation or video review), and an action step will be assigned, practiced, and followed up in the subsequent week. For DCIs, this could be a review of student achievement data from a recent assessment of their teachers, a video of them leading a GBF meeting or co-observing a classroom. For the OM, this could be a review of enrollment data or the budget, reviewing a video of a difficult conversation, or analyzing staff survey data around operations. For the LIFE Coach, this could be an analysis of LIFE Points, an observation of a check-in with a student or observing the facilitation of a whole school moment like lunch. Regardless of the role of a staff member, the expectation is that every staff member has a current action step and the goal is that the action step is mastered each week. Having all staff continuously growing promotes staff retention at all levels and build organizational capacity in every area of the school.

Building Capacity

GACS will use Google Drive to store and share all of its instructional resources. All PD sessions and materials will be posted here on a weekly basis and can be accessed by any staff member. Additionally, as teachers design and modify lesson plans, student materials and content-based resources, they will also post materials onto Google Drive. At the end of the year, one of the close-out tasks will be for teachers to have all curriculum uploaded to the drive, and this will be spot checked at various points throughout the year. This ensures that each year, we are building our organization capacity by having a growing bank of high-quality resources, rather than starting from scratch each year. Any resources created by GACS staff will be open to the public and hope to be shared with MVCSD and any other schools that could benefit.

F. Facilities

Facility Needs: GACS will open with 100 students in 2018, adding 100 students per year until we reach full scale with 300 students in 2020-2021. We will operate with three general education classrooms per grade and one ICT classroom per grade, with students split into four

equally sized cohorts based on IEP and ELL needs. In addition to the four full-size classrooms, we will also use two pull-out rooms (350 square feet each), two office spaces for administrative staff (500 square feet each) and a gymnasium or other open space (1,000 square feet) for community gatherings and recreation. Because we are planning to have food service, we will not require a full cafeteria. As GACS plans to have robust Elective course selections, an ideal facility would have enough space for both indoor and outdoor recreation. Based on our enrollment plan to enroll 100 students during our first year, we would need at least 6,000 square feet for our initial facility, assuming 770 square feet per classroom. We plan to either secure a temporary facility that would allow the school to locate for up to two years or secure a full growth facility that will house our entire 6 – 8 program. Any building that we occupy will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act and local building codes addressing architectural access. GACS intends to locate in the 10550 zip code of Mount Vernon, the area of Mount Vernon with the highest density of at-risk students. The ideal facility would be located along the southern strip of downtown, giving access to the school from anywhere in the city via public transportation. This is the central bus hub where most of the lines intersect and also the location of one of the Metro-North Railroad stations, which we believe will support GACS's staff recruitment. GACS will use a private facility, giving it the opportunity to invest in the technology, renovations, and infrastructure that it feels will best serve its students.

Facility Options: Of the current facility options available to GACS, Sacred Heart School and St. Ursula's school meet all of our long-term needs.

- Sacred Heart had an enrollment of 294 students prior to its closure and has the necessary space for the classrooms, offices, and the additional rooms needed. In addition to the indoor space this facility offers, there is also a parking lot and a playground area that can be used for recess and Electives. The structure is located in an ideal location with easy access by car, bus or train in a diverse and active neighborhood. This school is also one block away from one of Mount Vernon's high schools and could allow for easy collaboration among staff and students.
- Saint Ursula's School is another facility built as a school that would meet our needs with sufficient classrooms, offices and recreation space. This facility would require minimal preparation work to be restored to use as an approved school facility. Saint Ursula's is located on one of the main streets in Mount Vernon, blocks away from the central commercial district.
- The YMCA is located in the heart of the community near the Mount Vernon Public Library, Westhab Shelter and many other cultural and community resources. The YMCA is well served by several major bus lines as it is across the street from the Central Bus hub for Westchester County, and the Metro North Railroad. The YMCA building complex contains an indoor pool, a gym, multiple classrooms and a vacant lot suitable for new construction. If the founding team decides upon an incubator space, this would be an ideal facility

As described in **Section 3L**, we plan to have our facility finalized by November 2017, sign the lease by January 2018 and secure insurance by April 2018. Because we anticipate minimal work to be done on the facility, we will begin facility preparations in April 2018 after we secure insurance. If our facility requires more work than anticipated, we will start the lease sooner as all facilities we are currently exploring are vacant. We will pass our final inspection and secure our Certificate of Occupancy in May 2018. No one on the GACS staff or Board of Trustees will have any conflict of interest in the selection of a facility.

We built our budget on a draft lease for St. Ursula's of $96,000 in Year 1 and 100% increase in Year 2 for taking on the second floor. As evidenced in **Attachment 9**, we have also included significant provisions for facilities insurance, janitorial and custodial services, repairs and maintenance, and utilities estimated at $3,000 per month and 100% increase in Years 2 and 3, then 20% inflation thereafter.

G. Insurance

GACS will obtain insurance coverage for liability, property loss, and the personal injury of students as well as any other insurance that the school deems necessary or is set forth in the Terms of Operation of the Charter Agreement. The school will competitively bid out and purchase insurance policies. The insurance certificates for this coverage will be maintained in the offices of the school. Each insurance policy will contain a clause that requires that the NYSED will receive notice within 10 days if there are any material changes, non-renewal, or termination of any policy. At a minimum, the school's policy will include:

General Liability – $**1,000,000.00** per occurrence and $**2,000,000.00** aggregate
Educators Legal Liability –**1,000,000.00** per occurrence and $**3,000,000.00** aggregate.
Directors & Officers Liability –$**1,000,000.00** in coverage.
Student Accident & Medical Expense – $**1,000,000.00** in coverage.
Property Coverage - $**250,000.00** (Including but not limited to school furnishing, equipment and Workers' Compensation).
Automobile- Hired and non-owned liability- $1,000,000.00 in coverage.

We've received three quotes from the following insurance vendors: Avanti Associates LTD, Levitt First Associates, Markel Corporation. A final decision will be made upon the granting of this charter. We budgeted $25,000 with a 20% increase per annum.

H. Health, Food and Transportation Services

Health

Pursuant to §2853(4)(a) and §912 of the Education Law, GACS will contract for a part-time nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation (CPR). Public Health Law §2164 states that all students must have a certificate of immunization at the time of registration, or by the end of the designated time frame during the enrollment period. The only exceptions are for medical reasons, supported by documentation from a doctor, or religious beliefs. 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); Varicella (1 dose). The nurse will be responsible for the keeping of all records, including immunization records, emergency contacts for parents and guardians, documentation of visits, student health files, medication records and disbursements. All records will be kept in a locked file, accessible only by the nurse and designated staff members. If a student is required to take medication during school hours the nurse will administer it. Prior to the disbursement of any medication, a letter must be received from a doctor, and the parent must sign an authorization form. GACS will maintain on-site automated external defibrillators (AED) as required by §917 of the Education Law. GACS will ensure

ready and appropriate access for use of AED during emergencies and shall ensure that a staff member is trained in the operation and use of AED.

Food

GACS is committed to providing well-balanced meals that contribute to the health and well-being of our students. We believe nutrition influences a student's development, lifelong health, and potential for learning. The meal program provides lunch and breakfast for all of the grades that we serve and is managed in accordance with the USDA National School Lunch and Breakfast Program (NSLBP), and other policies established by the OCS administration, the Department of Health. GACS will participate in the Federal free- and reduced-price breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. As such, GACS will adhere to all applicable requirements. GACS will contract with a food service provider such as Revolution Foods or Red Rabbit for its breakfast, lunch and snacks. When determining a food service provider we will consider cost, menu options, nutrition, logistics and capacity. The current facilities that we are considering do not offer a kitchen for cooking and thus we will need all food prepared in advance and brought into the school. Both Revolution Foods and Red Rabbit come highly recommended by other charter school principals in New York and fit in with our anticipated facility constraints. During the school year, we will offer a grab-and-go style breakfast every morning to be eaten in the classroom. The lunch will be a hot lunch served either in the classroom or in a cafeteria based on our final facility decision. All meals will be based on the federal School Breakfast program and National School Lunch Program nutritional guidelines. The school will estimate meal participation and bill families in advance for full paying or reduced lunch eligible students, however, we will not turn students away because their family hasn't paid and we have included additional funds in our budget in the event this happens. Participation in the meal program is optional for families.

Transportation

For the purpose of regular transportation between home and school under Education Law §3635, charter schools are considered nonpublic schools, which means that non-disabled students and students with disabilities attending GACS who reside within a 15-mile radius of the GACS will receive transportation from their school district of residence on the same basis as nonpublic school students. In addition, the school district of residence is responsible to provide special transportation to a student with a disability attending a charter school, whenever special transportation is included on the student's IEP and the charter school requests that the school district provide such special transportation. GACS students will receive transportation for which they are eligible including students in temporary housing, students with disabilities and students whose IEPs or 504 plan require provision for transportation under Section 2853(4)(b) and 3635 of the Education Law and GACS will contract with MVCSD to provide such services. For students that are not eligible for transportation based on the above requirements, we will not provide transportation. We anticipate nearly all of our students will reside in Mount Vernon, which is only four square miles. The facilities being considered are centrally located in the city and are on streets with major bus routes. We anticipate that most students will live within a two-mile radius of the school and thus they will either walk, get driven by family or take public transportation. We will contract with Bee-Line, the Westchester County bus system, to offer student Metrocards to families.

I. Family and Community Involvement

The vision of GACS is one that holds families as a partner in the success of the school. Feedback from families and community members was received throughout the public outreach process and adjustments were made to the program design as a result of this feedback (see Table 2a for specific feedback and actions taken). Once students are enrolled, all families will attend a Family Orientation meeting where families will be introduced to the expectations and supports of the school and also complete a Family Engagement Survey to learn about families' funds of knowledge.

Family Leadership Council (FLC): Based on feedback during information sessions, we decided to incorporate an FLC into our school design. The FLC will be supported by the school Social Worker and will be comprised of staff and family members. The FLC will plan opportunities for families to be involved in the school through events such as Back to School night, Book Club, and Family Game Night. The FLC will also organize advocacy events that could involve taking a trip to Albany to lobby for our students or other students like ours. One family member of the FLC will be an ex-officio board member. The goal of the FLC is to provide families an opportunity to connect with the school community and to take a leadership role in the life of the school.

Family Engagement Plan: After receiving the Family Engagement Surveys, the FLC will be tasked with developing the Family Engagement Plan based on the research conducted by Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez.[52] They found that when teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap students' prior knowledge. Information that teachers learn about their students in this process is considered the family's funds of knowledge. For GACS, we intend to use the funds of knowledge to create a school-wide engagement plan that will promote diversity and inclusion and will have an impact on the implementation of the school design.

Communication: In addition to playing a role on the FLC, GACS provides multiple opportunities for families to be informed about their child's progress throughout the year. Each week, students will be sent home with an updated Progress Report and LIFE Points Report to show how the student did that week. These documents are signed and returned the following Monday. Any student that doesn't return either report gets an automatic phone call home to their family to ensure they received a copy. Electronic versions of these reports will also be available and can be emailed to families as needed. At no point in time, should families be unaware of their student's progress both academically and socially. Hosted by the FLC, each year families will have the opportunity to attend Back to School Night where families get the opportunity to meet their students' teachers, receive the syllabus and grading expectations for the year and get a glimpse of how a GACS classroom runs. After Trimester 1 and Trimester 2, families are invited to attend Report Card Conferences, where families receive their students' report cards, meet with teachers and action plan next steps to further growth. They may also meet with the Social Worker, LIFE Coach, or any member of the Leadership Team. Families will be required to pick up their child's report card in order to ensure they have received it and have the opportunity to

[52] Moll, L., Amanti, C., Neff, D. and Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory Into Practice, XXXI, 2, 132-141.

ask any questions they might have. In addition to the formal structures named above, GACS expects teachers to communicate with families through phone or email regularly about homework quality, missing assignments, positive gains and general performance. Our goal is that families always feel informed and supported in their pursuit of educational excellence for their student. Two times per year, we will distribute Family Feedback surveys to provide insight about family satisfaction with the school in a variety of ways. We will use this feedback to reflect on our staff, systems, and practices and results will be provided to the Board to continuously evaluate and improve the school.

Community: Along with family involvement the majority of respondents to our Community Input Survey strongly agreed that a community service component was beneficial to the school model, solidifying our decision to make *Commitment to Contribution* a Key Design Element. As such, we decided to incorporate this piece of the model into a course called Contribution. Through this course, students will partake in several community service initiatives throughout the city and GACS intends to partner with various community organizations. Some potential partners are Family Ties of Westchester, WestHab, Community Associates Soup Kitchen, Our Lady of Victory Food Pantry, and Mount Vernon Boys and Girls Club. We already have a letter of support from the Executive Director of Community Associates and have begun sharing ideas with the other organizations (see **Attachment 2b**). As we continue our outreach, we are actively seeking partnerships that can connect our Contribution course and our students to the Mount Vernon community.

J. Financial Management

The treasurer developed Granville Academy Charter School's financial planning with assistance from the lead applicant. The lead applicant has significant experience in the charter school sector and the treasurer has experience working on and creating multi-year budgets and cash flow statements. The budget and cash flow scenarios will be revised prior to the opening of the school if the application is approved. This will be a collaborated effort between the principal, treasurer, Operations Manager (OM) and other members of the board. If necessary, the board will reach out to consultants within the charter school sector as well as working with Charter Business School Management. The board will have final approval of any revisions. The budget creation process for the next fiscal period will take place in the preceding spring. The Principal, Treasurer, OM and other members of the board will create a working draft to submit to the finance committee. The finance committee will review and make any revisions to send to the entire board by May 31st. The board will review monthly, quarterly and year to date statements throughout the fiscal year. This will include a budget-to-actual analysis in order to determine if there should be quarterly forecast updates. If the net income is swinging in a 10% increase or decrease from the budget, there will be a review of the needs of the budget. This will go to the finance committee for review and approval. There will also be a push to make sure GACS remains liquid at all times. Each quarter, Granville Academy will use both the current and quick ratio (as well as overall cash flow analysis). At this point, Granville Academy will forecast out cash flow for the remainder of the school year. Another tool will be the debt to asset ratio to evaluate the school's ability to repay any long-term obligations or future costs like compensation and rent for facility based on the school's resources. This will also be done on a quarterly basis. If the net income continues to be 10% below projected net income for three months, GACS will evaluate strategies to combat the difference. Headcount reduction is biggest lever that can be used. There will be an overall evaluation on staff additions as well as increases. Granville Academy will develop and adopt strong policies for financial management with the support of

Charter Business School Management. The policies will be reviewed and res-signed annually. Additionally, the school will develop appropriate policies for tracking enrollment and attendance eligibility, eligibility for free- and reduced- priced lunch, special education services and services for other special populations. Accurate record keeping is essential to upholding our policies and maintaining our budget. The board will ultimately approve all processes for financial management and enrollment tracking.

Fiscal Audits: Fiscal audits will be performed by the bookkeeper who will also be a certified public accountant. The treasurer of the board will oversee it. The bookkeeper will report all findings to the board for approval. The audit will meet all applicable federal and state auditing requirements for New York charter schools, and will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. Granville Academy's first audit will include all financial activity during the pre-operating period and the first complete fiscal year, July 1, 2018 through June 30, 2019. Further audits will be for the standard fiscal year that runs from July 1 through June 30. Upon completion of the audit, the board will review the report with creation of the management letter. The bookkeeper will present it to the board. Any significant issues will be flagged with an action plan within the final report sent to the necessary parties.

K. Budget and Cash Flow

The pre-operating budget and the first five years of the Granville Academy Charter School's budget and cash flow show fiscal soundness. Granville Academy Charter School will also adhere to all generally accepted account principles for charter schools in Westchester. It reflects the sustainability both in the short and long term. The net income is positive every year, including the pre-operating term. The school will be maintained primarily on public dollars throughout its existence.

Revenue

Pre-Opening: The pre-operating budget operates off of the assumption of receiving the $550k CSP grant, using $325k of the awarded grant in the pre-operating period, leaving the remaining $225k to be used over the following year. To remain conservative, we have not included fundraising dollars in the budget, but there will be two fundraising activities; one in January that will be used to finance the staff positions and any immediate expenses in the event CSP money is not received immediately, and the other in April. We'll leverage the relationships currently held by the board members to vet companies willing to do pro bono charity work. GACS will also leverage the board members to bring in potential donors for the fundraising. As recommended in a public outreach meeting, we will leverage the UPenn network of Ms. Woods as the Westchester Alumni Association is currently looking to make charitable contributions.

Five-Year: The five-year budget operates largely off of the number of scholars attending the school. The first year there will be 95 6th grade scholars with the school adding one grade level each year until the third year, taking into account a 5% attrition rate. During this time, the majority of the revenue is coming from the per-pupil revenue. A rate of $17,794 was used based on the 2017-18 Mount Vernon School District amount with the assumption it will stay flat over the five-year period. There's additional revenue coming in for SPED scholars. We are using the assumption that the SPED enrollment will range from 21.4% to 21.9% of the total enrollment. GACS assumes that 100% of the SPED students are between 20-59% with a per pupil rate of $10,390. There's also an assumed retention rate from the prior period of 89.9%. There will also

be funding from the IDEA Special Needs program, which is a per pupil rate of $989 and the same assumptions for Title I. Revenue will also come from the school food service and Title II funding. Granville Academy is expecting 70% of scholars to sign up. The revenue is based on 190 school days. Title II funding is based on Mount Vernon charter school trends. The school will use the remaining $225k of the CSP grant in Year 1. There will also be revenue coming in from the Text Book program. The E-Rate Reimbursement revenue assumes 10% discount of voice services in Year 1, 90% of internet and 85% discount of $150 per student per year. The Text Book revenue is a state aid provided for textbooks and software under NYS textbook law. The rates in the budget is based on older assumptions. Granville Academy will consider applying for a line of credit in the event CSP funds are delayed or in the event there is an obstacle with MVCSD.

Pre-Opening Expenses

Approximately $146k of the total expenses will be allocated towards direct costs. The Principal will work full time starting December before the school is open, with the Director of Curriculum and Instruction coming on in January part time, becoming full time two months before the opening of the school. There will also be an Operations Manager working part time starting in January, becoming full time three months before school opening. Lastly, there will be an Ops Associate starting in April. Their responsibility is to properly manage the opening of the school (See **Section 3L** for specific responsibilities). There will be Contracted Services to cover initial statements, handbooks, contracts and school policies; all documents necessary for early setup. There will also be office, school operations and marketing expenses for staff and student recruitment. Some of these costs include board retreat expenses, cellphone and laptop for the administrative staff and curriculum items. There will be a need for space rental for the team to operate pre-opening of the school. It will also allow a place for any applications or documents from the state to be sent. There will also be facility expenses for rent and repair three months before the opening of the school. This will amount to $24k in additional rent and $40k in repairs.

Five-Year Expenses

Personnel: Personnel Service Costs is a major driver behind the expenses. The Year 1 Administrative Staff is made up of the Principal, a Director of Curriculum and Instruction, an Operations Manager, a LIFE Coach and an Office Associate. Year 2 through 5 a SPED Coordinator is added. Year 3 through 5 a second Director of Curriculum and Instruction is added. Regarding the instructional staff, there are six classroom teachers, two special education teachers, a part time ELL teacher, and a social worker. Four Elective teachers will be paid an hourly rate of $35/hr in Year 1. We have budget for $65,000 per general and special education teacher based on a 10% increase from the starting salary of educators in Westchester. We have also planned for a 3% raise for staff each year. Granville Academy will add six classroom teachers, one special education teacher, and one ELL teacher in Year 2 to account for the additional scholars. Six classroom teachers and one SPED teacher are added in Year 3. Non-instructional personnel include a custodian and technology associate. All full-time employees can participate in a 5% match on their retirement plan, which will be a 403(b) plan. GACS is assuming a 50% participation rate. There will also be health coverage in addition to Social Security, Medicare and state unemployment. We will annually review our benefits package to ensure we are remaining competitive and able to recruit exemplary talent.

Contracted Service: Another driver of expenses is contracted services. Operationally, Granville Academy will contract an accountant that will also assist with any audits. Legal support with in-kind knowledge of the educational industry will be placed on retainer. Paychex is one of the

payroll services considered for contracting purposes. The school will also contract a private service for food service. It assumes food vendor bill will be fully reimbursed from USDOE. There will also be outsourcing for an RN, OT/PT for SPED students and other consulting items like a bookkeeper, professional development and IT.

Operations: Other operating expenses range from standard school expenses to more intricate items. GACS will use Wilson and other intervention programs for SPED students. There will be specific items for Math (IXL, Do the Math), ELA (Read 180, Winward Teacher Institute, etc), Science (Discovery) and History (Harcourt). GradeCam and some self-designed interims will be used for student testing. Technology is a major expense as well since GACS plans to bridge technology and education. A complete infrastructure will be built around this premise. Year 1 cost is $61,100, which also includes a chrome book for each student. This number increases every year with the increase in installment. We've dedicated $18,000 in Year and $42,000 by Year 3 to staff development and recruiting as the school design relies on exemplary talent. We've budgeted for $96,000 is rent based on a draft lease with a 100% increase in Year 2 due to using both floors and a 5% increase for Year over Year increases. There's a dissolution contingency reserve budgeted for Year 1 through 3. Lastly, there's depreciation office expenses (5 years), computers (3 years), furniture (7 years) and leasehold improvements (10 years).

L. Pre-Opening Plan

Action	Start Date	Completion Date	Responsibility
STUDENT AFFAIRS			
Plan recruitment outreach program including creation of recruitment documents	8/17	10/17	Principal, Board and volunteers
Establish recruitment team	8/17	9/17	Principal, Board and volunteers
Develop all marketing materials and student recruitment materials	9/17	10/17	Board
Assure all marketing and recruitment materials translated to Spanish and Portuguese	9/17		Board and volunteers
Organize community information sessions by securing location and publicizing sessions	10/17	3/18	Principal, Board and volunteers
Design and translate student enrollment form	10/17	10/17	Principal
Begin efforts to publicize the new school and recruit students with support from Community Based Organizations	11/17	4/18	Principal, Board and volunteers
Direct mail applications and information to parents who signed the charter application petition	11/17	12/17	Board
Make enrollment form available to community and post on website	11/17	3/18	Principal
Create tracking systems for applications and create systems for receiving documents	11/17	11/17	Principal and Board

Finalize the school year calendar	12/17	12/17	Principal
Application Period	12/17	4/1/18	
Identify and secure lottery location	3/18	3/18	Principal
Identify third party witness	3/18	3/18	Principal
Post lottery date on website and publicize around the community	3/18	3/18	Principal
Conduct Lottery	4/18		Principal and Board
Establish waitlist	4/18		Principal
Mail admission and waitlist letters	4/18	4/18	Principal
Prepare Family Orientation materials	4/18		Principal
Notify all families of Family Orientation	4/18	5/18	Principal
Confirm acceptances- home visits	5/18	9/18	Principal
Ensure all IEP and student records of incoming students are obtained	5/18	8/18	Principal and DCI
Student registrations process: Collect all documents, health forms, registration forms, and lunch forms. Process for maintaining documents also put into place. Establish one locked file for student records and another for health files	5/18	8/18	Principal
Host Family Orientation meetings	5/18	8/18	Principal and DCI
INSTRUCTION			
Finalize daily schedule, discipline policy and school calendar	11/17		Principal
Develop relationship with CSE	11/17		Principal
Finalize instructional calendar including grading and assessment cycles	12/17		Principal
Create end of year assessments	12/17	4/18	Principal
Create scope and sequences for core classes	12/17	4/18	Principal
Create curriculum map for core classes	12/17	4/18	Principal
Review CCLS and national standards	12/17	4/18	Principal
Create organizational system for curriculum documents	12/17		Principal
Conclude research of commercial programs	2/18		Principal and DCI
Negotiate agreements with final curriculum providers	2/18		Principal
Identify Electives resources in community	4/18	6/18	Principal
Create resource library for teachers	4/18	8/18	Principal and DCI
Collect all admitted students' IEPs	4/18	8/18	Principal and DCI
Finalize Student and Family Handbook	4/18	5/18	Principal
Order all necessary instructional supplies, books, equipment, assessments	5/18	7/18	Principal and OM
Collaborate with CSE on IEP review schedule	5/18	8/18	Principal

Develop RTI protocols	5/18	6/18	Principal
Define service requirements for all SPED students	5/18	8/18	Principal
Conduct home language survey	5/18	8/18	Principal and DCI
Secure legal review of handbook	5/18		Principal and Board
Board approval of handbook	5/18		Board
Print and distribute final copies of handbook at Family Orientation meetings	5/18	8/18	Principal
Begin planning for summer orientation	6/18	7/18	Principal
Create annual PD plan	6/18		Principal
Identify Summer Orientation topics and plan Orientation schedule	6/18		Principal
Develop Summer Orientation materials	6/18	7/18	Principal and DCI
Develop grading policies	6/18	6/18	Principal
Develop referral process	6/18	7/18	Principal and DCI
Write first unit of ELA lesson plans	7/18	8/18	DCI
Create scope and sequence and first month of lessons for Contribution course.	7/18	8/18	Principal, LIFE Coach
Set up classroom and other instructional space	7/18	8/18	Principal and OM
Administer baseline assessments to new students	8/18		Principal and DCI
Summer Orientation: Provide faculty training on curriculum, school culture, data analysis and other topics	8/18		Leadership Team
Make student class assignments	8/18		Principal and DCI
Administer LAB-R	8/18		DCI
ACADEMIC PROGRAM AND SCHOOL ADMINISTRATION			
Finalize organizational chart and job descriptions	11/17		Principal
Establish hiring rubric based on job descriptions and skills required for student and community needs	11/17		Principal
Create job posting advertisements and plan	11/17		Principal
Attend Hiring Fairs	11/17	7/18	Principal
Receive resumes and begin interviews for staff positions	12/17	6/18	Principal
Maintain database for tracking candidates	12/18	ongoing	Principal
Establish personnel manual and school policies	1/18		Principal
Secure legal review of personnel manual	1/18		Board
Board approval of personnel manual	1/18		Board
Negotiate and sign agreements for contracted	1/18	6/18	Principal

services			
Staff members fingerprinted	3/18	7/18	Principal
Finalize policies and procedures for evaluation of staff	3/18		Principal
Establish fringe benefits for school employees including health insurance etc.	5/18	7/18	Principal
Distribute personnel manual to staff	7/18	8/18	Principal
FACILITIES			
Finalize facility	7/17	11/17	Principal and Board
Complete lease negotiation	12/17	1/18	Principal and Board
Secure Certificate of Occupancy	1/18		Principal and Board
Create comprehensive facilities purchasing list and purchase	12/17	5/18	Principal
Determine improvements that need to be made to facility	1/18	2/18	Principal and Board
Carry out improvements	At start of lease	8/18	Principal and OM
Obtain property insurance required by lease	4/18	4/18	Principal and Board
Assure proper technology, including phones, copy machines, facsimile machines, and internet service are in place	5/18	7/18	Principal and OM
Facilities equipment including classroom and office equipment purchased	5/18	7/18	Principal and OM
Pass final inspection and receive occupancy certificate	5/18	5/18	Principal and Board
Secure janitorial services	6/18	6/18	Principal
FINANCE			
Adopt annual budget	11/17		Board
Finalize the fiscal controls and policies that the school will employ to track daily operational finances	11/17		Principal and Board
Contract with vendor to handle accounting and fiscal duties	11/17		Principal
Establish chart of accounts	11/17		Principal and Board
Establish bank accounts	11/17		Principal
Identify who signs and writes checks and finalize signature policies	11/17		Principal
Set up annual audit schedule with a CPA	11/17		Principal and Board
Establish payroll system	11/17		Principal and Board
Establish 403(b) accounts	11/17		Principal and Board

Provide evidence of accounting system in internal controls and fiscal policies	11/17		Principal and Board
Design process forms (purchase orders, expense forms) and policy	11/17		Principal
OPERATIONS			
Set up non-profit mailing status with Post Office	11/17		Principal
Issue RFP for technology support	11/17		Principal and Board
Finalize plans for purchasing technology	1/18		Principal
Establish all necessary insurance	3/18	7/18	Principal and Board
Establish system to report enrollment of students to school districts	3/18		Principal and OM
Establish system for recording attendance, discipline, assessments and academics	3/18	4/18	Principal and OM
Develop policy for non-compliance by parents	3/18		Principal
Contract student uniforms	4/18		Principal
Arrange for food service	4/18	8/18	Principal and OM
Arrange for nurse and maintenance of all health records	4/18	8/18	Principal and OM
Order teacher materials, furniture and other necessary items.	4/18	8/18	Principal and OM
Define procedure for visitors entering the building	4/18		Principal
Select internet service provider and set up internet	4/18		Principal
Purchase technology for students and teachers	4/18		Principal
Identify free/reduced lunch students	5/18		Principal
Select vendor and contract services	5/18		Principal
Complete FRPL forms	5/18		Principal
Acquire medical forms	5/18		Principal
Set up phone system and answering service	5/18		Principal
Establish fire drill procedures	6/18	8/18	Principal and OM
Establish lock down procedures	6/18	8/18	Principal and OM
Create system for securing and distributing MetroCards to students	6/18	8/18	Principal and OM
Undergo fire and building inspection	6/18		Principal
Develop fire drill policy, schedule, route and school safety plan	6/18		Principal
GOVERNANCE			
Set annual board meeting calendar. Follow postings for New York Open Meeting Law	11/17		Board
Recruit and nominate additional members	11/17	ongoing	Board
Define role of Board members	11/17		Board
Arrange Board liability	11/17		Board
Plan to move from Founding Board to Governing Authority	11/17		Principal and Board

Develop and file articles of incorporation	11/17		Principal and Board
Apply for tax-exemption, 501c3	11/17		Principal and Board
Adopt by-laws	11/17		Board
Create Code of Ethics for BoT. Adopt as policy	11/17		Board
Create Board member handbook. Adopt as policy	11/17		Board
Develop accountability systems for board meetings and tasks	11/17		Principal and Board Chair
Create job description for Principal	11/17		Board
Establish Principal evaluation process	11/17		Board
Hire Principal	11/17		Board
Negotiate and sign charter agreement upon granting of charter	11/17		Principal and Board
Develop fundraising strategy	11/17		Principal and Board
Write and submit proposals to governmental fund sources	11/17	12/17	Principal and Board
Write and submit proposals to private fund sources	11/17	12/17	Principal and Board
Plan fundraising events to secure donations	11/7	12/17	Principal and Board
Host Board retreat	12/17		Board
Establish annual school goals	12/17		Principal and Board
Host fundraising events to secure donations	1/17	4/17	Principal and Board
COMMUNITY RELATIONS			
Create newsletter mailing list	7/17	ongoing	Principal
Meet with local politicians	7/17	2/18	Principal
Meet with community leaders	7/17	2/18	Principal
Pitch stories to local media	7/17	ongoing	Principal and Board
Meet with MVCDS Superintendent	9/17		Principal
Form partnerships with CBOs for Contribution	11/17		Principal

M. Dissolution Plan

In the event of dissolution of GACS Charter School, the board will work with the administrative staff to follow a dissolution process in accordance with Education Law Section 2851(2)(t). The process will include notification to parents of students enrolled as well as a list of students attending GACS sent to the Mount Vernon City School District. The records of the students will be sent to this school district upon notification to the parents. Any debts pursuant to Section 220 of the Education Law should be satisfied. Unrestricted assets, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, will be transferred to another charter school within the district or directly to MVCSD. GACS has earmarked $75,000 within the budget to fund an escrow account to be used in case of dissolution. The funds will only be used to meet legal and audit expenses associated with dissolution and other outstanding debts.

Admissions Policy and Procedures

As a tuition free public charter school, GACS will not discriminate against any student on the basis of intellectual ability, performance on standardized tests, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. GACS welcomes applications from all students who are eligible under the laws of New York State to attend public school in New York. In compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and article 2854(2) of the New York Education Law, governing admission to a charter school, GACS will admit 100 sixth graders in its first year of operation. In each subsequent academic year, we will admit 100 new sixth grade students and admit seventh and eight grade students based on the number of seats available.

Application Process: Upon charter approval, an application form will be available on our website and social media channels, in programs across the city and via mail for interested families. The application form will be designed to only get information required to determine eligibility for the school. The application form will be translated into Spanish, Portuguese and any other language where the need arises. The deadline for applications will be April 1st of each academic year. Applications can be received by a variety of methods including hand delivery, online completion, and mail/email dispatch. Families will be notified of received applications no later than a week after the deadline.

Enrollment: Enrollment will be done through an application process; if there are more applicants than the allotted spaces, a public lottery will be held. Enrolled students are guaranteed spots in future years in all grades offered. Every spring, we will gather information about our students' plans to re-enroll in order to allow for proper recruitment for any empty seats.

Lottery: if the number of timely submitted applications of eligible students for admission to GACS exceeds the capacity of the school, we will select students for admission from among such applicants by a random selection process (lottery) within 10 days of April 1, 2018. In alignment with the Open Meeting Law, we will provide public notice of the date, time and place of the lottery with at least two weeks notice and will inform the public using all outreach methods used for recruitment. The person(s) conducting the selection of lottery applicants or acting as an impartial observer will not be a board member, employee, parent, person in parental relationship, grandparent, sibling, aunt, uncle or first cousin of any applicant to the school or of any pupil enrolled in the school. The lottery will be held in a space that is open and accessible to the public and capable of accommodating the reasonably anticipated number of attendees. GACS will document the lottery process, and make such records available to the department upon request. Enrollment preferences will be given to the following groups of students returning to the charter school in the second or any subsequent year of operation residing in the Mount Vernon City School District, siblings of pupils already enrolled in the school, at-risk of academic failure, with disabilities and students eligible for free or reduced priced lunch, and English language learners. All families of students accepted will receive a phone call and formal notification by mail of their acceptance, which will indicate required next steps for accepted families to enroll their students.

Waiting List: Students who do not get a seat after the lottery will be placed on a waiting list in the order that they were drawn. If there is a vacancy, the family of students first on the waiting

list will be called and offered a seat at the school. Students who wish to apply toGACS after the lottery will be placed on the waiting list based on the their application date. In the case of any empty seats due to attrition, transfer or location moves, we will backfill any vacant seats in sixth through eighth grade through the entire school year.

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
05/08/15	Mt Vernon City Elected officials	Private Meeting	City Hall	Curriculum needs to meet the new demands of common core because the school district isn't making the adjustments quickly enough	In addition to a rigorous self-designed core ELA curriculum, we also scheduled for 30 minutes and 60 minutes of math and ELA technology intervention that is common core aligned	1
05/15/15	Mt. Vernon Residents	Soliciting informal input	Target Department Store	Start in elementary; make the school safe	We will not be starting in elementary school due to the dramatic drop in performance of Mount Vernon's middle schools; Student culture	30

					is a critical component of the GACS model. Having a strong student culture is the bedrock for academic excellence, thus no changes to the proposal needed to be made.	
05/18/15	Mt. Vernon Residents	Survey	Online	Direct quote: "It is highly important that emotional needs are met in this population. Many kids who deserve the best education in our community have experienced mild to severe trauma. Whether it is in the home or school	Build character education time into the school day. On Wednesdays scholars will participate in a character ed class where they will discuss topics like bullying; Add an additional LIFE Coach into the staffing model once full	1

				(bullying)."	grown to ensure the appropriate supports are in place for students that struggle with meeting behavioral expectations, often due to the factors outlined in the feedback.	
05/30/15	Mt Vernon Residents	Information Session	First Presbyterian Church of Mount Vernon	Enrichment should include a foreign language; Half day could be difficult for parents	Enrichment program will actively seek a Spanish teacher; Create a late dismissal room for half days, monitored by LIFE Coach for students that can't be picked up early	6
07/12/15	Residents and Parents	Meet and Greet after Worship	Macedonia Baptist Church	Concern about taking resources from the city schools that are failing; wanted to	Plan to coordinate with the district for professional development;	≈100

				ensure students were being prepared for the state tests; requested additional tutoring supports if a child is struggling	rigorous curriculum planned; included the last hour of the day to be scheduled tutoring	
06/15/15	Residents and Parents	Information Session	Doles Community Center	Parents wanted to ensure the school offered opportunities for family involvement	Planned for a Family Leadership Council in addition to weekly schedule communication home to families	7
08/18/15	Parents	Information Session	First Presbyterian Church of Mount Vernon	Continued feedback about parent involvement	Shared idea of Family Leadership Council, which was well received	5
10/6/15	Parents	Information Session	Doles Community Center	Location needs to be accessible by students on the south side of	When determining possible locations, we have reviewed public	6

				Mount Vernon	transportation routes to ensure the decided location can be accessed by public transportation	
05/17/16	Parents	Information Session	Doles Community Center	After watching a video of sample instruction, a parent was concerned that it was moving too quickly and struggling students would get lost.	In addition to the ICT classroom where instruction would not move as quickly, a formal RTI program was built into the model. This did not exist in the original model as it is not being practiced regularly at the schools the model was built on.	11
10/04/16	Mt. Vernon City Elected Official	Private Meeting	Community Associates Soup	Supports the venture and is excited about	Within the Contribution course, start	1

			Kitchen	the contribution component	the scope and sequence with the needs of the community including a look at the Community Associates Soup Kitchen. Potentially will try to organize a trip to the soup kitchen for community service.	
07/06/17	City Council Candidate	Private Meeting	Residential home	Believes a charter middle school would make a positive impact on the city. Eager to support in any way possible. Wanted to know about the fiscal impact on MVCSD and was please with the minimal impact based on our number	Attended City Council Meeting on 08/09	1

				of students. Also recommended we attend City Council meetings to learn more about the inner workings of the city.		
07/16/17	Mount Vernon Clergy	Private Meeting	First Presbyterian Church of Mt. Vernon	Excited that someone wants to bring a new middle school to Mount Vernon because she is very concerned about the current state of the schools. Wants to see the contribution piece in action because many people say that but don't follow through.	Incorporated Contribution Days into the school calendar to ensure that these opportunities happen for students	1
07/31/17	Newspaper Editor	Private meeting	Phone	Fully supports the venture as the middle	We will have a family newsletter,	1

				schools in Mount Vernon are in great need of something different. Believes the newspaper should be used to spread positive news in the community and would like us to send opportunities for writing positive articles to him.	which will be adjusted for placement in the newspaper.	
08/01/17	Community members and families	Community Event	Levister Towers Courtyard	People were excited to hear about a new school coming to Mount Vernon and that there was a contribution aspect. People asked about requirements to attend and signing up	No additions were made as everyone we spoke to was enthusiastic about the GACS model that was presented.	≈80

				their child.		
08/03/17	Community Based Organization	Private Meeting	Student Advocacy Office	Can't formally support a school but is eager to be a resource in supporting students with disabilities. Gave a lot of information on alternatives to suspension and interventions for struggling students.	Added Positive Behavior Interventions and Supports into the framework for student culture.	1
08/06/17	Community members and elected officials	Meet and Greet	First Presbyterian Church	A city council member thought this was a good time to introduce a new school given the restructuring that is happening in the school district. A parishioner	We didn't make any new changes but the concern over resources is part of the reason for keeping the school small. We also decided not to make the school 6 – 12 because we	≈45

				was concerned that a charter school would be taking resources from the district.	want to support the city schools by sending a strong cohort of students into high school on grade level, on the path to high school graduation and college.	
08/07/17	Community based organization	Private Meeting	First Presbyterian Church	Had a lot of thoughts about fundraising and forming allies within the city	We added using proposed Principal's UPenn alumni network into the fundraising plan. Also will be setting up meetings with site coordinators in two if the elementary schools once the school year starts.	1
Other questions/concerns that were received were already addressed in the proposal, further supporting the need for a school program like GACS's						

Add more rows and/or rotate page if necessary

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

Dear Ms. Woods:

I am excited that Granville Academy Charter School (GACS) has requested my support of GACS in its application to open a new charter school in Mount Vernon, New York. I commend GACS' desire to serve New York's most underserved students, and support the proven model to serve additional students in need of excellent educational alternatives.

I am aware of the process to provide specific feedback on the proposal and I support Granville Academy Charter School, and expect to continue to support GACS over the next five years if it establishes and maintains a high quality program for Mount Vernon's underserved students.

If GACS is awarded a charter in Mount Vernon, this letter indicates the endorsement of Granville Academy Charter Schools' proposal and my desire to work with them to meet the needs of its students.

I look forward to working with Granville Academy Charter School on our critical effort to improve the education experience for public school students in Mount Vernon.

Sincerely,

Roberta L. Apuzzo

Roberta L. Apuzzo
Executive Director, Community Service Associates
President, Mount Vernon City Council

MAYOR
MOUNT VERNON, NY
2017 AUG 17 P 7:04

RICHARD THOMAS
MAYOR

August 17, 2017

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

Dear Ms. Woods:

As the Mayor of Mount Vernon, the education of our students is of top concern. Although I would like to see more of a focus on lower grades, I am aware that our middle school students are not performing competitively with surrounding districts in Westchester and New York State. Therefore, it is important that I support this effort and I am eager to see the impact that a school like Granville Academy can have on our students and our city. Advancements in technology and an increase in the competition of schools should result in a decrease in the cost of education while improving quality instruction. The hope is we can reduce the tax burden and increase parental choice in schools. Additionally, I am especially pleased to know that the school is planning to share all of its resources with the rest of the city, as I believe collaboration and teamwork will be the key to success for Mount Vernon.

As a board member with Amani Public Charter School, I've become familiar with the No Excuses school model and I've seen the positive growth that can be achieved as a result of successful implementation. It's also exciting to see that your mission promotes high school and college achievement along with contribution. As a person that was involved in community service throughout my schooling, I'm aware of the great benefits it can afford the city and the children. I am happy to support Granville Academy Charter School in any way that I can. When Granville Academy is awarded a charter in Mount Vernon, this letter indicates the endorsement of the school's proposal. I look forward to working with Granville Academy in the future.

Sincerely,

Richard Thomas
Mayor, City of Mount Vernon

CITY OF MOUNT VERNON, NEW YORK ◊ OFFICE OF THE MAYOR ◊ CITY HALL – ROOSEVELT SQUARE
◊ MOUNT VERNON, NEW YORK 10550 ◊ (914) 665-2300 ◊ WWW.CMVNY.COM

"The City of Hope"

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

August 15, 2017

Dear Ms. Woods:

I am pleased to share my support with Granville Academy Charter School. The education our city offers to our children and families is of the utmost importance and I'm excited to see a school like Granville Academy come to our city. I believe the design as it is with a longer school day and high expectations are sure to help students grow academically and socially. I also appreciate that part of your mission is to teach students the importance of contributing to their community and I'm excited to see all that your students accomplish.

When GACS is awarded a charter in Mount Vernon, this letter indicates the endorsement of Granville Academy Charter Schools' proposal. I look forward to working with Granville Academy in the future.

Sincerely,

Maureen Walker, CPA
Comptroller
City of Mount Vernon

Westchester gov.com

Robert P. Astorino
County Executive

August 17, 2017

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

Dear Ms. Woods:

I commend and support Granville Academy Charter School's (GACS) desire to serve underserved students in the city of Mount Vernon. And upon your authorization, I look forward to working with GACS as a future pillar of the Mount Vernon community, one that delivers educational experiences that build the minds and character of our young people.

Sincerely,

Robert P. Astorino

Robert P. Astorino
Westchester County Executive

Office of the County Executive

Michaelian Office Building
White Plains, New York 10601 Telephone: (914) 995-2900 E-mail: ce@westchestergov.com

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

Dear Ms. Woods:

I am excited that Granville Academy Charter School (GACS) has requested my support of its application to the State University of New York Charter Schools Institute to open a new charter school in Mount Vernon, New York. I commend GACS' desire to serve New York's underserved students, and support the model to serve additional students in need of excellent educational alternatives.

I am aware of the process to provide specific feedback on the proposal and I support Granville Academy Charter School, and expect to continue to support GACS as it establishes and maintains a high quality program for Mount Vernon's underserved students.

If GACS is awarded a charter in Mount Vernon, this letter indicates the endorsement of Granville Academy Charter Schools' proposal.

I believe Granville Academy Charter School can improve the education experience for public school students in Mount Vernon.

Sincerely,

Ben Gordon

Debra Stern
[redacted]

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

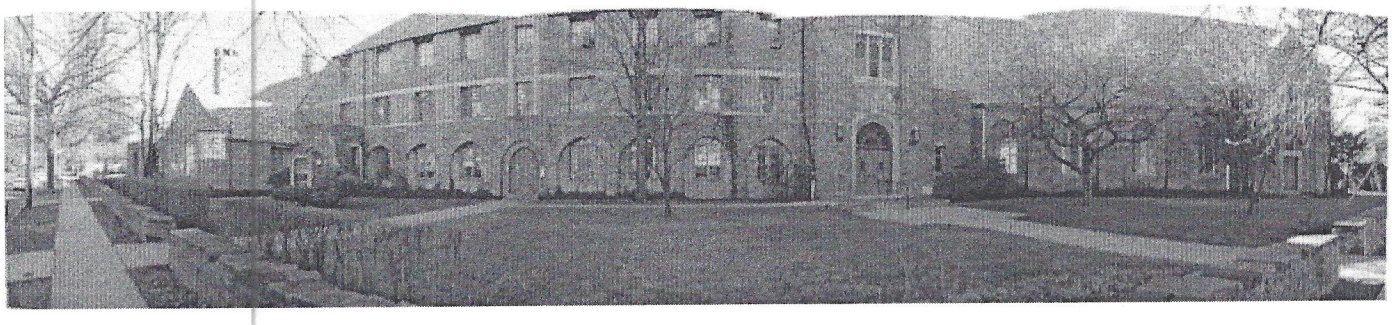
Dear Ms. Woods:

I am excited that Granville Academy Charter School (GACS) has requested my support of GACS in its application to the State University of New York Charter Schools Institute to open a new charter school in Mount Vernon, New York. I commend GACS' desire to serve New York's most underserved students, and support the proven model to serve additional students in need of excellent educational alternatives. As a Charter School operator I am aware of the need for educational opportunities for the city of Mount Vernon and applaud the efforts of this group to address this.

If GACS is awarded a charter in Mount Vernon, this letter indicates my personal endorsement of Granville Academy Charter Schools' proposal and my desire to work with them to meet the needs of its students.

Sincerely,

Debra Stern
Founder – Amani Public Charter School



First Presbyterian Church
199 N. Columbus Ave.
Mt. Vernon, New York 10553
Rev. Dr. Betty J. Tom
Pastor/Servant Leader

Church Phone: 914-664-0623
Church Fax: 914-699-4082
Email: fpcmvny99@gmail.com
Website: www.fpcmvny.org
Join us on Facebook

Deborah Woods
Proposed Founder
Granville Academy Charter School
[redacted]

Dear Ms. Woods:

I am excited to offer my support to Granville Academy Charter School (GACS) as you work to improve our community and serve our children through an excellent education. Mount Vernon is in great need of a school that can be a model middle school for the other neighborhood schools and that can offer a high quality education that prepares students for success. As a former educator, I'm excited to see the school design in action, as I believe it will have a strong impact on students' growth.

As I'm aware that your mission includes a commitment to contribution, I'm especially pleased that this is an area of focus for the school. It's essential that we teach our young people the importance of giving back to their communities and working hard to make a positive impact on the world.

When GACS is awarded a charter in Mount Vernon, this letter indicates the endorsement of Granville Academy Charter Schools' proposal. I look forward to working with Granville Academy Charter School in the future.

Sincerely,

Rev. Dr. Betty J. Tom
Pastor
First Presbyterian Church of Mount Vernon

Gmail

Deborah Woods [redacted]

Charter school feedback - Mt Vernon

6 messages

Kerry Megley [redacted], 2017 at 6:17 PM
To: Aro Edwe[redacted]
Cc[redacted]

Hi Ladies,

I am making the following "virtual introduction"... I'm sure this will be a valuable discussion.

Aro, as mentioned, Deborah is working on a proposal for a new charter middle school in Mount Vernon, NY called Granville Academy. They are currently in the planning phases of the school and she is looking for feedback on what different community organizations would want to see in their school model.

Deborah is a product of Mount Vernon public schools. She is a graduate of UPENN and also has a masters in Education as well as in school leadership. She began her career in education with Teach for America, and she has worked/taught in both public and charter schools in the Bronx, Brooklyn and Newark, New Jersey. She has a passion for teaching, but she is also a born leader. She is a life-long resident of Mount Vernon and is interested in building HER community back up - and that starts with education. What she is undertaking is so needed in Mount Vernon, and unlike other charters, she is seeking to properly service/educate her students who may have IEPs (special needs students).

Deborah was hoping to meet with you and/or other Mount Vernon community residents to hear her ideas and get your feedback on what she has planned for the school and the community. She is looking forward to hearing back from you.

Thanks, kerry

Deborah Woods <[redacted]at, Aug 12, 2017 at 2:38 PM
To: Aro Edwers <a[redacted]
Cc: [redacted]

Thanks for the introduction Kerry! Aro, I would love to see if there's a time we can meet to share with you our school design and get feedback on what an organization like your summer would want to see in a new school.

Looking forward to hearing back.

Best,
Deborah
[Quoted text hidden]

Aro Edwers [redacted] Mon, Aug 14, 2017 at 2:35 PM
To: Deborah Woods [redacted]

Good afternoon

I am available to talk. Are you available today to talk? I am in my office now. (914- 667-9369)

Aro Edwers

From: Deborah Woods [mailto: [redacted]
Sent: Saturday, August 12, 2017 2:38 PM
To: Aro Edwers [redacted]; Kerry Megley [redacted]
Cc: [redacted]
Subject: Re: Charter school feedback - Mt Vernon

[Quoted text hidden]

Deborah Wood [redacted] Mon, Aug 14, 2017 at 10:21 PM
To: Aro Edwers [redacted]

Hi Aro,

I can speak sometime tomorrow. Would anytime in particular work for you?

Best,
Deborah
[Quoted text hidden]

Aro Edwers [redacted] Tue, Aug 15, 2017 at 10:13 AM
To: Deborah Woods [redacted]

Good morning
I will be available after 12 today

Get Outlook for iOS

From: Deborah Woods [redacted]
Sent: Monday, August 14, 2017 10:21:33 PM
To: Aro Edwers
Subject: Re: Charter school feedback - Mt Vernon

Hi Aro,

I can speak sometime tomorrow. Would anytime in particular work for you?

Best,
Deborah

On Mon, Aug 14, 2017 at 2:35 PM Aro Edwers [redacted] wrote:

> Good afternoon
>
> I am available to talk. Are you available today to talk? I am in my office now. (914- 667-9369)
>
> Aro Edwers

From: Deborah Woods [mailto:[redacted]
Sent: Saturday, August 12, 2017 2:38 PM
To: Aro Edwers [redacted] Kerry Megley [redacted]
Cc: [redacted]
Subject: Re: Charter school feedback - Mt Vernon

Thanks for the introduction Kerry! Aro, I would love to see if there's a time we can meet to share with you our school design and get feedback on what an organization like your summer would want to see in a new school. Looking forward to hearing back.

Best,

Deborah

On Fri, Aug 11, 2017 at 6:17 PM Kerry Megley [redacted] wrote:

> Hi Ladies,
>
> I am making the following "virtual introduction"... I'm sure this will be a valuable discussion.
>
> Aro, as mentioned, Deborah is working on a proposal for a new charter middle school in Mount Vernon, NY called Granville Academy. They are currently in the planning phases of the school and she is looking for feedback on what different community organizations would want to see in their school model.
>
> Deborah is a product of Mount Vernon public schools. She is a graduate of UPENN and also has a masters in Education as well as in school leadership. She began her career in education with Teach for America, and she has worked/taught in both public and charter schools in the Bronx, Brooklyn and Newark, New Jersey. She has a passion for teaching, but she is also a born leader. She is a life-long resident of Mount Vernon and is interested in building HER community back up - and that starts with education. What she is undertaking is so needed in Mount Vernon, and unlike other charters, she is seeking to properly service/educate her students who may have IEPs (special needs students).
>
> Deborah was hoping to meet with you and/or other Mount Vernon community residents to hear her ideas and get your feedback on what she has planned for the school and the community. She is looking forward to

hearing back from you.

Thanks, kerry

Deborah Wood [redacted] Tue, Aug 15, 2017 at 2:14 PM
To: Aro Edwers

Hi Aro,

Thanks for taking the time to speak with me today. I appreciated your insight into the various needs of the families of Mount Vernon! Here is the link to our community input survey where you can give us any further feedback on our school design. Community Input Survey

Best,
Deborah
[Quoted text hidden]

Gmail

Deborah Woods [redacted]

Westhab

2 messages

Giselle Ayala [redacted] Mon, Aug 14, 2017 at 6:24 PM
To: [redacted]

Hello Ms. Woods,

I apologize for the delay in responding to your original inquiry. Westhab is always looking for the opportunity to meet new partners. If I may, could you please provide if your proposed charter school is expected to start this school year? Furthermore, what do you envision our partnership to include?

Best regards,
Giselle Ayala
Director of Youth Services
Westhab Inc.
[redacted]
www.westhab.org
Building Communities. Changing Lives.

Deborah Woods [redacted] Mon, Aug 14, 2017 at 10:20 PM
To: Giselle Ayala [redacted]

Hi Ms. Ayala,

Our school would be scheduled to open next year in August of 2018. We plan to have our students participate in various community service projects throughout the year so I think we could brainstorm what that might look like with Westhab. I'd be happy to come in for a meeting with you to discuss further. We're also in the application phase right now and are always looking for feedback on what community based organizations would want to see in a school design. Look forward to hearing back.

Best,
Deborah
[Quoted text hidden]

GRANVILLE ACADEMY CHARTER SCHOOL

The Facts

Granville Academy Charter School is a proposed public charter middle school for Mount Vernon, NY. Granville Academy is modeling itself on the leading no-excuses charter schools around the country. By proving that all students, regardless of where they are born or their initial academic performance, can achieve at extremely high academic levels, Granville Academy seeks to transform not only the lives of our students, but also raise the expectations for public schools across the nation.

- Mission: Granville Academy Charter School prepares scholars in grades 6 – 8 for success in high school and college in order to lead a life of achievement and contribution.
- Motto: The hope to BELIEVE. The grit to ACHIEVE.
- LIFE Values: Leadership.Integrity.Focus.Enthusiasm
- Our scholars will be selected from a lottery and we enroll all students regardless of academic or behavioral standing.
- We will provide a co-teaching inclusion model for scholars with IEP or ELL services.
- Our scholars will have a longer school day than most traditional public school students. The day will begin at 7:30 a.m. and end at 4:30 p.m. In addition, they will attend Saturday school approximately once a month.
- The school year will begin a week earlier than the district with a proposed start date of August 27, 2018.
- Because of the length of the school day, our scholars will have 2.5 hours of English and 2 hours of math daily.
- Scholars will have one hour of enrichment each day such as Fit Sports, African Drum and Dance, Spanish, Percussion, etc.

Visit our website at www.granvilleacadcs.wix.com/granvilleacademy and complete our short Community Input survey to share your comments and questions.

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GRANVILLE ACADEMY CHARTER ESCUELA

Los Hechos

Granville Academy Charter Escuela es una propuesto public charter de la escuela secundaria para Mount Vernon. Granville Acadenica es modelado si mismo en el lider de que no hay excusas charter escuela alrededor del pais. Proporcionado que todos los estudiantes , independientemente de adonde nacen o su inicial academic o actuacion puede lograr a muy alto academico niveles, Granville Academia busca transforma no solo para la vida de nuestro estudiantes, pero tambien aumento de esperanzas de heredar para escuela public arreddor de la nacion.

- Mision- Granville Academica escuela de charter prepara estudiosos en grados 6-8 para exito en high school y Universidad en order para llerar una vida de logro y contribucion.
- Lema- La espereranza para CREER. La esfuerza para LOGRAR.
- Valores de vida- Liderazgo, Integridad, Atencion enthusiamo
- Nuestro Estudiosos estaran seleccionado de una loteria y nos inscribimos todos los estudiantes independientemente de su academica o comportamiento.
- Proveevemos- Ensenanzaco inclusion modelo para estudiantes con IEP o ELL servicio.
- Nuestro estudiosos tendra los dias de la escuela ma larga de tradicional estudiodantes de public. El dia comienzaa la 7:30 amy termina a la 4:30 pm. En adiciion, ellos van a asistir en la escuela los sabado aproximadamente para un mez.
- El ano de escuela va a comenzar una semana ante de el districto con un propuesto fecha de comienzo de Augusto 27, 2018.
- Porque la longitude de el dia de la escuela, nuestro estudiosos van a tener 2.5 horas de English y 2 horas de matematicas diariamente.
- Estudiosos van a tener una hora de enriquecimento cada dia como Fit Deportes, Tambor y Baile Africano, espanol y percussion

Visita nuestra website a www.granvilleacadcs.wix.com/granvilleacademy y completa nuestro corta entrada de la comunidad encuesta para compartir tu comentario y preguntas.

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ACADEMIA GRANVILLE – ESCOLA CHARTER

Os Fatos

A Academia Granville – Escola Independente é uma proposta escola pública de ensino médio para Mount Vernon, NY. A Academia Granville está se modelando nas principais escolas do modelo "sem desculpas" independentes em todo o país. Ao comprovar que todos os alunos, independentemente de onde eles nasceram ou seu desempenho acadêmico inicial, conseguem níveis acadêmicos extremamente elevados, a Academia Granville busca transformar não só a vida de nossos alunos, mas também aumentar as expectativas para as escolas públicas de todo o país.

- Missão: Academia Granville – Escola Independente prepara alunos da 6ª a 8ª série para o sucesso no ensino médio e na faculdade, a fim de levar uma vida de conquista e contribuição.
- Lema: A esperança para ACREDITAR. A garra para ALCANÇAR.
- Valores LIFE: Liderança.Integridade.Foco.Entusiasmo.
- Nossos alunos serão selecionados aleatoriamente e nós matricularemos todos os alunos, independentemente da sua posição acadêmica ou comportamental.
- Vamos fornecer um modelo de inclusão em co-ensino para alunos com serviços IEP ou ELL.
- Nossos alunos terão um dia escolar mais longo do que a maioria dos estudantes tradicionais de escola pública. O dia começará às 7:30 e terminará às 16:30. Além disso, eles frequentarão a escola ao sábado, aproximadamente uma vez por mês.
- O ano letivo começará uma semana antes do distrito, com uma data de início proposta de 27 de agosto de 2018.
- Devido à duração do dia escolar, nossos alunos terão 2 horas e meia de inglês e 2 horas de matemática diariamente.
- Os alunos terão uma hora de enriquecimento por dia, como esportes, tambor e dança africana, espanhol, percussão, etc.

Visite o nosso site em www.granvilleacadcs.wix.com/granvilleacademy **e complete nossa breve Pesquisa de Opinião Comunitária para compartilhar seus comentários e perguntas.**

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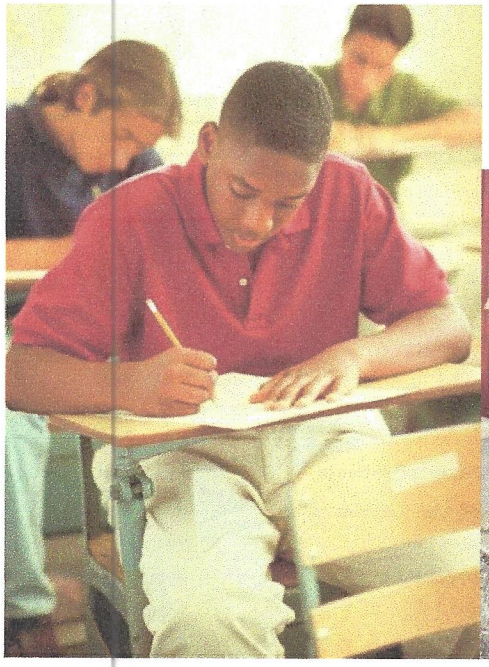
Granville Academy Charter School



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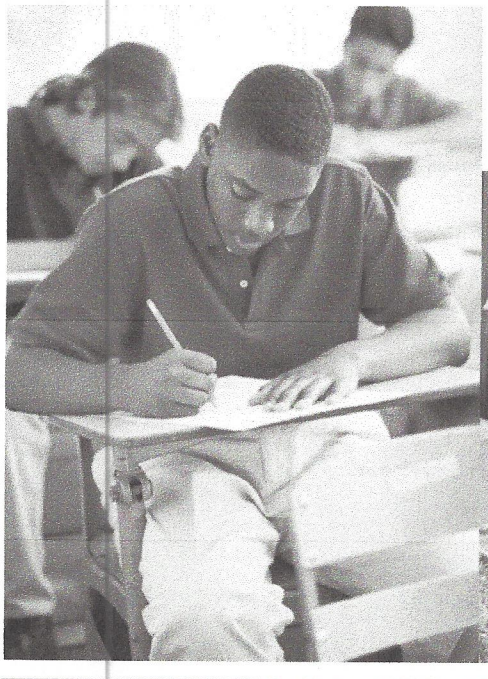
Academia Granville – Escola Charter



A esperança para ACREDITAR.

A garra para ALCANÇAR.

Nossa Missão: Preparar alunos da 6ª a 8ª série para terem sucesso no ensino médio e na faculdade, a fim de levar uma vida de realização e contribuição.

Preparando estudantes para a faculdade e além!

Somos uma proposta nova escola pública, que atenderá estudantes da 6ª a 8ª série em Mount Vernon, NY. Planejamos abrir com a 6ª série no outono de 2018 e adicionar mais uma série a cada ano até atingir uma grade completa da 6ª a 8ª série. Acreditamos que, a cada dia, há uma nova oportunidade para que estudantes usem sua excelência acadêmica para contribuir com sua comunidade e mundo.

Visite nosso site para assinar nossa petição de apoio e aprender mais sobre o modelo da nossa escola.

E-mail: granvilleacademycharterschool@gmail.com

Site: granvilleacadcs.wix.com/granvilleacademy

twitter.com/granvilleacadcs

facebook.com/granvilleacadcs

O que nós oferecemos:

- ✓ Com um **dia escolar mais longo** (7:30 - 16:30), os alunos podem obter o apoio que precisam para se destacar.
- ✓ **Currículo rigoroso e preparatório para a universidade:** Todos os alunos estudarão duas horas de matemática e alfabetização, uma hora de ciência e uma hora de estudos sociais, para garantir que eles estejam no caminho para a faculdade e prontos para a carreira.
- ✓ **Instrução orientada para dados:** Professores e líderes vão coletar e analisar dados regularmente para garantir que cada aluno esteja no caminho certo para alcançar padrões acadêmicos de referência estabelecidos pela escola e pelo país.
- ✓ **Cultura Escolar Estruturada e de Apoio:** Todos os funcionários e estudantes da Academia Granville viverão pelos valores LIFE de Liderança, Integridade, Foco e Entusiasmo. Os valores LIFE são reforçados através de uma variedade de incentivos, como viagens de campo, jantares e privilégios especiais.
- ✓ **Talento Exemplar:** Estamos empenhados em atrair, desenvolver e manter professores excepcionais porque acreditamos que grandes professores criam grandes alunos.
- ✓ **Compromisso com a contribuição:** Todos os funcionários e estudantes terão múltiplas oportunidades para contribuir com o mundo fora da escola através de parcerias comunitárias ativas.

The Mount Vernon, NY FACEBOOK Experiment: Goal / 100, ...

Public group

Discussion

Members

Events

Videos

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granville academy

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TAGGED LOCATION

- Anywhere
- New York, New York
- Mount Vernon, New York
- Choose a Location...

DATE POSTED

- Any date

Posts from 2016

Deborah Woods shared a link.
January 12, 2016 · New York, NY

If you are a parent in Mt. Vernon that wants to send their child to a high quality middle school for free, fill in this two question survey!

Granville Academy Evidence of Student Demand

*Required

Are you a parent/guardian of a child in upper elementary school? *

- Yes
- No

Would you consider enrolling them in Granville Academy Charter School, a proposed 6-8 middle school in Mt. Vernon? *

- Yes
- No

Granville Academy Evidence of Student Demand

DOCS.GOOGLE.COM

Crystal Nick Williams

Like Comment Share

The Mount Vernon, NY FACEBOOK Experiment: Goal / 100, ...

Videos

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Files

charter school

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DATE POSTED

- Any date
- 2017
- 2016

Deborah Woods
The Mount Vernon, NY FACEBOOK Experiment: Goal / 100,000 STRONG
June 13, 2015 at 5:16pm

Come learn about a proposed charter middle school in Mt.Vernon. Get info, ask questions, give suggestions- Monday June 15th, 6pm at the Doles center

2

Deborah Woods shared a link.
May 7, 2015 · New York, NY

We are proposing a new charter middle school in MV and need to prove to the state that it's wanted and needed. Please take 3 minutes to complete our survey online. Mt. Vernon needs high quality education options!

granvilleacademy
WELCOME
GRANVILLEACADCS.WIX.COM

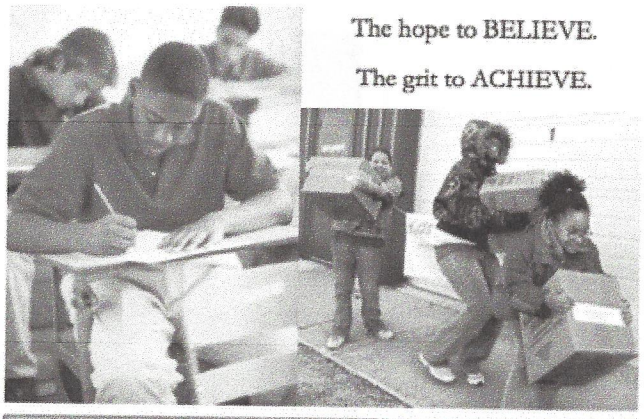
2

Like Comment Share

MV INQUIRER

July 28, 2017
Mt. Vernon, NY
BREAKING NEWS

Granville Academy Charter School



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Gmail

Deborah Woods [redacted]

Fwd: Mt. Vernon Charter School

2 messages

Josephine Baldeo [redacted]
To: Deborah Woods [redacted]

Fri, May 29, 2015 at 5:33 PM

It's been sent.

> Begin forwarded message:
>
> **From:** Lincoln PTA [redacted]
> **Subject: Fwd: Mt. Vernon Charter School**
> **Date:** May 29, 2015 at 5:28:59 PM EDT
> **To:** Lincoln PTA [redacted]
>
> Parents,
> The following information was forwarded to the PTA by a parent about a new charter school attempting to open in Mt. Vernon. Please see the flyer below for all information about their upcoming information session. The PTA is forwarding the information to parents in an effort to make sure our parents are as informed as possible. This is not an endorsement by the PTA rather an attempt at sharing information.
> Thank you,
> Lincoln PTA

GACS flyer.info.pdf
738K

Deborah [redacted]
To: Josephine Baldeo [redacted]

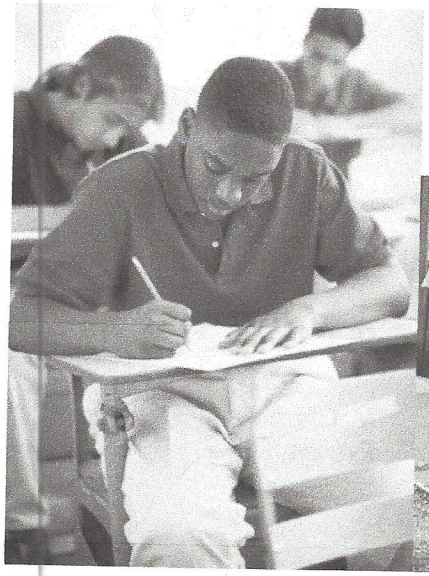
Fri, May 29, 2015 at 8:23 PM

Thanks!!

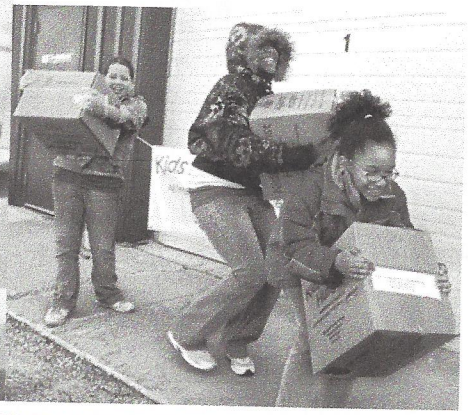
Sent from my iPhone
[Quoted text hidden]

> <GACS flyer.info.pdf>

Granville Academy Charter School



New Opportunities Waiting



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Community Information Session

Saturday, May 30th

See Back for Details

Granville Academy Charter School

Come learn about the elements of Granville Academy Charter School, a proposed 6 – 8 middle school. This school has not been approved yet and community input is extremely important in our planning process. Our information sessions are open to all community members and a petition of support will be available to sign.

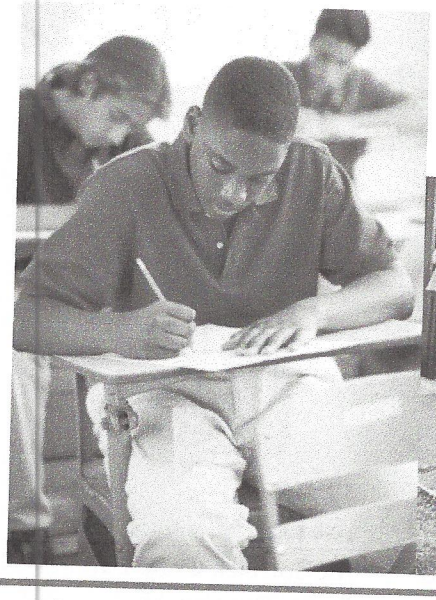
Saturday, May 30th from 10am – 11am

First Presbyterian Church of Mount Vernon

199 N. Columbus Ave

Mount Vernon, NY 10553

Granville Academy Charter School



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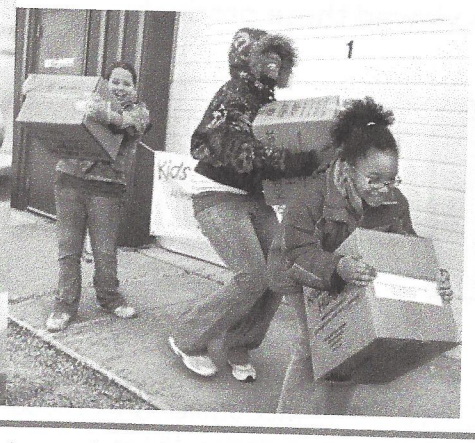

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Community Information Session

Monday, June 15th

See Back for Details

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Monday, June 15th from 7pm – 8pm

Doles Community Center

250 S 6th Ave

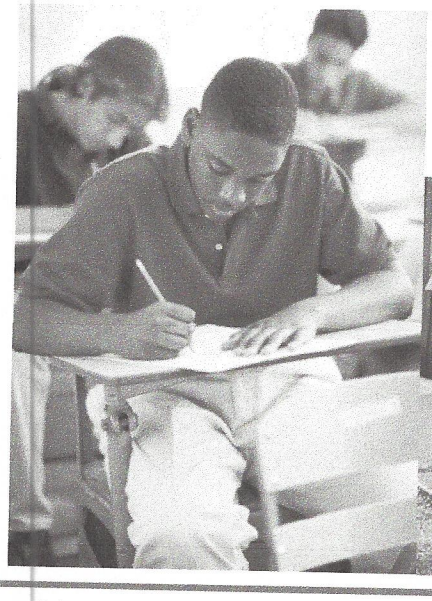
Mt Vernon, NY 10550

Contact Info for Granville Academy

Deborah Woods
Granville Academy Charter School, Proposed Founder
Email: granvilleacademycharterschool@gmail.com

***If you cannot attend, we still want your feedback! Visit our website at www.granvilleacadcs.wix.com/granvilleacademy and complete our short Community Input survey.**

Granville Academy Charter School



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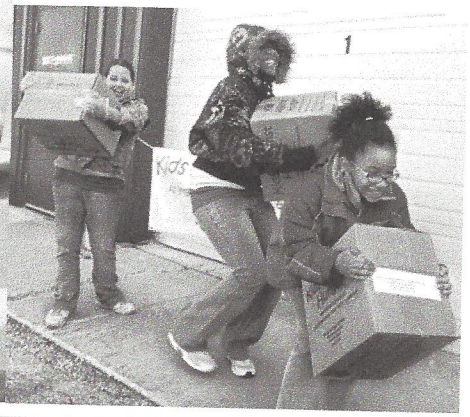

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Community Information Session

Tuesday, August 18th

See Back for Details

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Tuesday, August 18th from 6:30pm – 7:30pm

Doles Community Center

250 S 6th Ave

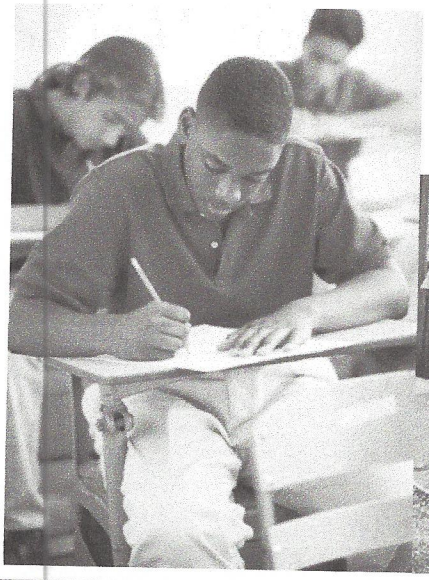
Mt Vernon, NY 10550

Contact Info for Granville Academy

Deborah Woods
Granville Academy Charter School, Proposed Founder
Email: granvilleacademycharterschool@gmail.com

***If you cannot attend, we still want your feedback! Visit our website at www.granvilleacadcs.wix.com/granvilleacademy and complete our short Community Input survey.**

Granville Academy Charter School



New Opportunities Waiting

Our Mission: To prepare scholars in grades 6 – 8 to succeed in high school and college in order to lead a life of achievement and contribution.

Preparing students for college and beyond!

We are a proposed, new public school that will serve students in grades 6 – 8 in Mount Vernon, NY. We plan to open with 6th grade in the fall of 2016 and add one grade each year until we reach full 6 – 8 growth. We believe that with every day there is a new opportunity waiting for scholars to use their academic excellence to contribute to their community and their world.

Visit our website to sign our petition for support and learn more about our school's model.

Email: granvilleacademycharterschool@gmail.com

Web: granvilleacadcs.wix.com/granvilleacademy

twitter.com/granvilleacadcs

facebook.com/granvilleacadcs

What We Offer

- ✓ With **a longer school day** (7:30 – 4:30) students are able to get the support they need to excel.
- ✓ **Rigorous, College-Preparatory Curriculum:** All scholars will study two hours of math and literacy, one hour of science and one hour of social studies to ensure that they are on the path to being college and career ready.
- ✓ **Data-Driven Instruction:** Teachers and leaders will collect and analyze data regularly to ensure that every student is on track to meeting academic benchmarks set by the school and the country.
- ✓ **Structured and Supportive School Culture:** All Granville Academy staff and students will live by the LIFE values of Leadership, Integrity, Focus and Enthusiasm. LIFE values are reinforced through a variety of incentives such as field trips, dining out and special privileges.
- ✓ **Exemplary Talent:** We are committed to attracting, developing and retaining exceptional teachers because we believe great teachers create great scholars.
- ✓ **Commitment to Contribution:** All staff and students will have multiple opportunities to contribute to the world outside of school through active community partnerships.

Community Information Session

Tuesday, October 6th

See Back for Details

Granville Academy Charter School

Come learn about the elements of Granville Academy Charter School, a proposed 6 – 8 middle school. This school has not been approved yet and community input is extremely important in our planning process. Our information sessions are open to all community members and a petition of support will be available to sign.

Tuesday, October 6th from 7:30pm – 8:30pm

Doles Community Center

250 S 6th Ave

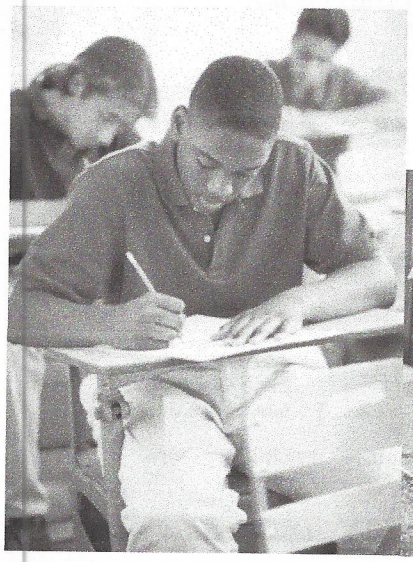
Mt Vernon, NY 10550

Contact Info for Granville Academy

Deborah Woods
Granville Academy Charter School, Proposed Founder
Email: granvilleacademycharterschool@gmail.com

***If you cannot attend, we still want your feedback! Visit our website at www.granvilleacadcs.wix.com/granvilleacademy and complete our short Community Input survey.**

Granville Academy Charter



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Community Information Session

Tuesday May 17, 2016

See Back for Details*

Granville Academy Charter School

Come learn about the elements of Granville Academy Charter School, a proposed 6 – 8 middle school. This school has not been approved yet and community input is extremely important in our planning process. Our information sessions are open to all community members and a petition of support will be available to sign.

Tuesday, May 17th 6:30pm – 7:30pm

Doles Community Center

250 South 6th Avenue

Mt. Vernon, NY 10550

Contact Info for Granville Academy

Deborah Woods
Granville Academy Charter School, Proposed Founder
Email: granvilleacademycharterschool@gmail.com

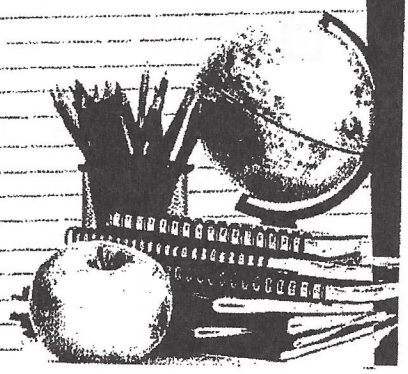
***If you cannot attend, we still want your feedback! Visit our website at www.granvilleacadcs.wix.com/granvilleacademy and complete our short Community Input survey.**

NEW Proposed Charter

School Information Session
Granville Academy Charter School is a proposed 6 -8 charter school for Mt. Vernon.

Join us at the Doles Community Center on Tuesday August 18, 2015 at 6:30pm.
Ask questions, give suggestions, get info!
If you cannot attend, we still want your feedback!

Visit our website at www.granvilleacadcs.wix.com/granvilleacademy and complete our short Community Input survey.



MOUNT VERNON NEIGHBORHOOD HEALTH CENTER
WIC PROGRAM
107 WEST FOURTH ST., MOUNT VERNON, NY 10550

HOURS OF OPERATION
M - T - W 9:00 AM - 5:00 PM
TH 11:00 AM - 7:00 PM
F 8:30 AM - 2:00 PM
1st Sat 9:00 AM - 1:00 PM

TRANSPORTATION
Subway #2 train to 238th St - Transfer to Bx16 to Mundy Lane/Nereid Ave. Walk three blocks

Bus
Bee Line #54 stops at Mundy Lane/Nereid Ave. Walk three blocks. #52 Bus stops at 5th Av/4th St. Walk approximately three blocks.

FOR MORE INFORMATION ON HOW TO APPLY PLEASE CALL:

(914)699-7200
X546

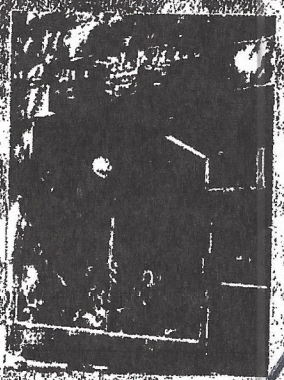
- Are you pregnant, Breastfeeding or Post-partum?
- Do you have an infant or child under 5 years old?
- Is your income low?

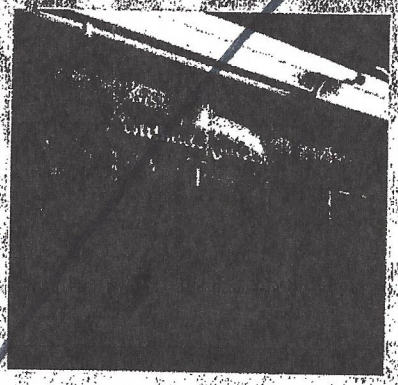
YOU MAY QUALIFY FOR BENEFITS

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides nutrition education, breastfeeding support and monthly checks to purchase nutritious foods for low-income families with young children. Referrals for Health Care and other services.

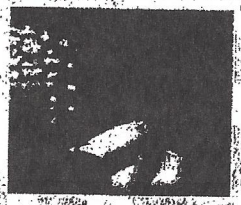
This institution is an equal opportunity provider and employer

Ultimate Juices





"The machinery is impressive, the fruits and veggies super fresh, and the menu hits everything you need in a juice bar. Creative fruit-and-veg blends, green smoothies and fruity yogurt - tantalizing treats for the health conscious"



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- RENTERS
- CONDO
- RV
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- MOTORCYCLE WATER TAXI
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FARMERS INSURANCE

Community Feedback Survey

Community involvement in our school is incredibly important. Including the feedback of community members is a vital part of the school planning process. We would love to hear your thoughts about our proposed school. Thank you in advance for completing the form below.

* Required

1. **Does Mount Vernon need a new, high-quality public middle school?** *

Mark only one oval.

- Yes
- No

2. **Is there a need for a new, high-quality public middle school that will prepare scholars to succeed in high school and college in order to lead a life of achievement and contribution?** *

Mark only one oval.

- Yes
- No

Key Elements of Granville Academy Charter School

Please check how important each one is to you and your child.

3. **Length of School Year (185 Days)** *

Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

4. **Length of School Day (7:30 - 4:30)** *

Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

5. **Literacy (reading and writing) in all content areas (math, science, social studies, etc.)** *
Mark only one oval.

- Very Important
- Important
- Somewhat important
- Not Important

6. **Diagnostic, ongoing and final assessments** *
Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

7. **An expectation that ALL students master grade level learning standards and are ready for high school** *
Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

8. **Additional instructional support for English language learners and students with disabilities (two teachers in some classrooms)** *
Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

9. **Academic supports that meet the needs of ALL students (provided in class, small groups, tutoring and Saturday Academy)** *
Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

10. **Non-academic support: enrichment activities and clubs** *

Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

11. **Social-emotional support: a community partner that supports students and their families** *

Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

12. **Exposure to community service** *

Mark only one oval.

- Very Important
- Important
- Somewhat Important
- Not Important

13. **List any other school features not mentioned that are important or very important to you.**

Contact Details

Your information will remain confidential. We will not share or publish your information! We promise.

14. **First Name**

15. **Last Name**

_____

16. **Email Address**

_____

17. **Telephone Number** *

Please answer in the "Other" box if you choose. Please use 10 NUMBERS ONLY INCLUDING AREA CODE: XXXXXXXXXX

Mark only one oval.

- ( ) Prefer not to answer
- ( ) Other: _____

18. **Street Address**

Please answer in the "Other" box if you so choose

Mark only one oval.

- ( ) Prefer not to answer
- ( ) Other: _____

19. **City**

Mark only one oval.

- ( ) Mount Vernon
- ( ) Yonkers
- ( ) Bronx
- ( ) Other: _____

20. **State**

Mark only one oval.

- ( ) New York
- ( ) Other: _____

21. **Zip Code**

Mark only one oval.

- ( ) 10550
- ( ) 10552
- ( ) 10553
- ( ) Other: _____

22. **Will you be a student entering the 6th grade in September 2018?** *
Mark only one oval.

- Yes
- No

23. **Are you a parent who will have a student entering the 6th grade in September 2018?** *
Mark only one oval.

- Yes
- No

24. **Would you like us to place you on our email Newsletter distribution list?**
Mark only one oval.

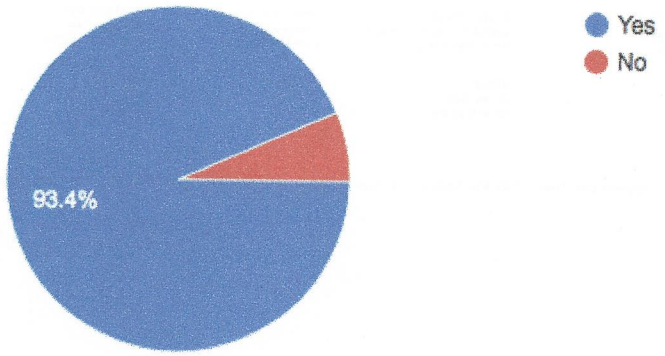
- Yes
- No

Powered by Google Forms

Results from Community Input Survey

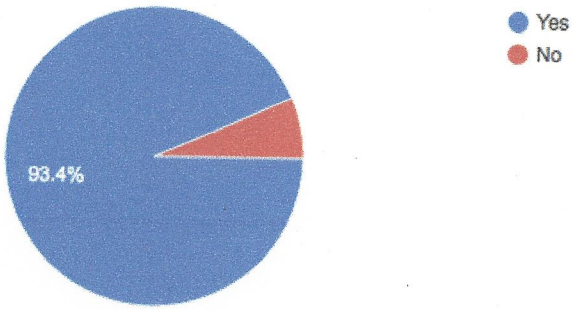
Does Mount Vernon need a new, high-quality public middle school?

61 responses



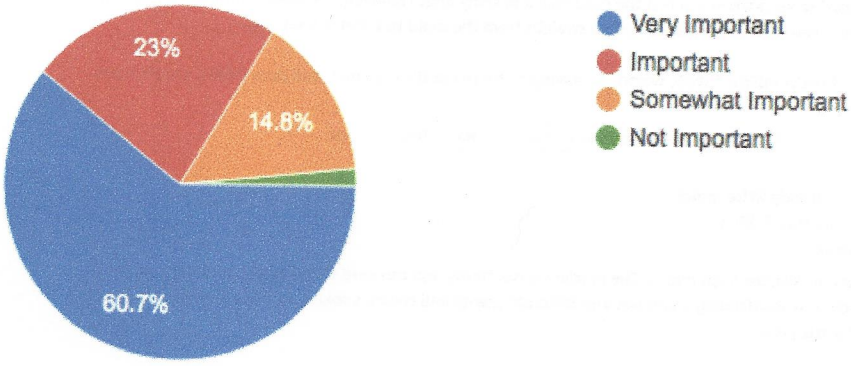
Is there a need for a new, high-quality public middle school that will prepare scholars to succeed in high school and college in order to lead a life of achievement and contribution?

61 responses



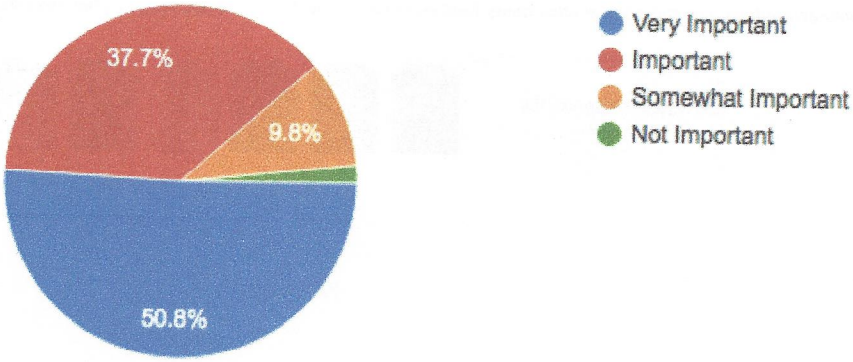
Length of School Year (185 Days)

61 responses



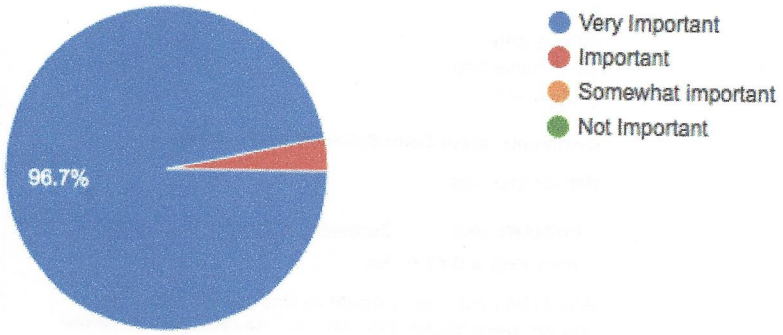
Length of School Day (7:30 - 4:30)

61 responses



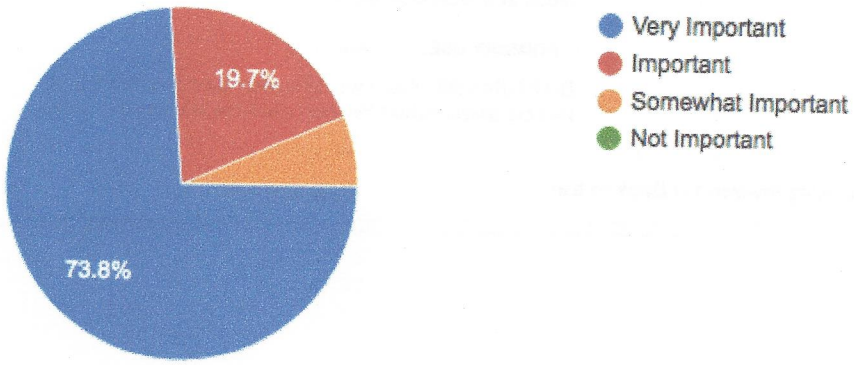
Literacy (reading and writing) in all content areas (math, science, social studies, etc.)

61 responses



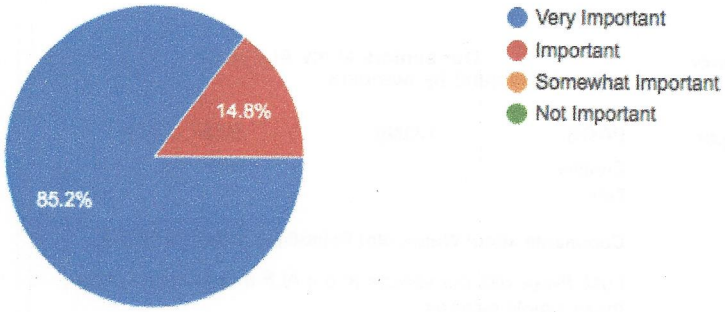
Diagnostic, ongoing and final assessments

61 responses



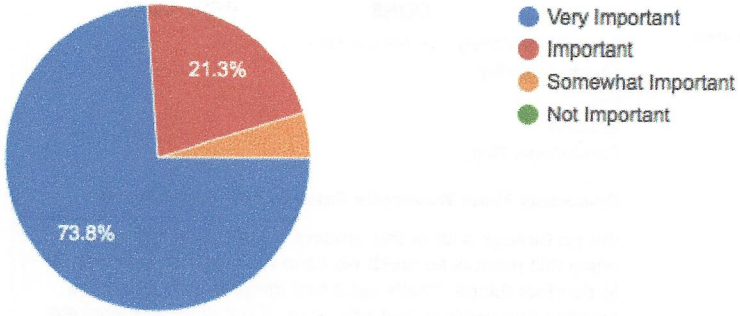
An expectation that ALL students master grade level learning standards and are ready for high school

61 responses



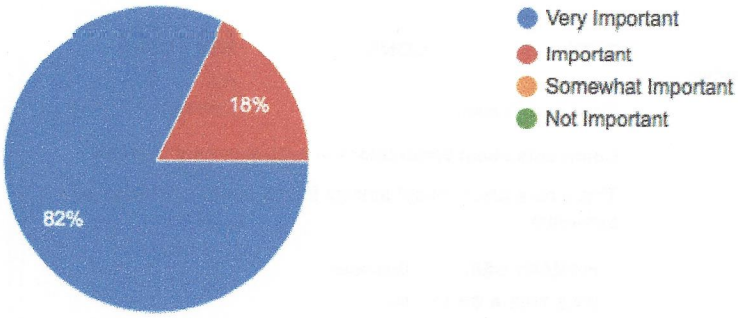
Additional instructional support for English language learners and students with disabilities (two teachers in some classrooms)

61 responses



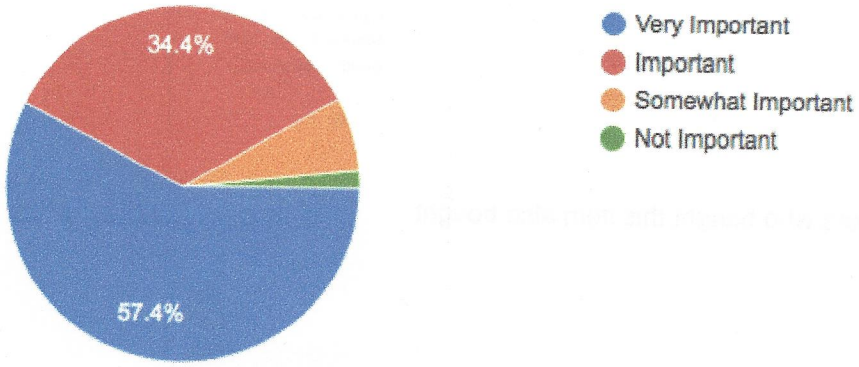
Academic supports that meet the needs of ALL students (provided in class, small groups, tutoring and Saturday Academy)

61 responses



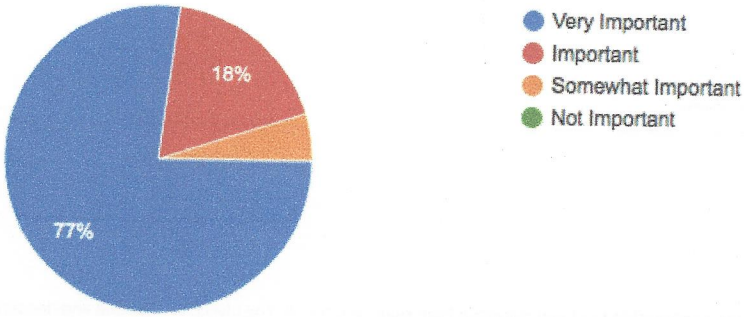
Non-academic support: enrichment activities and clubs

61 responses



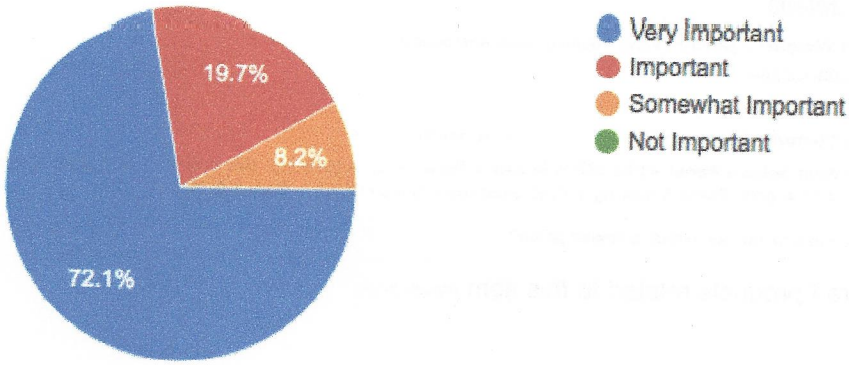
Social-emotional support: a community partner that supports students and their families

61 responses



Exposure to community service

61 responses



Other comments received:

It's is highly important that emotional needs are met in this population. Many kids who deserve the best education in our community have experienced mild to severe trauma. Whether it is in the home or school (bullying). I do have an issue with teacher's not being fully prepared to deal with these kids using researched based technique's. Family support is needed. I hope you considered the type of family you will have as part of your "school family". New ideas enthused faculty will be needed to meet the parents on the level they are on and help motivate them. I am hoping that the theme of emotional wellness and mental health is incorporated in all aspects of your educational program. The environment of the child make a huge impact on their social, and emotional growth. When those needs are met they will succeed.
Introduction to geography and the international cultures.
A strong vision for student and staff culture, classroom taxonomy techniques, a gradual release trajectory, standardized testing (Regents exam) support, and a service learning program.
Outdoor recreation and science
No new schools are needed in Mount Vernon. We need to work on improving the existing schools that are receiving thousands of tax payers $$$$.
A school environment that encourages and supports the diverse school community. A school environment that celebrates the multi-culturalism and diversity as it is engrained in every facet of curriculum and instruction.
Trained and certified team Programs and resources for struggling parents Curricula that uses technology to advance learning Self to world connections at various learning points
Clear academic expectations and rewards incentives
Parent and Teacher Network
That the will School assist the children explore organizations that will help them explore other high schools. Example ABC, Prep for Prep and others
Teaching kids to stretch their limits. There are no first place trophies for participating. Participating is part of the game. Learn to be gracious in defeat and humble in victory...cos often times the difference between first through third place just plain old luck....and tomorrow night be the other guy's turn to get lucky.
Programs geared toward faster learners/gifted children who can need to be challenged, can learn more material faster, and do not need tutoring.

Date: August 3, 2017

Attendees: Deborah Woods and Stephanie Shabman

Notes:
Started by sharing several resources about alternatives to suspensions and research on the impacts of suspension on students

Shared that charter schools typically don't serve Special Education students and often they have high rates of suspension for minimal crimes.

Provided resources on Positive Behavior Interventions and Supports (PBIS).

YCOP is an after-school program that is doing good work for students in the community and we should reach out to them.

For cutting edge special education support research Winward Academy and Eagle Hill School, two private schools that are at the forefront of educating students with disabilities.

Happy to be a resource in the future for serving at-risk populations of students.

Suggested reconfiguring a typical code of conduct that emphasizes punishment to one that supports students into growing socially.

Next Steps:
1) Research PBIS and alternative to suspension and see if/how it can fit into the GACS model.

2) Reach out to YCOP to form a relationship with them

3) Research Eagle Hill School as Winward is already part of our English program.

Date: 08/07/17

Attendees: Deborah Woods and Danny Bernstein

Notes:
Backyard Sports has been working with low-income students in Westchester for twelve years and has built relationships with many of the schools in Mount Vernon and the Department of Recreation as a result.

Connect with people in Westchester because Mount Vernon is right in their "backyard" so they should and so want to help.

Make use of the UPenn network when the time comes to start fundraising

There's a charter school principal that lives in Pelham (adjacent town) and started a school in Brooklyn. It would be good to connect with him.

Emphasized the importance of connecting to the community when trying to accomplish something in the community and wants to help GACS do that.

Next Steps:

1) Danny to set up meeting with site coordinators at elementary schools in Mount Vernon.
2) Danny to connect Deborah with principal from Pelham

Sample Exit Standards

By the end of eighth grade, students at GACS will have met specific exit standards for each core class that will demonstrate readiness to achieve in college preparation classes in high school. Below is a sample for ELA, History and Science. The ELA and Math standards are taken from the New York State Common Core Learning Standards. The Science exit standards are taken from the New York State Next Generation Science Standards.

ELA Exit Standards

Reading standards for Literature	Reading standards for informational texts	Writing Standards
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. 9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate	supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

10. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces	persuasively. 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

		audience. a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format

		for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. 11. Create a presentation, art work, or text in response to a literary work with a

		commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and Listening Standards	**Language Standards**
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 3. Use knowledge of language and its conventions when writing,

from varied backgrounds. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of

	words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math Exit Standards

The Number System
Know that there are numbers that are not rational, and approximate them by rational numbers. 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number. 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
Expressions and Equations
Work with radicals and integer exponents. 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 3. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. Understand the connections between proportional relationships, lines, and linear equations. 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships

represented in different ways. For example, compare a distance-time graph to a distance- time equation to determine which of two moving objects has greater speed.

6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.
c. Solve real-world and mathematical problems leading to two linear equations in two variables.

Functions

Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:

   a. Lines are taken to lines, and line segments to line segments of the same length.
   b. Angles are taken to angles of the same measure.
   c. Parallel lines are taken to parallel lines.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

Understand and apply the Pythagorean Theorem. 6. Explain a proof of the Pythagorean Theorem and its converse. 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability
Investigate patterns of association in bivariate data. 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Science Exit Standards

Structure and Properties of Matter
MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and phase (state) of a substance when thermal energy is added or removed. MS-PS1-7. Use evidence to illustrate that density is a property that can be used to identify samples of matter. MS-PS1-8. Plan and conduct an investigation to demonstrate that mixtures are combinations of substances.
Chemical Reactions
MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy during a chemical and/or physical process. *
Forces and Interactions
MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. MS-PS2-2. Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects and the distance between them. MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
Energy
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. MS-PS3-4. Plan and conduct an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample of matter. MS-PS3-5. Construct, use, and present an argument to support the claim that when work is done on or by a system, the energy of the system changes as energy is transferred to or from the system. MS-PS3-6. Make observations to provide evidence that energy can be transferred by electric currents.
Waves and Electromagnetic Radiation
MS-PS4-1. Develop a model and use mathematical representations to describe waves that includes frequency, wavelength, and how the amplitude of a wave is related to the energy in a wave. MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way

to encode and transmit information than analog signals.
Structure, Function, and Information Processing
MS-LS1-1. Plan and conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. MS-LS1-3. Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis. MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli, resulting in immediate behavior and/or storage as memories.
Matter and Energy in Organisms and Ecosystems
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS1-7. Develop a model to describe how food molecules are rearranged through chemical reactions to release energy during cellular respiration and/or form new molecules that support growth as this matter moves through an organism. MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
Interdependent Relationships in Ecosystems
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.

MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.
Growth, Development, and Reproduction of Organisms
MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively. MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS3-1. Develop and use a model to explain why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS3-2. Develop and use a model to describe how asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
Natural Selection and Adaptations
MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of

specific traits in populations over time.
Space Systems
MS-ESS1-1. Develop and use a model of the Earth-Sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the Sun and moon, and seasons. MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.
History of Earth
MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal and spatial scales. MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
Earth's Systems
MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity. MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.
Weather and Climate
MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in

weather conditions. MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
Human Impacts
MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Engineering Design
MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Sample Weekly Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Time	Friday
7:15 – 7:35	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	**7:15 – 7:35**	Arrival Breakfast
7:35- 7:45	A.M. Homeroom	A.M. Homeroom	A.M. Homeroom	A.M. Homeroom	**7:35- 8:00**	A.M. Homeroom
7:45- 8:45	ELA	ELA	ELA	ELA	**8:00- 8:50**	ELA
8:45 - 9:45	ELA	ELA	ELA	ELA	**8:50- 9:40**	Math
9:45 – 10:00	Snack	Snack/ Morning Motivation	Snack	Snack	**9:40 – 10:30**	History
10:00 – 11:00	Math	Math	Math	Math	**10: 30– 11:20**	Contribution
11:00 – 12:00	Math	Math	Math	Math	**11:20- 12:10**	Science
12:00 – 12:30	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	**12:10- 12:25**	P.M. Advisory
12: 30 – 1:00	Guided Reading	Guided Reading	Guided Reading	Guided Reading	**12:25- 1:00**	Lunch/ Recess
1:00 - 2:00	History	History	History	History	**1:00**	Dismissal
2:00- 3:00	Science	Science	Science	Science		
3:00- 3:10	P.M. Homeroom	P.M. Homeroom	P.M. Homeroom	P.M. Homeroom		
3:10 – 4:00	Elective	Elective	Elective	Elective		
4:00	Dismissal	Dismissal	Dismissal	Dismissal		

Sample Teacher Schedule

ELA Teacher A

Time	Monday	Tuesday	Wednesday	Thursday	Time	Friday
7:15 – 7:35	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	**7:15 – 7:35**	Arrival Breakfast
7:35- 7:45	A.M. Homeroom	A.M. Homeroom	A.M. Homeroom	A.M. Homeroom	**7:35-8:00**	A.M. Homeroom
7:45- 8:45	ELA 1	ELA 1	ELA 1	ELA 1	**8:00-8:50**	ELA 1
8:45 - 9:45	ELA 1	ELA 1	ELA 1	ELA 1	**8:50-9:40**	ELA 2
9:45 – 10:00	Snack	Snack	Snack	Snack	**9:40 – 10:30**	Prep
10:00 – 11:00	Lesson Plan Protocol	Prep	Prep	Prep	**10: 30 – 11:20**	Prep
11:00 – 12:00	Prep	Prep	Prep	Prep	**11:20- 12:10**	Prep
12:00 – 12:30	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	**12:10- 12:25**	P.M. Homeroom
12: 30 – 1:00	Guided Reading/ Book Club	Guided Reading/ Book Club	Guided Reading/ Book Club	Guided Reading/ Book Club	**12:25- 1:00**	Lunch/ Recess
1:00 - 2:00	ELA 2	ELA 2	ELA 2	ELA 2	**1:00 - 1:10**	Dismissal
2:00- 3:00	ELA 2	ELA 2	ELA 2	ELA 2	**1:10– 1:30**	Prep
3:00- 3:10	P.M. Homeroom	P.M. Homeroom	P.M. Homeroom	P.M. Homeroom	**1:30 – 4:00**	PD
3:10 – 4:00	Elective	Elective	Elective	Elective		
4:00- 4:10	Dismissal	Dismissal	Dismissal	Dismissal		
4:10 – 5:00	Tutoring	Weekly Data Meeting	Teacher Tasks	Teacher Tasks		

ELA Teacher B

Time	Monday	Tuesday	Wednesday	Thursday	Time	Friday
7:15 – 7:35	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	**7:15 – 7:35**	Arrival Breakfast
7:35- 7:45	A.M. Homeroom	A.M. Homeroom	A.M. Homeroom	A.M. Homeroom	**7:35- 8:00**	A.M. Homeroom
7:45- 8:45	ELA 3	ELA 3	ELA 3	ELA 3	**8:00- 8:50**	Prep
8:45 - 9:45	ELA 3	ELA 3	ELA 3	ELA 3	**8:50- 9:40**	Prep
9:45 – 10:00	Snack	Snack	Snack	Snack	**9:40 – 10:30**	Prep
10:00 – 11:00	Lesson Plan Protocol	Prep	Prep	Prep	**10: 30 – 11:20**	ELA 3
11:00 – 12:00	Prep	Prep	Prep	Prep	**11:20- 12:10**	ELA 4
12:00 – 12:30	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	**12:10- 12:25**	P.M. Advisory
12: 30 – 1:00	Guided Reading/ Book Club	Guided Reading/ Book Club	Guided Reading/ Book Club	Guided Reading/ Book Club	**12:25- 1:00**	Lunch/ Recess
1:00 - 2:00	ELA 4	ELA 4	ELA 4	ELA 4	**1:00 - 1:10**	Dismissal
2:00- 3:00	ELA 4	ELA 4	ELA 4	ELA 4	**1:10– 1:30**	Prep
3:00- 3:10	P.M. Homeroom	P.M. Homeroom	P.M. Homeroom	P.M. Homeroom	**1:30 – 4:00**	PD
3:10 – 4:00	Elective	Elective	Elective	Elective		
4:00- 4:10	Dismissal	Dismissal	Dismissal	Dismissal		
4:10 – 5:00	Tutoring	Weekly Data Meeting	Teacher Tasks	Teacher Tasks		

2018-19 Granville Academy Calendar

August '18

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5 School Days

September '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

19 School Days

October '18

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 School Days

November '18

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 School Days

December '18

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15 School Days

January '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20 School Days

February '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

15 School Days

March '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 School Days

April '19

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

16 School Days

May '19

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 School Days

June '19

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

15 School Days

KEY

- Staff PD Day, No School for Students
- Interim Assessments
- Holidays
- Data or Collaborative Scoring Half-Days
- Data or Collaborative Scoring Full-Days
- State Testing Days
- Report Card Confrences, 1:00 Dismissal
- Contribution Days, 1:15 Dismissal
- Half-Day, 1:00 Dismissal

Aug	6	1st day of Summer Orientation
Aug	27	First day of Student Orientation

Sept	3	Labor Day, No school
Sept	4	First full day of school

Oct	8	Columbus Day, No School
Oct	17-18	Midterm 1
Oct	26	Data Analysis Half Day

Nov	21-23	Thanksgiving Break, No School
Nov	27-30	Trimester Exams
Nov	30	End of Trimester 1

Dec	7	Data Analysis Full Day
Dec	12	Report Card Conference #1
Dec	14	Contribution Day #1
Dec	24 - 31	Winter Break, No School

Jan	1	Winter Break, No School
Jan	2	Staff PD Day
Jan	21	School
Jan	23-24	Midterm #2

Feb	1	Data Analysis Halfl Day
Feb	18-- 22	February Break, No School

Mar	5-8	Trimester 2 Exams
Mar	8	End ofTrimester 2
Mar	12	Report Card Conference #2
Mar	15	Data Analysis Full Day
Mar	22	Contribution Day #2

April	1	Application Deadline
April	9-11	Projected NYS ELA Exam
April	12	Lottery
April	14 - 22	Spring Break
April	22	Easter Monday, No School
April	30	Projected NYS Math Exam

May	1 -2	Projected NYS Math Exam
May	8 - 9	Midterm 3
May	17	Data Analysis, Half-Day
May	27	Memorial Day, No School

June	6-8	Timester 3 Exams
June	8	End of Trimester 3
June	17-18	End oF Year Trip
June	19	Contribution Day #3
June	21	Last Day of School, 11:45 Dismissal

#Instructional Days

Month				Trimester	
Aug	5	Feb	15	1	65
Sept	19	Mar	20	2	56
Oct	22	April	16	3	67
Nov	19	May	22		
Dec	15	June	15		
Jan	20	Total	188		

#Instructional Hours

Month				Trimester	
Aug	23	Feb	116	1	486
Sept	146	Mar	154	2	390
Oct	171	April	121	3	587
Nov	146	May	171		
Dec	120	June	141		
Jan	154	Total	1463		

STUDENT DISCIPLINE POLICY

Please note that the Granville Academy Charter School (GACS) Student Discipline Policy will be equitably applied without regard to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristics. All students are afforded records and privacy protections pursuant to Federal and State laws and regulations. The GACS Student Discipline Policy applies to school grounds, school-sponsored events, and school buses. The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The School also recognizes that students with disabilities have rights to certain procedural protections whenever school authorities intend to impose discipline upon them. The School is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

EXPECTATIONS

Core Values of LIFE

LIFE values are at the heart of GACS's community and represent the cornerstones of the school's Student Discipline Policy. It is expected that all students will try to live by the values of Leadership, Integrity, Focus and Enthusiasm at all times. These values form the bedrock of our expectations for good behavior and success, both academically and socially.

GACS defines the core values are as follows:

LEADERSHIP

- ✓ Standing up for what is right
- ✓ Helping others when you notice a need
- ✓ Communicating with confidence and clarity

INTEGRITY

- ✓ Doing the right thing even when no one is watching
- ✓ Admitting mistakes
- ✓ Being honest at all times

FOCUS

- ✓ Giving undivided attention to the task
- ✓ Ignoring any distraction
- ✓ Recognizing the purpose of the GACS way

ENTHUSIASM

- ✓ Approaching each task immediately and eagerly
- ✓ Taking risks even when you're not sure
- ✓ Moving and working with urgency

BEHAVIOR EXPECTATIONS/DISCIPLINE

Discipline is a platform for learning. Orderly and structured classrooms are necessary in order to create learning environments in which time is used efficiently. An important component of discipline is structure. Structure provides a framework for learning to take place. The structure that GACS provides will ensure that school is a safe place where students are free of the stress that unstructured, undisciplined settings create. GACS students are expected to conduct themselves as young professionals at all times. This means that students are to be kind and

courteous in all situations. GACS students are expected to say "Please" and "Thank you" as well as to excuse themselves when they need to speak to people who are already engaged in a conversation. This culture of professionalism will prepare our students for life outside of the North Star community.

DISCIPLINARY PROCEDURES

The disciplinary procedures apply to behaviors that occur on school grounds, at school-sponsored events, or on school buses. Additionally, students may be disciplined for behavior that occurs off of school grounds if it jeopardizes the safety or well-being of other students, teachers or school property.

Consequences

When students break the Student Discipline Policy, the teacher will correct them, review the correct behavior and practice the behavior with them. However, if the behavior continues the students will face a series of consequences agreed upon and supported by all the teachers and parents. These consequences progress in a hierarchy designed to deter a student from poor choices. In administering consequences, school personnel will take into account such factors as the severity of the offense, the age of the student offenders, students' histories or inappropriate behaviors, and any other factors deemed relevant.

Behavior Intervention and Remediation

When deemed appropriate by School Leaders, a student may be placed on a behavior intervention plan to support behavior improvements and closely monitor progress toward specific behavior goals. Students not meeting the goals in their behavior plan face consequences as outlined below. Positive Behavior Interventions and Supports (PBIS) are available for all students with demonstrated need. When appropriate, students with disabilities will be provided with behavior plans as per specifications outlined in their IEP or 504 plans.

Zero Tolerance for Fighting

There is zero tolerance for fighting. In almost every case, all involved students will be suspended. Parents will be required to come to school and to pick up the students involved in the fight on the day of the incident. The school encourages non-violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Faculty will work to spot problems and students are expected to report conflicts before they escalate.

Loss of Privileges

GACS offers students many privileges that can be taken away as a consequence for poor behavior. These include but are not limited to arriving at school early or staying late on school grounds, participating in specials classes and after school clubs and teams, attending field trips, attending dances and social events, and using the computer room or other school equipment.

Detention

Teachers may keep students after school in "detention" due to behavior problems, tardiness, and/or poor or incomplete work. Parents will be informed of a child's detention record and of office referrals but may not receive daily contact about detentions. By signing the covenant the

parent agrees to support all after school detentions and understands that their child will have to stay late on the day of his/her offense, without exception.

In-School Suspension
GACS may require students to serve an in-school suspension during which they are not allowed to take part in their classes but must spend the school day doing their schoolwork away from their class. During an in-school suspension a student will be given work and grade-appropriate reflective essay assignments that must be completed and signed by his/her teachers before he/she can be dismissed. Students who violate rules while on in-school suspension will be placed on Out-of-School suspension. Multiple in-school suspensions will result in an Out-of-School Suspension.

Out-of-School Suspension
To create and maintain a safe, supportive, fair and reliable school community and culture, GACS will suspend students from school when there are serious breaches of the Core Values or of the discipline policy. A student may be suspended for one to ten days by a School Leader. If serving this consequence, students may not attend school for a predetermined amount of time. Prior to a student returning to class following a suspension, the school reserves the right to request the presence of a guardian for a meeting. Alternative instruction, consistent with applicable law, will be offered during periods of out of school suspension. Students who attend alternative instruction while serving out of school suspension will be marked present on attendance records. The School will provide more detail on alternative instruction to students placed on out of school suspension.

PROCEDURES AND DUE PROCESS FOR SHORT-TERM SUSPENSION

A short-term suspension refers to the removal of a student from GACS for disciplinary reasons for a period of up to ten (10) days. The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian.

PROCEDURES AND DUE PROCESS FOR LONG-TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from GACS for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion,

the following procedure, in compliance with applicable case law, will be followed:

1. The student shall immediately be removed from the class or the school, as needed.
2. The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
3. The Principal shall immediately notify a parent or guardian of the student, in person or on the phone.
4. The Principal shall provide written Notice to the student and his or her parent(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her parents/guardians shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
5. The School will set a date for the Hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the:
   a) Charges and a description of the circumstances that gave rise to the hearing
   b) Date, time and place of a hearing
   c) Notice of the right at the hearing to:
      - Be represented by legal counsel (at the student's/parent's/guardian's own expense)
      - Present evidence and question witnesses
   d) Notice that an electronic or written record of the proceedings will be created and made available to all parties.
6. The School will attempt to reach the family by phone call to discuss the hearing.
7. In advance of the hearing, Statements and a witness list will be provided to the Student's family/counsel.
8. In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student's family/counsel. If necessary, records will be redacted in accordance with FERPA. The Principal, or the designee of the Principal, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board.

Appeals and/or Complaints

The Hearing Officer's decision to impose a long-term suspension or expulsion may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.

Provision of Instruction During Removal

GACS will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the general curriculum of GACS. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. For a student who has been expelled, alternative instruction will be provided in like

manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Instruction will take place in one of the following locations: the child's home, a contracted facility or a suspension room at GACS. One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

"Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

SPECIAL EDUCATION POLICY

In compliance with section 2851 (2) (h), GACS's discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. Specifically, GACS will comply with all of the requirements under the Individuals with Disabilities Education Act (IDEA) relating to discipline of students with disabilities, specifically sections §300.519 through §300.529 of the section entitled "Discipline Procedures" of the federal IDEA legislation. In cases where the discipline policies described in the sections above violate the provisions of IDEA, the provisions of IDEA will take precedence. In accordance with 34 CFR § 300.534 due process protections will be provided for a student who has yet to be evaluated by the CSE, but who the school knows may be eligible for referral to a CSE or who is undergoing evaluation at the time of the incident requiring discipline under GACS's Student Discipline Policy.

Table 1a: Applicant Group Additions and Deletions

Created: 08/17/2017 • Last updated: 08/18/2017

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? Yes

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Genevieve [redacted]	N/A	Bank of America Securities and Morgan Stanley- Vice President, Compliance, ethics policies, Code of Conduct, Fundraising, Project Management	Trustee	Trustee	Added
2	Jessica [redacted]	Rodman & Campbell, P.C., Attorney	Legal Analysis, Contracts, Leases, Litigator, Leadership, Mediator	Trustee	Secretary	Added
			Assistant Principal Harlem Prep Middle School,			

3	Deborah [redacted]	N/A	Network Math Specialist Democracy Prep Public Schools, Dean of Curriculum and Instruction, Instructional Fellow, Interim Principal Uncommon Schools Primary author of the application	Trustee	Chair	Removed
4	Monique [redacted]	Comcast NBC Universal Director	NYU adjunct graduate professor, Fordham University adjunct undergraduate professor, Director and Managing Director at Teach For America, Youth Adviser for Mid-Manhattan Branch of NAACP, founding board member for World of Money (youth education non-profit) and New York Urban League Young Professionals	Trustee	Trustee	Removed
			Assistant			

5	Deborah [redacted]	N/A	Principal Harlem Prep Middle School, Network Math Specialist Democracy Prep Public Schools, Dean of Curriculum and Instruction, Instructional Fellow, Interim Principal Uncommon Schools Primary author of the application	Employee	none	Added
6	Monique [redacted]	Comcast NBC Universal Director	NYU adjunct graduate professor, Fordham University adjunct undergraduate professor, Director and Managing Director at Teach For America, Youth Adviser for Mid-Manhattan Branch of NAACP, founding board member for World of Money (youth education non-profit) and New York Urban League	Trustee	Chair	Added

			Young Professionals			
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

Not applicable

BYLAWS
OF
GRANVILLE ACADEMY CHARTER SCHOOL
A New York State Education Corporation

ARTICLE I:
NAME

The Name of this Corporation is Granville Academy Charter School (the "Corporation").

ARTICLE II:
PURPOSE

The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation shall take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

ARTICLE III:
OFFICE

III.A. Principal Office
The Corporation shall have its principal office in City of Mount Vernon, State of New York, and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

III.B. Address
The Corporation's principal office shall be at an address to be determined, or at any such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of these Bylaws maintained by the Secretary.

ARTICLE IV:
BOARD OF TRUSTEES

IV.A. Authority
Subject to any limitation in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Trustees of the Corporation (the "Board"). Trustees shall have no power as individual Trustees and shall only act as a Member of the Board.

IV.B. Number of Trustees
The authorized number of trustees shall be not less than five (5) and not more than twelve (12).

IV.C. Term of Office

Each Trustee shall be elected for a term of three years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first three years of its existence, at least two Board members shall serve a 1-year term, and at least two Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

IV.D. Resignation
A Trustee may resign at any time by giving written notice to the Board Chair or Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

IV.E. Removal
A Trustee may be removed from office at any time by a vote of a majority of the trustees then in office, after examination and findings of misconduct by said Trustee, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

IV.F. Vacancies
A vacancy in the Board shall be deemed to exist in the event that the actual number of Trustees is less than the authorized number for any reason, including resignation, removal, death or expansion of the size of the Board. The Board may declare vacant the office of any trustee who has been declared to be of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Trustees or, if the number of Trustees then in office is less than a quorum, by (1) unanimous written consent of the Trustees then in office, or (2) a vote of a majority of the Trustees then in office at a meeting. Each Trustee elected or appointed to fill a vacancy shall hold office for the unexpired portion of the term.

IV.G. Compensation
Trustees shall not receive any compensation for their services as Trustees or for any other goods or services. Trustees shall not accept gifts in excess of $75 dollars from any individual or entity in any way related to the school operated by the corporation. The Board may authorize the advance or reimbursement to a Trustee of actual reasonable expenses incurred in carrying out his or her duties as a Trustee.

IV.H. Standing Committee
The Board may create standing committees made up of at least three Board members elected by the Board to focus on particular aspects of the operation of the Corporation. Standing committees will be chaired by a Board member. The Board shall have the following standing committees:

Executive Committee: The Executive Committee shall consist of five members, the Chair, Treasurer, Secretary and two additional Board members. It shall be responsible for providing overall leadership; setting board meeting agendas; monitoring composition of the board; evaluating board performance and coordinating board development activities.
Finance Committee: The Finance Committee will be chaired by the Treasurer and will consist of at least three (3) Members, as well as GACS's Operation Manager. It shall develop and review the school's budget; stay apprised of the fiscal health of the school; and present financial reports and make recommendations to the larger Board regarding the financial concerns.
Academic Accountability Committee: The Academic Accountability Committee will be chaired by a Board Member and consist of at least three (3) Members, including GACS's Principal. It shall be responsible for monitoring the progression toward the achievement of the school's mission, academic goals, and any other internal goals established by the Board; reviewing, regularly, the school's performance and compliance data; and reporting updates and matters of concern to the larger Board.
Facilities Committee: The Facilities Committee will be chaired by a Board Member and consist of two other Board members, preferably members with an understanding of real estate or managing large facilities. It shall be responsible for providing critical contemplation of all aspects relating to identifying and confirming an appropriate school facility for GACS, providing recommendations regarding the facility (or potential facilities), and apprising the full Board of any developments regarding the facility.

The Chair of 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 committee which has the authority of the Board, the amendment or repeal of the Bylaws or the adoption of new Bylaws, and the appointment of other committees of the Board, or the members of the committees.

IV.I. Advisory Committees
The Board may create one or more Advisory Committees, each consisting of two or more Board Members, non-Board Members or Combination of Members and non-Members. Appointments to any Advisory Committee shall be by approval of the Board of Trustees. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

ARTICLE V:
MEETINGS

V.A Notice of Meeting
In compliance with New York State Open Meetings Law Section **§104**, Notice of the time and place of any regular, annual or special meeting of the Board shall be given in by posting the same upon the school bulletin board and on the school website within xx days and not more than one week prior to the meeting. No special meeting shall be held without at least 24 hour meeting and agenda notice, unless an emergency exists.
V.B. Meeting Location

Board Meetings shall be held at the Corporation's principal office or at any such other reasonably convenient place as the Board may designate.

V.C. Annual Meeting

An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

V.D. Regular Meetings

When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at the location of the charter school governed by the Corporation.

V.E. Quorum and Voting

A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

V.F. Live Video Conferencing Participation

Members of the Board of Trustees or any committee of the Board may participate in a meeting of such Board or Committee by means of live video conferencing. Such participation shall constitute presence in person for purposes of establishing a quorum, as long as all members participating in the meeting are able to see and hear one another, and Trustees shall have the right to vote at such meetings. Trustees participating other than in-person or by means of live video conferencing shall not vote.

ARTICLE VI:
ACTION BY THE BOARD

VI.A. Board-Approved Policies

The Board may adopt additional governance and management policies as it deems appropriate.

VI.B. Executive Compensation Review

The Board (or the Executive Committee) shall review any compensation packages (including all benefits) of the Principal and the two other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer

is modified, unless the modification applies to substantially all of the employees of the Corporation.

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

VI.D. 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 Corporation whom the Trustee believes to be reliable and competent in the matters presented;
Legal counsel, public 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, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE VII:
OFFICERS

VII.A. Officers
The Officers of the Corporation shall be a Chair, a Secretary, and a Treasurer. The Chair of the Board must be a Trustee. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Chair of the Board. The Chair has general supervision, direction and control of the affairs of the Corporation, and shall exercise and perform such other powers and duties as the Board and these Bylaws may prescribe. The Chair shall preside at Board meetings
Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, shall keep or cause to be kept a copy of the Corporation’s Charter and Bylaws (with Amendments) and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.
Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the Trustees such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any Trustee upon request at all reasonable times. The Treasurer shall deposit, or cause to be

deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

VII.B. Election and Term
The Officers of the Corporation shall be elected by the Board at an annual meeting, or at a Special Meeting called for the purpose to fill vacancies, and shall serve a one-year term of office, renewable for three consecutive terms by approval of a majority vote of the Board. A Trustee may hold any number of offices, except Secretary or Treasurer while concurrently serving as Chair.

VII.C. Resignation, Removal and Vacancies
An Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the Officer. Officers may be removed from office by the Board, consistent with the voting procedures in the Bylaws. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE VIII:
INDEMNIFICATION

VIII.A. Definition
For purposes of this Article, "Agent" means any person who is or was a trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a trustee, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification.

VIII.B. Right to Indemnify
The Corporation may, to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person or such person's testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

VIII.C. Advancing Expenses
The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the

Board finds that: (a) the requested advances are reasonable in amount under the circumstances; and (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

VIII.D. Insurance
The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability 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 this Article.

ARTICLE IX:
GIFTS, GRANTS, CONTRACTS AND MONIES

IX.A. Gifts
The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

IX.B. Grants
The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

IX.C. Contracts
The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

IX.D. Payment of Money
Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer

IX.E. Deposit
The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

ARTICLE X:
CONFLICTS OF INTEREST

X.A. Purpose

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Trustee of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

X.B. Definitions

Interested Person. Any Trustee, Principal Officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family: an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

X.C. Procedures

Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Trustees.

Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Trustees' meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest.

An interested person may make a presentation at the Board of Trustees, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board of Trustees shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and

reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
Violations of the Conflict of Interest Policy.
If the Board of Trustees has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

X.D. Records of Proceedings
The Minutes of the Board of Trustees and all committees with Board delegated powers shall contain:
Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustees decision as to whether a conflict of interest in fact existed.
Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

X.E. Annual Statements
Each Trustee, Principal, Officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:
Receipt. Has received a copy of the conflicts of interest policy.
Read and Understands. Has read and understands the policy.
Agrees to Comply. Has agreed to comply with the policy.
Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE XI:
OTHER PROVISIONS

XI.A. Fiscal Year
The fiscal year of the Corporation shall begin on July 1 and end on June 30.

XI.B. Periodic Reviews
To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

XI.C. Right to Inspection
Every Trustee shall have the right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of the Corporation.

XI.D. Interpretation of Charter
Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII:
AMENDMENT OF BYLAWS

Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board subject to the consent of the school's authorizer.

Code of Ethics Policy

The Board of Trustees (the "Board") and Employees, especially the Key Leadership, of Granville Academy Charter School ("GACS") must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of GACS; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the GACS Board has adopted the following procedures to govern GACS's decision-making processes. Moreover, Board members, experts, advisors, and staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees shall only use School resources for lawful School purposes. School resources include, but are not limited to, School personnel, money, vehicles, equipment, materials, supplies, or other property.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
    - Student records
    - Financial information
    - Personnel records
    - Payroll records
    - Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules
    - Sexual or other unlawful or unwelcome harassment
    - Excessive absenteeism or any absence without notice

Conflict of Interest Procedures and Definitions

The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All GACS Trustees, Officers and employees shall comply with all such laws.

1. Any Trustee, Principal, Officer or member shall disclose if an Interest exists, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing.
    a. A Trustee, Principal, Officer or member is an Interested Person if a person or, to the person's knowledge, the person's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which GACS is considering a transaction.
    b. In no event shall an Interested Person vote on transactions in which he / she has a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes.
    c. In addition, the Board expects Board members to disclose close friendships with (a) any person with GACS is considering a transaction, and (b) any person who has a significant position in an entity with which GACS is considering a transaction.

2. GACS Key Leadership and Staff (including, but not limited to, the Principal or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Principal (or Principal's designee), orally or in writing, any Interest as defined above, and shall, unless the Principal (or Principal's designee) determines otherwise, recuse herself or himself from the decision-making process.
    a. This shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by GACS below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing.
    b. In addition, the person, who has an Interest shall disclose close friendships with (a) any person with whom GACS is considering a transaction, and (b) any person who has a significant position in an entity with which GACS is considering a transaction.

3. No Trustee, Officer, Principal or staff member shall accept or solicit payments for expenses associated with GACS related travel, meals, or other professional activity from actual or potential suppliers of GACS.
    a. No Trustee, Officer, Principal or staff member shall receive or solicit a gratuitous payment or article of monetary value worth $75 or more from actual or potential suppliers of services or goods for GACS, except (a) gifts presented to GACS where the recipient is representing GACS and thereafter presents the gift to GACS, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official GACS duties.
    b. In general, a recipient should make every effort to decline to accept gifts on behalf of GACS, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, GACS.

Enforcement and Penalties

In addition to any penalty contained in any other provision of law, any School officer or staff member who shall knowingly and intentionally violate any of the provisions of the Board's Code of Ethics may be censured, fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

All Trustees, Officers, and employees of GACS will be given a copy of the code of ethics upon their employment or association with the school.

Code of Ethics Acknowledgement

I, _____, a Trustee/Officer/Employee of the School, do hereby acknowledge receipt of a copy of the Code of Ethics of Granville Academy Charter School, this ____ day of _____, in the year_____.

_____
(Signature of Trustee/Officer/Employee)

_____
(Print of Trustee/Officer/Employee)

Hiring

All applications will be accepted online, in person, and by mail (postal or electronic). As an equal opportunity employer, GACS will employ staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. All decisions will be based on merit and school needs. In no case will the school discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Applications for employment will note this policy. Similarly, any form of discrimination or harassment will not be tolerated at GACS. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination without compensation. The Principal will have authority to recruit, hire, train, and dismiss employees for all staff positions. GACS will use the criteria and qualifications detailed in job descriptions included below to assess candidate alignment to expected performance of duties. In subsequent years when a teaching staff is already in place, the Principal may choose to elicit staff support in developing a staff selection committee. The Principal can select employees with strong qualifications and performance records to assist in the interviewing process. Additionally, as teacher candidates are reviewed for addition to the staff, qualified teacher candidates may be asked to perform a lesson demonstration with a class of students enrolled at another school or GACS with a grade level, content area, or specialization identical or similar to the one for which the candidate applied. A video of instruction may be substituted. The classroom teacher will be asked for the flexibility to allow the teacher candidate to demonstrate the lesson with the students during a pre-scheduled interval. The Principal may also ask existing staff members to join the observation. In addition to qualifications that support student achievement, it is necessary for candidates to demonstrate the ability to collaborate and operate as a member of a team. Once the Principal has had the opportunity to screen all candidates and makes a determination, an offer letter will be submitted to the candidate. Candidates who are not selected will be respectfully informed as well. Prior to any employee's appointment, GACS will request the appropriate documentation of licensure and identification, require the appropriate health records, and expect the candidate to submit to a state and national criminal history background check. Pending the approval of all proofs aforementioned, and the acceptance of employment offer, the candidate may begin an orientation process at the school.

GACS employees will be "at will". Therefore, both employee and employer have the right to terminate employment as needed. GACS is highly invested in the success of its employees and will ensure that all members of the leadership team and staff are provided with the necessary support to succeed in their positions so that these situations remain an exception.

Personnel Policies and Procedures

The School Day

For teachers and educational assistants, the school day begins fifteen minutes prior to the arrival of the children at 7:15 am and generally ends at 5:00 pm. Granville Academy may stagger assignments in order to provide maximum coverage throughout the day. The management and administrative staff's start times will vary according to their position. Classroom instructional staff is 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 recording: All employees should call their supervisor before 7 a.m. on days in which they are not coming in. All employees should notify their supervisors of planned absences at least a week in advance.

Terms of Employment

- Employment Categories: Each employee is categorized as full-time or part-time, as exempt or nonexempt. Full-time employees are regularly scheduled to work forty or more hours per week. Part time employees are regularly scheduled to fewer than 28 hours per week. Staff will be informed upon hire whether he/she is considered a non-exempt or exempt employee. The "exempt" category applies to certain administrative, professional and executive staff. The "non-exempt" category applies to all other employees. In general, non-exempt employees receive pay for overtime work.
- Pay Periods: Staff will be paid on a semi-monthly schedule. The first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. GACS will make all deductions required by law, including in response to a garnishment notice received from a court or other legal authority. Full-time teachers and educational associates work from early-August through June and receive compensation in 24 payments over twelve-months. Since the summer checks reflect a full school year of service, teachers starting midyear will receive checks adjusted for their start date.
- Compensation and Benefits: Our goal is to offer a competitive package of salary and benefits that exceeds that of other public, charter and independent schools in the surrounding area. Base salaries are determined by the position, the number of years of experience and the MVCSD salary for a person in a comparable position with similar qualifications. We then add 10% onto that salary in order to attract employees to the school. Additionally, all staff will earn at least a 3% raise annually. GACS will provide a comprehensive and competitive benefits plan to full time employees, which includes a 5% employer match for all returning staff. All staff are eligible to participate in these plans on their first day of employment. GACS reserves the right to amend, interpret, modify or terminate any of its benefits without prior notice. The Plan Administrator of each plan has the power to construe and interpret the terms of the plan, to make all factual determinations and to amend or terminate such plans. Without exception, the actual benefits plan document and terms of the respective policies will govern.
- Declination of Insurance Benefits: If a staff member does not wish to accept any of the insurance benefits offered by the school, they should submit that request in writing to the Operations Manager.
- Continuing Education: Limited funds will be available to teaching staff for continuing professional education.
- Employment Agreements: GACS will offer employment agreements for teachers for the following school year in the spring. There is no guarantee or implied promise that an agreement will be renewed. A signed copy of the agreement should be returned to the Principal. In the event that the evaluation process has identified areas for improvement, a renewal offer may be deferred until June, pending performance improvement. GACS regards

each employee as an "at will" employee and retains the right to terminate any employee at any time. GACS expects teachers to submit a letter of resignation to the Principal with at least two weeks notice. If a teacher chooses not to accept a renewal agreement at the end of the school year, a letter of resignation should accompany the unsigned agreement when returned to the Principal. All other employees, who are not covered by an agreement, are expected to give two week's notice.

Equal Employment Opportunity: Granville Academy is committed to equal employment opportunity and does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at GACS will be made in a non-discriminatory manner based on qualifications, abilities, and merit. This policy governs all aspects of employment at GACS including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If there are any questions or concerns about any type of discrimination, these issues should be brought to the attention of the Principal. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

Non-Harassment Policy

Granville Academy is committed to providing an environment that is free from harassment and coercion, where everyone can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated. GACS prohibits all types of harassment, including verbal harassment, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation or any other basis prohibited by federal, state or local law. This prohibition applies in relationships with all other employees, students, parents and guardians, visitors, and guests. GACS will also not tolerate retaliation of any type against any employee who, in good faith, complains of harassment or provides information in connection with any such complaint.

Sexual Harassment: Granville Academy prohibits sexual harassment at any time whether directed at an employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting GACS. Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. This policy applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the

behavior continues after a clear objection has been made. This does not mean that individuals may not have a consensual relationship outside the workplace. However, they should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them. In the event that such a relationship interferes with the performance of duties, GACS will reserve the right to change an assignment or terminate employment.

Reporting Harassment: If someone believes he/she has been the victim of harassment, that individual is urged to promptly and directly notify the offender that the behavior in question is inappropriate and request that the behavior be stopped. If he/she does not wish to confront the offender directly or if such a discussion does not successfully end the behavior, or if prohibited harassment is believed to have been witnessed, the individual must promptly report the matter to the Principal.

Investigation and Response: GACS will promptly investigate any such report and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation. If the Principal is involved in the reported conduct, or for some reason there is a discomfort with making a report to the Principal, an individual should directly contact the Chair of the Board of Trustees of Granville Academy. All employees have a duty to cooperate in an investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action up to and including termination.

Code of Ethics and Standards of Conduct

As a professional, any employee of Granville Academy is responsible for observing certain rules of behavior and conduct. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. In addition to specific issues noted elsewhere, the following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment: Theft or inappropriate removal or possession of property, falsification of records, fighting or threatening violence in the workplace, insubordination or other disrespectful conduct (including refusal to follow a supervisor's lawful directives), violation of safety or health rules, excessive absenteeism, and unsatisfactory performance or conduct.

Confidentiality

In the course of the day, an employee may have access to sensitive information relating to GACS, its employees and its students. Any such information should be discussed and used only for purposes related to GACS. It should never be discussed outside of GACS or with other staff members unless there is a compelling reason to do so. Records pertaining to employees or children may not be taken out of the school premises. Except as required by law, information about students should not be released other than to the child's parent or guardian, without express written consent. Obligations under this policy continue after termination of employment.

Drug and alcohol policy

The possession or use of alcohol and the unlawful possession, use, distribution or sale of controlled substances is strictly prohibited whether on the premises of GACS, conducting activities related to GACS, or attending GACS-sponsored events involving students. Use of any

prescription drug that is not medically authorized or that adversely affects work performance is also in violation of this policy. Violation of this policy may result in immediate dismissal.

School Calendar and Holidays

Each year the school will establish a year-round school calendar that complies with the New York State Education Law relating to compulsory attendance. In most instances, GACS will follow the calendar established by the Mount Vernon City School District. GACS has discretion with regard to the dates of attendance. Unless taking Leave in accordance with policy or exempted by the Principal, all full time staff are expected to be in attendance on all days indicated by the school calendar.

Weather Days and Other Closings

GACS may be closed due to inclement weather or other situations. We will follow the Mount Vernon City School District for school closings.

Personal Days

All employees are eligible for two personal days. One accrues after 3 months; the second after 6 months of employment.

Sick Days

All employees – administrative and instructional – will receive 7 days over a 12 month period.

Bereavement

If an employee suffers the loss of an immediate family member he/she will be entitled to bereavement pay for up to three consecutive days. Additional time without pay may be granted or the employee may use unused personal days for additional leave. A supervisor should be informed as soon as possible for the reason for and expected length of an absence. As used in this paragraph "immediate family member" means a spouse or partner, father, mother, child, step child, brother, sister, grandparent or grandchild of the employee or someone who resides in their household.

Military Duty

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Leaving Granville Academy

Resignation: Any employee voluntarily terminating employment is asked to submit a letter stating the effective date of resignation to their immediate supervisor and the Principal. It is requested that, up to two (2) weeks notice be given prior to the employee's resignation.

However, it is at the discretion of the Principal to accept the full notice period or immediately accept the resignation on the date submitted. Employee will be paid for all time worked and the employee must return all GACS property upon leaving.

Termination: All employees are employees at will and therefore may be terminated at any time with or without cause. GACS will exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards under which GACS operates. Situations which may require termination include, but are not be limited to, corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence or lateness, failure to report child abuse, intoxication, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate by GACS. Upon termination or resignation, employees must return all GACS property including keys, records, files, supplies, or any other school property.

COBRA: Under the provisions of The Consolidated Omnibus Budget Reconciliation Act (COBRA) employees may be eligible to continue group health coverage when leaving GACS. Group health coverage for COBRA participants will be more expensive than health coverage for active employees, since the full premium is being paid, including that part previously paid by GACS. Information would be provided at the time of departure.

Key Staff Responsibilities and Qualifications

Principal

Under the general direction of the Board of Trustees, the Principal shall be responsible for the operation and the general management of the activities and services of Granville Academy.

Specific duties and responsibilities shall include the following:

1. Give direction and leadership to the achievement of the organization's mission and the formulation of its annual goals and objectives.
2. Work with the Board of Trustees and staff to develop and implement policies, procedures, and long-range strategic plans.
3. Oversee and guide the Director of Curriculum who will provide instructional leadership under the supervision of the Principal.
4. Oversee administrative and financial operations, and all personnel matters such as: design of staff and organizational structure, hiring and firing responsibilities.
5. Prepare and, following Board approval, administer the annual budget.
6. Ensure compliance with the charter.
7. Oversee the management of the overall operation of school facilities.
9. Develop and maintain working partnerships with representatives of the surrounding business community.

10. Keep informed of research, trends, issues, events, and developments within the local city, state, and national charter school field through professional peer contacts, conference attendance, and review of current field literature.
11. Participate in an annual performance evaluation process established by the Board of Trustees.
12. Ensure the safety and well-being of the children and staff of Granville Academy.

Special Knowledge/Skills:

- Working knowledge of curriculum and instruction
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage budget and personnel
- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills

Major Responsibilities and Duties:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active involvement in decision-making processes.
- Provide two-way communication with other members of the leadership team, staff, students, parents, and the community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
- Ensure the effective and quick resolution of conflicts.

<u>School or Organization Improvement</u>

- Build common vision for school improvement with staff.
- Direct planning activities and put programs in place with staff to ensure attainment of the school's mission.
- Identify, analyze, and apply research findings to promote school improvement.
- Develop and set annual performance objectives.

<u>Personnel Management</u>

- Interview, select, and orient new staff.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with families and the community.
- Observe employee performance, record observations, and conduct evaluation conferences with staff.
- Assign and promote personnel.
- Make final decisions on termination, suspension, or nonrenewal of employees.
- Work with Director of Curriculum to plan professional development activities.
- Confer with subordinates regarding their professional development growth. Work with them to develop and accomplish improvement goals.

Student Management

- Work with LIFE Coach, faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and campus handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.

School or Community Relations

- Articulate the school's mission to the community and solicit support in accomplishing the mission
- Use appropriate techniques to encourage community and parent involvement

Professional Growth and Development

- Develop professional skills appropriate to job assignment
- Demonstrate professional, ethical, and responsible behavior, serving as a role model for all staff.

Qualifications:

1. Required Knowledge, Skills and Abilities
    - Planning and managing budgets and projects
    - Preparing and maintaining accurate records
    - Administering personnel policies
    - Curriculum evaluation
    - Communicating with diverse groups
    - Creating a positive school climate for students, staff and community

2. Minimum Education Level
    - Master's Degree

3. Experience Preferred
    - 4+ years teaching experience
    - 2+ years in school leadership
    - Experience working in a no excuses charter school preferred
    - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
    - Belief in and alignment with GACS's core beliefs and educational philosophy

Operations Manager

Granville Academy uses a school-based operations team to maximize the time and attention the Principal, DCIs, and teachers are able to devote to culture and instruction. The Operations Manager will oversee the school's day to day operations and will coordinate with the Principal on core business operations.

Specific duties and responsibilities shall include the following:

1. Acting as an integral member of a small senior management team, with the purpose of sustaining and determining the organization's goals and growth
2. Overseeing all day-to-day operational activities of the school in collaboration with Principal
3. Working with the Principal to coordinate all internal and external financial reporting; budget development, implementation and oversight; management of government contracts
4. Overseeing the payments of bills, accounting for expenditures, purchasing and receipt of goods
5. Overseeing and implementing human resource policies, payroll and benefits
6. Supervising administrative staff ensuring smooth daily procedures and meticulous record keeping
7. Managing the facility, and ensuring that the building is well maintained, repaired and adequately staffed to provide for a safe and clean environment for the students and staff; supervising custodial staff
8. Securing and supervising all related contracted services for space and equipment
9. Ensuring school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations.
10. Coordinating food services and transportation
11. Coordinating staffing and resources for health services
12. Planning logistics for school-wide events for students, staff and families
13. Managing major academic-related systems and activities, including student recruitment and lottery, student information systems, and reporting

Qualifications:

1. Required Knowledge, Skills and Abilities
   - Strong organizational skills; extremely careful attention to detail and follow-through.
   - Ability to create, monitor, and maintain systems that enhance organizational efficiency.
   - Ability to inspire and motivate;
   - Excellent communication and interpersonal skills;
   - Commitment to self-reflection

2. Minimum Education Level
   - Bachelor's Degree

3. Experience preferred
   - 2+ years working in school operations, preferably in urban schools and/or communities
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy
   - Ability to thrive in a fast-paced, entrepreneurial environment

Director of Curriculum and Instruction

The Director of Curriculum and Instruction (DCI) holds primary responsibility for the ongoing development, implementation, and assessment of the Granville Academy curriculum. As part of the Instructional Leadership Team (ILT), the DCI plays a central role in the success of the school.

Specific duties and responsibilities shall include the following:

1. Researching, designing, and/or supplementing the academic curriculum for all subjects and grades based on successful models and approaches.
2. Aligning the academic curriculum with state standards and other scientifically-based benchmarks.
3. Documenting and communicating scope and sequence for each grade level.
4. Monitoring grade-level progress against scope and sequence benchmarks.
5. Generating and managing standardized test and internal assessment schedules, logistics, and reporting.
6. Evaluating, approving, and purchasing curricular materials such as textbooks.
7. Observing and coaching Teachers daily.
8. Contributing to the Principal's evaluation of school staff.
9. Training and orienting staff members in curricular systems and key pedagogical issues.
10. Coordinating the summer staff orientation and curriculum development period.
11. Ensuring access to and participation in high-quality internal and external professional development for staff.
12. Helping teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students.
13. Supervising the Special Education Coordinator and evaluating the effectiveness of the special education program.
14. Collaborating with the Principal, LIFE Coach, the Special Education Coordinator, the Social Worker, and other school staff to maximize the ability of Granville Academy to support students' academic and socio-emotional development.

Qualifications:

1. Required knowledge, skills & abilities
   - Strong organizational skills; extremely careful attention to detail and follow-through.
   - Strong analytical, problem-solving skills, and communication skills.
   - Exceptional ability to bridge and enhance cooperative working relationships.
   - Flexible, able to work autonomously as well as accept direction as needed.
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum educational level
   - Master's Degree

3. Experience preferred
   - 2+ years working in classrooms and coaching teachers, preferably in urban schools and/or communities.
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

LIFE Coach

The LIFE Coach will work with the school's Principal to lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

Specific duties and responsibilities shall include the following:

1. Working closely with Principal to establish a positive, structured, achievement-oriented, and creative school culture.
2. Serving as the point person for dealing with behavioral crisis-intervention and acute behavioral issues.
3. Acting as a resource to teachers in their instructional practice, especially as it relates to issues of discipline, relationships with students, classroom management, and school culture.
4. Assisting teachers, students, and parents in the effective creation and implementation of individual behavior plans.
5. Helping to reinforce the effective use of a school-wide behavior plan, including managing the school's LIFE points and rubric systems.
6. Ensuring that the physical environment of the school reinforces school culture and facilitates student achievement
7. Being highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
8. Proactively circulating throughout classrooms and hallways during the day, to gain valuable context on student behavior and help support positive school culture
9. Monitoring behavioral pull-out and in-school suspensions.
10. Supervising breakfast, lunch, in-between class transitions, enrichment, and dismissal, making sure students are always where they are supposed to be and ensuring a professional school culture at these times.
11. Managing detention.
12. Keeping accurate student discipline records, documenting all conferences, suspensions, and phone calls for behavior.
13. Ensure that behavioral expectations and school culture standards are met outside of the classroom as well as inside, including establishing and monitoring bus behavior/culture as well as cafeteria/meal time behavior and culture

Qualifications:

1. Required knowledge, skills and abilities
   - Excellent communication skills, both verbal and written.
   - Strong interpersonal skills with students, parents, colleagues, and community members.
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level

   - Bachelor's degree

3. Experience Preferred
   - Experience working with students in a no excuses environment
   - Teaching experience preferred
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Social Worker

The Social Worker will serve as the link between our school, our families, and our community. The individual in this role will work closely with students to constantly improve their mental and emotional well-being, preparing them for success both inside and outside of the classroom.

Specific duties and responsibilities shall include the following:

1. Providing crisis intervention to expedite students' return to classrooms for learning and to build students' ability to meet the school's high expectations.
2. Providing one-on-one counseling or group counseling as needed to students and families.
3. Training others to identify students and family members who may benefit from regular one-on-one counseling or group counseling.
4. Managing administrative and appropriate direct-services elements of the referral process for social services and special education services.
5. Overseeing the development and implementation of Character Education and Contribution classes.
6. Leading the Family Leadership Council (FLC).

Qualifications:

1. Required knowledge, skill, and abilities
   - Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively.
   - Excellent organization, time management, and follow-up skills.
   - Ability to thrive in a fast-paced, entrepreneurial environment.
2. Minimum Education Level
   - A master's degree in social work from an accredited college or university is required.
   - NY state school social work certification is required.
3. Experience Preferred
   - Experience working in an urban school is preferred
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Special Education Coordinator

The Special Education Coordinator holds primary responsibility for providing academic, emotional, and physical services for students who require additional support to thrive within the school's core academic program.

Specific duties and responsibilities shall include the following:

1. Creating a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
2. Ensuring appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans.
3. Ensuring compliance by the school with all local and Federal laws and regulation relating to students with IEPs/504 plans and students referred to special education.
4. Ensuring that services provided by contractual personnel are of high quality, provided in the LRE, and are aligned with students' IEPs/504 plans.
5. Using assessment data to refine curriculum and inform instructional practices.
6. Participating in the collaborative curriculum development process.
7. Being accountable for students' mastery of academic standards.
8. Focusing constantly on student learning, thinking critically and strategically to respond to student learning needs.
9. Communicating effectively with students, families, and colleagues.
10. Engaging families in their children's education.
11. Committing to continual professional growth, participating actively in department meetings, faculty meetings, and professional development.
12. Participating in annual summer orientation and training.
13. Mentoring and engaging other Special Education Teachers in instructional practice and professional development.
14. Participating in daily classroom activities to help students meet academic standards.

Qualifications:

1. Required knowledge, skills and abilities
   - Drive to improve the minds and lives of students in and out of the classroom.
   - Proven track-record of high achievement in the classroom
   - Mastery of and enthusiasm for academic subjects
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Master's Degree

3. Experience Preferred
   - Minimum of two years teaching experience with students with disabilities in an urban public school or charter school setting
   - Valid special education certification
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Teacher

Teachers hold primary responsibility for the implementation and development of GACS's curriculum and the success of its students.

Specific duties and responsibilities shall include the following:

1. Developing weekly written lesson plans that correlate with GACS's curriculum and goals and objectives.
2. Collaborating with colleagues to develop and plan units and lessons and developing expertise in implementing instruction.
3. Using tests, assessments, classroom performance and other designated evaluation and diagnostic tools to assess the progress of students in order to create individual learning plans and to identify curricular and professional development needs.
4. Creating and maintaining an orderly and well-managed classroom environment.
5. Communicating with families of students. Attending parent/child-sponsored events.
6. Being reflective of his/her own practice and participating in on-going professional development.
7. Embodying, advocating and operationalizing the mission, vision, and strategic direction of GACS.
8. Assuming responsibility for the academic progress of students with a high sense of urgency and ownership towards quantifiable results.
9. Using assessments and data to inform instructional practices.
10. Actively working to ensure all students meet or exceed expectations on the state ELA and Math exam.
11. Utilizing IEPs to adapt instruction to reach the needs of students with disabilities in an inclusion setting.
12. Communicating effectively and regularly with students and parents about student progress.

Qualifications:

1. Required knowledge, skills and abilities
   - Demonstrated ability to have a high number of students meet or exceed state standards in ELA and Math
   - Use of data and regular assessments to inform instructional decisions
   - Work collaboratively with a team of teachers
   - Excellent organizational skills
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Bachelor's Degree (required), Master's Degree (preferred)
   - New York State Teaching Certificate or Equivalent preferred

3. Experience Preferred
   - 2+ years of experience with a proven track-record of high achievement in the classroom
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Special Education Teacher

The Special Education Teacher is passionate about designing and implementing an innovative specialized class for students with disabilities and/or implementing an effective co-teaching model in an inclusion classroom.

Specific duties and responsibilities shall include the following:

1. Implementing an innovative model of small class instruction for students with disabilities including academic, social, and functional life skills.
2. Creating a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
3. Designing curricula and activities to meet academic standards and IEP goals.
4. Designing and implementing assessments that measure progress towards academic standards and IEP goals.
5. Focusing constantly on assessment data to critically and strategically respond to student learning needs, refining curriculum and informing instructional practices.
6. Participating in the collaborative curriculum development process.
7. Being accountable for students' mastery of academic standards and IEP goals.
8. Sharing responsibility for grade-level and school-wide activities.
9. Exhibiting resilience to persevere and turn challenges into opportunities.
10. Communicating effectively with students, families, and colleagues.
11. Engaging families in their children's education.
12. Committing to continual professional growth, participating actively in department meetings, faculty meetings, and Student Support, and other meetings.
13. Participating in an annual summer orientation and training.
14. Facilitating co-teaching planning meetings.

Qualifications:

1. Required knowledge, skills and abilities
   - Drive to improve the minds and lives of students in and out of the classroom.
   - Proven track-record of high achievement in the classroom.
   - Mastery of and enthusiasm for middle school reading and math.
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Bachelor's degree is required; Master's degree is preferred.

3. Experience Preferred
   - Minimum of two years teaching experience in an urban public school or charter school setting.
   - Valid State Certification is helpful but not required.
   - Belief in and alignment with GACS's core beliefs and educational philosophy

English Language Learner (ELL) teacher

The ELL Teacher will help provide and guide instruction for ELL students at Granville Academy. The ELL teacher will work closely with the Special Education Coordinator, as well as with teachers and school leaders to ensure ELL students are achieving academic success.

Specific duties and responsibilities shall include the following:

1. Reviewing student records and identifying entering ELL students.
2. Monitoring progress of ELL students.
3. Monitoring the performance of students who have tested out of ELL status.
4. Evaluating ELL services and suggesting improvements.
5. Showing unwavering commitment to urban youth achieving greatness.
6. Creating a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
7. Implementing curricula and activities to meet academic and language acquisition standards.
8. Designing and implementing assessments that measure progress towards academic and language acquisition standards.
9. Using assessment data to refine curriculum and inform instructional practices.
10. Participating in the collaborative curriculum development process.
11. Being accountable for students' mastery of academic and language acquisition standards.
12. Focusing constantly on student learning, thinking critically and strategically to respond to student learning needs.
13. Communicating effectively with students, families, and colleagues.
14. Engaging families in their children's education.
15. Committing to continual professional growth.
16. Participating in an annual summer orientation and training.

Qualifications:

1. Required skills, knowledge and abilities
   - Drive to improve the minds and lives of students in and out of the classroom.
   - Proven track-record of high achievement in the classroom.
   - Mastery of and enthusiasm for academic subjects.
   - Knowledge about ELL identification process and service requirements
   - Evidence of self-motivation and willingness to be a team player.
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Bachelor's degree is required; Master's degree is preferred.
   - ESL certification is required.

3. Experience Preferred
   - Minimum of two years teaching experience in an urban public school or charter school setting.
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Office Associate

The Office Associate plays a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Office Associate functions as the primary contact person for all of the school's constituents.

Specific duties and responsibilities shall include the following:

1. Greeting all visitors to the school and directing them to the appropriate place or person.
2. Serving as primary contact for all school communication via phone.
3. Maintaining records in accordance with legal requirements and audit guidelines
4. Ensuring confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community.
5. Typing, translating, and distributing school correspondence.
6. Maintaining and ensuring the accuracy of students' daily attendance.
7. Updating data in student information systems.
8. Assisting in ordering and receiving materials.
9. Providing administrative support.
10. Checking and summarizing all voice messages and responding to general inquiries.
11. Sorting and routing mail.
12. Managing inventory and ordering office supplies.
13. Updating school calendar

Qualifications:

1. Required knowledge, skills and abilities
   - Oral and written proficiency in Spanish and/or Portuguese strongly preferred
   - Proficiency with productivity software
   - Excellent communication skills, both oral and written
   - Strong organizational and interpersonal skills
   - Relentless results orientation
   - Professional initiative and a desire to learn
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Bachelor's Degree

3. Experience preferred
   - Experience with effective office procedures, including filing, answering the telephone professionally, photocopying, greeting visitors cordially, and handling information with confidentiality
   - Experience working in a school or non-profit organization
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Technology Associate

The Technology Associate is responsible for supporting the use of technology for staff, faculty, and students. Further, the individual in this role will work closely with others on the operations team to ensure that the daily logistics of the school day run efficiently.

Specific duties and responsibilities shall include the following:

1. Serving as a technology resource and assisting staff and teachers in learning to effectively use key classroom technologies.
2. Maintaining database systems.
3. Managing student data processing, analysis, and reporting.
4. Troubleshooting all school technology (laptops, copiers, printers, interactive whiteboards, smartphones, etc.).
5. Managing inventory and purchasing of all school technology.
6. Supporting all school operations team processes.

Qualifications:

1. Required knowledge, skills and abilities
   - Proficiency in Microsoft Office (especially Excel) and Google Apps
   - Technology skills should include at least some of the following: word processing, databases, spreadsheets, web-page development, presentation and multimedia development, basic server maintenance, digital video and audio editing, image processing, graphics abilities, basic programming
   - Exemplary attention to detail
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Bachelor's Degree

3. Experience Preferred
   - Experience troubleshooting Windows and Mac OS X operating systems
   - Two years experience in technology integration and support preferred
   - Classroom teaching experience a plus
   - Unwavering determination to do whatever necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

Custodian

The care we put into our students' school building will directly message the care we have for them. Because of this, the Custodian will be responsible for the maintenance and upkeep of GACS' facilities.

Specific duties and responsibilities shall include the following:

1. Daily cleaning of all school-used spaces and property in accordance to GACS standards.
2. Responding to student accidents, spills, and urgent needs.
3. Daily inspection of buildings and grounds to note conditions and ensure that needed work is done in a timely fashion.
4. Monitoring the quality of the work performed by the cleaning company every day.
5. Maintaining working knowledge of problems, procedures, and operations involved in inspecting, analyzing, and planning building and ground maintenance and heating and ventilating work to be done.
6. Managing lunchroom set up and clean-up for lunch periods and events as required.
7. Managing all facility related vendors and report any issues to OM.
8. Maintaining and updating work order ticketing system daily.
9. Scheduling and executing all yearly inspections pertaining to facility systems including fire alarm, fire extinguishers, fire suppression, and mechanical systems.
10. Managing special projects related to building maintenance and upkeep
11. Ability to proactively implement preventative maintenance plans and report any issues to OM.

Qualifications:

1. Required skills, knowledge and abilities
   - Highly capable and comfortable using power tools and facility related equipment
   - General carpentry and handyman skills
   - In depth knowledge of building systems including HVAC, Electrical, and plumbing
   - Strong interpersonal and organizational skills and attention to detail
   - Ability to multitask, works collaboratively, and maintains focus in a fast-paced environment
   - Highly effective communication skills via phone, email, and in person
   - Must be able to lift, bend, and pull more than 50 pounds
   - Ability to thrive in a fast-paced, entrepreneurial environment.

2. Minimum Education Level
   - Associate's or Technical degree preferred but not required

3. Experience Preferred
   - Previous custodial experience in a school or professional setting
   - Unwavering determination to do whatever is necessary to help GACS students and staff achieve their goals
   - Belief in and alignment with GACS's core beliefs and educational philosophy

DEBORAH A. WOODS

[redacted]

WORK EXPERIENCE

UNCOMMON SCHOOLS **BROOKLYN, NY**
Principal Fellow *7/14 – 6/17*
Dean of Curriculum and Instruction

- Coordinate the development, implementation, and evaluation of instructional school improvement, curriculum, & instruction
- Analyze data to evaluate the effectiveness of curriculum and teaching methods
- Promote high expectations for students and staff for academic performance and character development

DEMOCRACY PREP PUBLIC SCHOOLS **NEW YORK, NY**
Network Middle School Math Specialist *7/13 – 6/14*

- Equip DPPS Math Department of 26 teachers to meet Common Core State Standard requirements through:
  - Facilitation of monthly professional development workshops
  - Observation, lesson plan feedback and weekly coaching meetings with eight teachers
  - Communication with four Principals regarding instructional expectations and teacher growth
- Created 6-8 scope and sequence and interim assessments to align with CCSSM

Leader U Fellow *7/12 – 6/13*

- Co-Assistant Principal for 170 students, 5th and 6th grade turnaround middle school
- Coached five 6th grade teachers through weekly observation and feedback meetings
- Implemented student culture initiatives to increase student investment and achievement

8th Grade Math Mentor Teacher *8/10- 7/12*
7th Grade History Teacher *8/09- 8/10*

- Developed a challenging hybrid math curriculum, using 8th and 9th grade NY State math standards
- 100% of 8th grade students that took 9th grade Integrated Algebra Regents earned passing scores
- 91% of students ranked proficient or advanced on 8th grade NY State Assessment
- Observed and met bi-weekly with two mentee teachers to discuss teacher and student progress

Summer Academy Director *Summer 2011*

- Executed the daily academic, behavioral and operational systems of Summer Academy
- Communicated with parents regularly regarding new policies and student updates

TEACH FOR AMERICA (TFA) **NEW YORK, NY**
Content Specialist *8/08- 6/09*

- Managed a group of 15 first year corps members towards significant student achievement
- Facilitated bi-monthly learning team meetings focused on key aspects of effective implementation of the New York State curriculum for middle school mathematics

MIDDLE SCHOOL 390 **BRONX, NY**
7th and 8th Grade Math Teacher *9/06- 6/09*

- Drove math instruction through a self-designed curriculum aligned with the NYS Core Curriculum
- 87% of students at a level one grew to a level three or four on the NY State Assessment

EDUCATION

RELAY GRADUATE SCHOOL OF EDUCATION **NEW YORK, NY**
Master of Instructional School Leadership *July 2017*

PACE UNIVERSITY- 3.76 GPA **NEW YORK, NY**
Master of Teaching in Secondary Mathematics *May 2008*

UNIVERSITY OF PENNSYLVANIA- 3.56 GPA, Cum Laude **PHILADELPHIA, PA**
Bachelor of Arts in Economics *May 2006*

New York State Education Department

Request for Proposals to Establish Charter S Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2017 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.gov/cha Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Granville Academy Charter School
Contact Name:	Deborah Woods
Contact Email:	[redacted]
Contact Phone:	
District of Location	Mount Vernon
	Examples
Pre-Opening Period	December 1, 2017 to June 30, 2018
Operational Year ONE	July 1, 2018 to June 30, 2019

Granville Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
December 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

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		**325,000**
Total Expenses		**297,640**
Net Income		**27,360**
Actual Student Enrollment		-
Total Paid Student Enrollment		-
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	-	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		325,000
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		325,000
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		-
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		**325,000**

Charter applications receiving a charter receive a $550,000 CSP grant. The school will request $325,000 of that funding for the pre-operating period.

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management			
Instructional Management	1.00	64,167	Principal - Full Time

Deans, Directors & Coordinators	1.00	26,667	Director of Curriculum and Instruction - Part Time through April; Full Time starting in May
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	28,125	Operations Manager - Part Time through March; Full Time starting in April
Administrative Staff	-	11,250	Office Associate - begins in April
TOTAL ADMINISTRATIVE STAFF	3.00	130,208	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	130,208	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		9,961	7.65% of salaries
Fringe / Employee Benefits		6,510	5% of salaries; no health insurance coverage
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		16,471	
TOTAL PERSONNEL SERVICE COSTS	3.00	146,680	
CONTRACTED SERVICES			
Accounting / Audit		4,000	Initial statement
Legal		3,000	Review of handbooks, contracts, and school policies
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,800	$75 per pay cycle, bimonthly
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		13,900	Bookkeeper expenses at $650/month + startup consultants
TOTAL CONTRACTED SERVICES		22,700	
SCHOOL OPERATIONS			
Board Expenses		5,000	Board retreat expenses
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		4,000	Curriculum
Equipment / Furniture		-	
Telephone		900	Cell phone service for Principal, DCI and OM
Technology		2,700	Laptops for Principal, DCI and OM
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		4,500	Materials and supplies for staff and student recruitment, as well as retreats
Staff Development		-	
Staff Recruitment		15,000	Online postings, fairs, travel and selection process development
Student Recruitment / Marketing		12,000	Student recruitment outreach
School Meals / Lunch		-	

Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	44,100	
FACILITY OPERATION & MAINTENANCE		
Insurance	6,000	D&O Insurance, Worker's comp, and Disability beginning at charter issuance
Janitorial	-	
Building and Land Rent / Lease	38,000	Office Rental Space before school starts plus three months of rent for school facility, starting in April
Repairs & Maintenance	40,000	Repairs to facility
Equipment / Furniture	-	
Security	160	Security for large events such as teacher and student open houses @$16/hour
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	84,160	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**297,640**	
NET INCOME	**27,360**	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Granville Academy Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
December 1, 2017 to June 30, 2018

* This section shou

Total Revenue	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-

		January	February	March	April	May	June	TOTAL	July	August	September
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
District of Location		-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	-	-	-	-	-	-	-	-
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	-	-	-	-	-	-	-	-	-	-

INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	3.00	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE											

Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security			-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

December 1, 2017 to June 30, 2018

uld be left blank unless and/or until the charter agreement is duly modified to include a planning year

-	-	108,333	-	-	108,333	-	-	108,333	325,000
-	-	15,926	30,635	33,135	29,215	58,213	61,968	68,548	297,640
-	-	92,407	(30,635)	(33,135)	79,118	(58,213)	(61,968)	39,785	27,360
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	92,407	(30,635)	(33,135)	79,118	(58,213)	(61,968)	39,785	27,360

October	November	December	January	February	March	April	May	June	TOTAL
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	108,333.33	-	-	108,333.33	-	-	108,333.33	325,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	108,333	-	-	108,333	-	-	108,333	325,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	108,333	-	-	108,333	-	-	108,333	325,000

-	-	-	-	-	-	-	-	-	-
-	-	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	64,167
-	-	-	3,333	3,333	3,333	3,333	6,667	6,667	26,667
-	-	-	-	-	-	-	-	-	-
-	-	-	3,125	3,125	3,125	6,250	6,250	6,250	28,125
-	-	-	-	-	-	3,750	3,750	3,750	11,250
-	-	9,167	15,625	15,625	15,625	22,500	25,833	25,833	130,208

-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	9,167	15,625	15,625	15,625	22,500	25,833	25,833	130,208
-	-	701	1,195	1,195	1,195	1,721	1,976	1,976	9,961
-	-	458.33	781.25	781.25	781.25	1,125.00	1,291.67	1,291.67	6,510
-	-	-	-	-	-	-	-	-	-
-	-	1,160	1,977	1,977	1,977	2,846	3,268	3,268	16,471
-	-	10,326	17,602	17,602	17,602	25,346	29,101	29,101	146,680
-	-	-	-	4,000	-	-	-	-	4,000
-	-	-	1,500	-	-	-	-	1,500	3,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	257.14	257.14	257.14	257.14	257.14	257.14	257.14	1,800
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	2,316.67	2,316.67	2,316.67	2,316.67	2,316.67	2,316.67	13,900
-	-	257	4,074	6,574	2,574	2,574	2,574	4,074	22,700
-	-	-	-	-	-	-	-	5,000	5,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	666.67	666.67	666.67	666.67	666.67	666.67	4,000
-	-	-	-	-	-	-	-	-	-
-	-	-	150	150	150	150	150	150	900
-	-	2,700	-	-	-	-	-	-	2,700
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	642.86	642.86	642.86	642.86	642.86	642.86	642.86	4,500
-	-	-	-	-	-	-	-	-	-
-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	12,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	3,343	5,960	5,960	5,960	5,960	5,960	10,960	44,100

-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	6,000
-	-	-	-	-	-	-	-	-	-
-	-	2,000	2,000	2,000	2,000	10,000	10,000	10,000	38,000
-	-	-	-	-	-	13,333	13,333	13,333	40,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	80	-	-	80	160
-	-	-	-	-	-	-	-	-	-
-	-	2,000	3,000	3,000	3,080	24,333	24,333	24,413	84,160
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	**15,926**	**30,635**	**33,135**	**29,215**	**58,213**	**61,968**	**68,548**	297,640
-	-	**92,407**	**(30,635)**	**(33,135)**	**79,118**	**(58,213)**	**(61,968)**	**39,785**	**27,360**
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
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-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
-	**-**	**92,407**	**(30,635)**	**(33,135)**	**79,118**	**(58,213)**	**(61,968)**	**39,785**	**27,360**
-	-	-	-	-	-	-	-	-	-
-	**-**	**92,407**	**(30,635)**	**(33,135)**	**79,118**	**(58,213)**	**(61,968)**	**39,785**	**27,360**

Granville Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	1,968,224	272,738	-	17,670	-	2,258,632
Total Expenses	1,098,941	352,414	186,488	-	592,712	2,230,555
Net Income	869,283	(79,676)	(186,488)	17,670	(592,712)	28,077
Actual Student Enrollment	79	21				100
Total Paid Student Enrollment	75	20				95

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
Mt. Vernon School District	17,794	1,690,430		-	-	-	1,690,430
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
		1,690,430	-	-	-	-	1,690,430
Special Education Revenue		-	211,229	-	-	-	211,229
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,690,430	211,229	-	-	-	1,901,659
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		34,058	-	-	-	-	34,058
Title Funding - Other		17,820	-	-	-	-	17,820
School Food Service (Free Lunch)		42,272	11,509	-	-	-	53,781
Grants							
Charter School Program (CSP) Planning & Implementation		176,850	48,150	-	-	-	225,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		270,999	59,659	-	-	-	330,658
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	17,670	-	17,670
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		6,795	1,850	-	-	-	8,645
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		6,795	1,850	-	17,670	-	26,315
TOTAL REVENUE		**1,968,224**	**272,738**	**-**	**17,670**	**-**	**2,258,632**

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	-	86,460	23,540	-	-	-	110,000

Deans, Directors & Coordinators	-	-	-	-	-	155,000	155,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	75,000	75,000
Administrative Staff	-	-	-	-	-	45,000	45,000
TOTAL ADMINISTRATIVE STAFF	-	86,460	23,540	-	-	275,000	385,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	390,000	-	-	-	-	390,000
Teachers - SPED	-	-	130,000	-	-	-	130,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	25,545	6,955	-	-	-	32,500
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	51,090	13,910	-	-	-	65,000
Other	-	25,152	6,848	-	-	-	32,000
TOTAL INSTRUCTIONAL	-	491,787	157,713	-	-	-	649,500
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	30,000	-	-	30,000
Security	-	-	-	-	-	-	-
Other	-	-	-	45,000	-	-	45,000
TOTAL NON-INSTRUCTIONAL	-	-	-	75,000	-	-	75,000
SUBTOTAL PERSONNEL SERVICE COSTS	-	578,247	181,253	75,000	-	275,000	1,109,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		44,236	13,866	5,738	-	21,038	84,877
Fringe / Employee Benefits		86,737	27,188	11,250	-	41,250	166,425
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		130,973	41,054	16,988	-	62,288	251,302
TOTAL PERSONNEL SERVICE COSTS	-	709,220	222,307	91,988	-	337,288	1,360,802
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	20,000	20,000
Legal		-	-	-	-	20,000	20,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		50,776	13,824	-	-	-	64,600
Food Service / School Lunch		42,272	11,509	-	-	-	53,781
Payroll Services		-	-	-	-	12,600	12,600
Special Ed Services		-	24,000	-	-	-	24,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		72,312	19,688	-	-	-	92,000
TOTAL CONTRACTED SERVICES		165,359	69,021	-	-	52,600	286,981
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials		24,759	6,741	-	-	-	31,500
Special Ed Supplies & Materials		3,930	1,070	-	-	-	5,000
Textbooks / Workbooks		16,801	4,574	-	-	-	21,375
Supplies & Materials other		18,109	4,931	-	-	-	23,040
Equipment / Furniture		39,300	10,700	-	-	-	50,000
Telephone		-	-	5,400	-	-	5,400
Technology		-	-	61,100	-	-	61,100
Student Testing & Assessment		8,587	2,338	-	-	-	10,925
Field Trips		15,720	4,280	-	-	-	20,000
Transportation (student)		1,598	435	-	-	-	2,033
Student Services - other		2,083	567	-	-	-	2,650
Office Expense		-	-	-	-	21,600	21,600
Staff Development		-	-	8,000	-	-	8,000
Staff Recruitment		-	-	10,000	-	-	10,000
Student Recruitment / Marketing		-	-	10,000	-	-	10,000
School Meals / Lunch		-	-	-	-	-	-

Travel (Staff)	-	-	-	-	2,000	2,000
Fundraising	-	-	-	-	-	-
Other	2,299	626	-	-	-	2,925
TOTAL SCHOOL OPERATIONS	133,186	36,262	94,500	-	28,600	292,548
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	25,000	25,000
Janitorial	-	-	-	-	32,000	32,000
Building and Land Rent / Lease	75,456	20,544	-	-	-	96,000
Repairs & Maintenance	15,720	4,280	-	-	-	20,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	32,810	32,810
Utilities	-	-	-	-	36,000	36,000
TOTAL FACILITY OPERATION & MAINTENANCE	91,176	24,824	-	-	125,810	241,810
DEPRECIATION & AMORTIZATION	-	-	-	-	23,414	23,414
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**1,098,941**	**352,414**	**186,488**	**-**	**592,712**	**2,230,555**
NET INCOME	**869,283**	**(79,676)**	**(186,488)**	**17,670**	**(592,712)**	**28,077**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
Mt. Vernon School District	79	21		100
School District 2 (Enter Name)	-	-		-
School District 3 (Enter Name)	-	-		-
School District 4 (Enter Name)	-	-		-
School District 5 (Enter Name)	-	-		-
TOTAL ENROLLMENT	**79**	**21**	**-**	**100**
REVENUE PER PUPIL	**25,041**	**12,745**	**-**	**22,586**
EXPENSES PER PUPIL	**13,981**	**16,468**	**-**	**22,306**

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

All Explanations/Assumptions for Y! expenses are noted in Tab 6.

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

Granville Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 20XX to June 30, 20XX

Total Revenue		**316,943**	**-**	**316,943**	**95,976**	**333,294**	**5,976**	**324,648**	**23,267**	**378,294**	**16,351**
Total Expenses		**109,129**	**232,808**	**228,247**	**184,622**	**172,572**	**183,957**	**179,072**	**175,572**	**184,307**	**181,272**
Net Income		**207,814**	**(232,808)**	**88,696**	**(88,647)**	**160,722**	**(177,982)**	**145,575**	**(152,305)**	**193,987**	**(164,921)**
Cash Flow Adjustments		**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**
Beginning Cash Balance		**-**	**219,023**	**(2,575)**	**97,330**	**19,893**	**191,824**	**25,052**	**181,837**	**40,741**	**245,937**
Net Income		**219,023**	**(2,575)**	**97,330**	**19,893**	**191,824**	**25,052**	**181,837**	**40,741**	**245,937**	**92,225**
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Colum Assumptions'.**									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
Mt. Vernon School District	17,794	281,738.33	-	281,738.33	-	281,738.33	-	281,738.33	-	281,738.33	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		281,738	-	281,738	-	281,738	-	281,738	-	281,738	-
Special Education Revenue		35,204.78	-	35,204.78	-	35,204.78	-	35,204.78	-	35,204.78	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		316,943	-	316,943	-	316,943	-	316,943	-	316,943	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	6,812	-	-	6,812	6,812	6,812
Title Funding - Other		-	-	-	-	3,564	-	-	3,564	3,564	3,564
School Food Service (Free Lunch)		-	-	-	5,975.63	5,975.63	5,975.63	5,975.63	5,975.63	5,975.63	5,975.63
Grants											
Charter School Program (CSP) Planning & Implementation		-	-	-	90,000.00	-	-	-	-	45,000.00	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	95,976	16,351	5,976	5,976	16,351	61,351	16,351
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	1,729.00	6,916.00	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	1,729	6,916	-	-
TOTAL REVENUE		**316,943**	**-**	**316,943**	**95,976**	**333,294**	**5,976**	**324,648**	**23,267**	**378,294**	**16,351**
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167
Deans, Directors & Coordinators	2.00	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Administrative Staff	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750
TOTAL ADMINISTRATIVE STAFF	5.00	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083	32,083
INSTRUCTIONAL PERSONNEL COSTS											

Teachers - Regular	6.00	-	35,454.55	35,454.55	35,454.55	35,454.55	35,454.55	35,454.55	35,454.55	35,454.55	35,454.55
Teachers - SPED	2.00	-	11,818.18	11,818.18	11,818.18	11,818.18	11,818.18	11,818.18	11,818.18	11,818.18	11,818.18
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00	-	2,954.55	2,954.55	2,954.55	2,954.55	2,954.55	2,954.55	2,954.55	2,954.55	2,954.55
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	5,909.09	5,909.09	5,909.09	5,909.09	5,909.09	5,909.09	5,909.09	5,909.09	5,909.09
Other	4.00	-	-	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200
TOTAL INSTRUCTIONAL	14.00	-	56,136	59,336	59,336	59,336	59,336	59,336	59,336	59,336	59,336
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	-	-	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Security	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
TOTAL NON-INSTRUCTIONAL	2.00	-	-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	32,083	88,220	98,920	98,920	98,920	98,920	98,920	98,920	98,920	98,920
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		2,454.38	6,748.81	7,567.36	7,567.36	7,567.36	7,567.36	7,567.36	7,567.36	7,567.36	7,567.36
Fringe / Employee Benefits		4,813	13,233	14,838	14,838	14,838	14,838	14,838	14,838	14,838	14,838
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		7,267	19,982	22,405	22,405	22,405	22,405	22,405	22,405	22,405	22,405
TOTAL PERSONNEL SERVICE COSTS	21.00	39,350	108,201	121,325	121,325	121,325	121,325	121,325	121,325	121,325	121,325
CONTRACTED SERVICES											
Accounting / Audit		2,000.00	-	-	-	-	-	-	-	-	-
Legal		-	-	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	6,460.00	6,460.00	6,460.00	6,460.00	6,460.00	6,460.00	6,460.00	6,460.00
Food Service / School Lunch		-	-	5,378.06	5,378.06	5,378.06	5,378.06	5,378.06	5,378.06	5,378.06	5,378.06
Payroll Services		-	-	1,260.00	1,260.00	1,260.00	1,260.00	1,260.00	1,260.00	1,260.00	1,260.00
Special Ed Services		-	-	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200
TOTAL CONTRACTED SERVICES		2,000	-	26,698	26,698	26,698	26,698	26,698	26,698	26,698	26,698
SCHOOL OPERATIONS											
Board Expenses		2,000.00	2,000.00	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	9,450.00	9,450.00	6,300.00	-	-	-	-	6,300.00	-
Special Ed Supplies & Materials		-	1,500.00	1,500.00	750.00	-	-	-	500.00	750.00	-
Textbooks / Workbooks		-	10,687.50	10,687.50	-	-	-	-	-	-	-
Supplies & Materials other		-	6,912.00	6,912.00	1,152.00	1,152.00	1,152.00	1,152.00	1,152.00	1,152.00	1,152.00
Equipment / Furniture		-	25,000.00	25,000.00	-	-	-	-	-	-	-
Telephone		450.00	450.00	450.00	450.00	450.00	450.00	450.00	450.00	450.00	450.00
Technology		30,550.00	30,550.00		-	-	-	-	-	-	-
Student Testing & Assessment		-	3,277.50	3,277.50	-	-	2,185.00	-	-	2,185.00	-
Field Trips		-	-	-	5,000.00	-	-	-	-	-	5,000.00
Transportation (student)		-	-	203.30	203.30	203.30	203.30	203.30	203.30	203.30	203.30
Student Services - other		-	-	265.00	265.00	265.00	265.00	265.00	265.00	265.00	265.00
Office Expense		1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00
Staff Development		2,800.00	2,800.00	-	-	-	1,200.00	-	-	-	1,200.00
Staff Recruitment		3,000.00	3,000.00	-	-	-	-	1,000.00	1,000.00	1,000.00	1,000.00
Student Recruitment / Marketing		-	-	-	-	-	4,000.00	1,500.00	1,500.00	1,500.00	1,500.00
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		500.00	500.00	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		244	244	244	244	244	244	244	244	244	244
TOTAL SCHOOL OPERATIONS		41,344	98,171	59,789	16,164	4,114	11,499	6,614	7,114	15,849	12,814
FACILITY OPERATION & MAINTENANCE											
Insurance		2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33

Janitorial	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67
Building and Land Rent / Lease	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Repairs & Maintenance	6,000.00	6,000.00	-	-	-	4,000.00	4,000.00	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	2,734.17	2,734.17	2,734.17	2,734.17	2,734.17	2,734.17	2,734.17	2,734.17	2,734.17	2,734.17
Utilities	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
TOTAL FACILITY OPERATION & MAINTENANCE	24,484	24,484	18,484	18,484	18,484	22,484	22,484	18,484	18,484	18,484
DEPRECIATION & AMORTIZATION	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**109,129**	**232,808**	**228,247**	**184,622**	**172,572**	**183,957**	**179,072**	**175,572**	**184,307**	**181,272**
NET INCOME	**207,814**	**(232,808)**	**88,696**	**(88,647)**	**160,722**	**(177,982)**	**145,575**	**(152,305)**	**193,987**	**(164,921)**
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19	1,951.19
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951	1,951
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	9,258.33	9,258.33	9,258.33	9,258.33	9,258.33	9,258.33	9,258.33	9,258.33	9,258.33	9,258.33
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	9,258	9,258	9,258	9,258	9,258	9,258	9,258	9,258	9,258	9,258
FINANCING ACTIVITIES										
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**	**11,210**
NET INCOME	**219,023**	**(221,598)**	**99,905**	**(77,437)**	**171,931**	**(166,772)**	**156,785**	**(141,096)**	**205,196**	**(153,712)**
Beginning Cash Balance	-	219,023	(2,575)	97,330	19,893	191,824	25,052	181,837	40,741	245,937
ENDING CASH BALANCE	**219,023**	**(2,575)**	**97,330**	**19,893**	**191,824**	**25,052**	**181,837**	**40,741**	**245,937**	**92,225**

331,640	**115,299**	**2,258,632**
178,072	**220,920**	**2,230,555**
153,568	**(105,621)**	**28,077**
11,210	**11,210**	**134,514**
92,225	**257,003**	**-**
257,003	**162,591**	**162,591**

May	June	TOTAL

nn N) on tab '4.) Year Budget &

281,738.33	-	1,690,430
-	-	-
-	-	-
-	-	-
-	-	-
281,738	-	1,690,430
35,204.78	-	211,229
-	-	-
-	-	-
-	-	-
316,943	-	1,901,659
-	-	-
3,406	3,406	34,058
1,782	1,782	17,820
5,975.63	5,975.63	53,781
-	90,000.00	225,000
-	-	-
-	-	-
11,163	101,163	330,658
-	-	-
3,534.00	14,136.00	17,670
-	-	-
-	-	-
-	-	-
-	-	8,645
-	-	-
3,534	14,136	26,315
331,640	**115,299**	**2,258,632**

-	-	-
9,167	9,167	110,000
12,917	12,917	155,000
-	-	-
6,250	6,250	75,000
3,750	3,750	45,000
32,083	32,083	385,000

35,454.55	35,454.55	390,000
11,818.18	11,818.18	130,000
-	-	-
-	-	-
2,954.55	2,954.55	32,500
-	-	-
5,909.09	5,909.09	65,000
3,200	3,200	32,000
59,336	59,336	649,500
-	-	-
-	-	-
3,000.00	3,000.00	30,000
-	-	-
4,500	4,500	45,000
7,500	7,500	75,000
98,920	98,920	1,109,500
7,567.36	7,567.36	84,877
14,838	14,838	166,425
-	-	-
22,405	22,405	251,302
121,325	121,325	1,360,802
-	18,000.00	20,000
2,000.00	2,000.00	20,000
-	-	-
6,460.00	6,460.00	64,600
5,378.06	5,378.06	53,781
1,260.00	1,260.00	12,600
2,400.00	2,400.00	24,000
-	-	-
9,200	9,200	92,000
26,698	44,698	286,981
-	1,000.00	5,000
-	-	31,500
-	-	5,000
-	-	21,375
1,152.00	-	23,040
-	-	50,000
450.00	450.00	5,400
-	-	61,100
-	-	10,925
5,000.00	5,000.00	20,000
203.30	203.30	2,033
265.00	265.00	2,650
1,800.00	1,800.00	21,600
-	-	8,000
-	-	10,000
-	-	10,000
-	-	-
500.00	500.00	2,000
-	-	-
244	244	2,925
9,614	9,462	292,548
2,083.33	2,083.33	25,000

2,666.67	2,666.67	32,000
8,000.00	8,000.00	96,000
-	-	20,000
-	-	-
2,734.17	2,734.17	32,810
3,000	3,000	36,000
18,484	18,484	241,810
1,951.19	1,951.19	23,414
-	25,000	25,000
178,072	**220,920**	2,230,555
153,568	**(105,621)**	**28,077**
1,951.19	1,951.19	23,414
-	-	-
1,951	1,951	23,414
9,258.33	9,258.33	111,100
-	-	-
9,258	9,258	111,100
-	-	-
-	-	-
-	-	-
11,210	**11,210**	**134,514**
164,778	**(94,412)**	**162,591**
92,225	257,003	-
257,003	**162,591**	**162,591**

Granville Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue		2,258,632	4,052,420	6,070,591	5,991,128	5,991,128
Total Expenses		2,230,555	3,490,368	4,656,009	4,965,362	5,454,668
Net Income (Before Cash Flow Adjustments)		28,077	562,052	1,414,582	1,025,766	536,460
Actual Student Enrollment		100	200	300	300	300
Total Paid Student Enrollment		95	190	285	285	285
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2018	**2019**	**2020**	**2021**	**2022**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
Mt. Vernon School District	17,794	1,690,430	3,380,860	5,071,290	5,071,290	5,071,290
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,690,430	3,380,860	5,071,290	5,071,290	5,071,290
Special Education Revenue		211,229	406,059	599,891	569,684	569,684
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,901,659	3,786,919	5,671,181	5,640,974	5,640,974
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	18,076	36,996	54,227	54,227
Title I		34,058	66,151	100,455	98,219	98,219
Title Funding - Other		17,820	36,180	54,000	4,000	4,000
School Food Service (Free Lunch)		53,781	110,315	164,533	164,533	164,533
Grants						
Charter School Program (CSP) Planning & Implementation		225,000	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		330,658	230,721	355,984	320,979	320,979
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		17,670	17,490	17,490	3,240	3,240
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		8,645	17,290	25,935	25,935	25,935
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		26,315	34,780	43,425	29,175	29,175

TOTAL REVENUE		2,258,632	4,052,420	6,070,591	5,991,128	5,991,128
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	**No. of Positions**					
Executive Management		-	-	-	-	-
Instructional Management	1.00	110,000	113,300	116,699	120,200	123,806
Deans, Directors & Coordinators	2.00	155,000	239,650	326,840	336,645	346,744
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	75,000	77,250	79,568	81,955	84,413
Administrative Staff	1.00	45,000	91,350	94,091	96,913	99,821
TOTAL ADMINISTRATIVE STAFF	5.00	385,000	521,550	617,197	635,712	654,784
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	6.00	390,000	791,700	1,205,451	1,241,615	1,278,863
Teachers - SPED	2.00	130,000	198,900	269,867	277,963	286,302
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.00	32,500	66,950	68,959	71,027	73,158
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	65,000	66,950	68,959	71,027	73,158
Other	4.00	32,000	65,920	101,847	104,902	108,049
TOTAL INSTRUCTIONAL	14.00	649,500	1,190,420	1,715,082	1,766,534	1,819,530
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	30,000	30,900	31,827	32,782	33,765
Security	-	-	-	-	-	-
Other	1.00	45,000	46,350	47,741	49,173	50,648
TOTAL NON-INSTRUCTIONAL	2.00	75,000	77,250	79,568	81,955	84,413
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,109,500	1,789,220	2,411,846	2,484,201	2,558,727
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		84,877	136,875	184,506	190,041	195,743
Fringe / Employee Benefits		166,425	268,383	361,777	372,630	383,809
Retirement / Pension		-	22,190	35,784	48,237	49,684
TOTAL PAYROLL TAXES AND BENEFITS		251,302	427,448	582,067	610,908	629,236
TOTAL PERSONNEL SERVICE COSTS	21.00	1,360,802	2,216,668	2,993,913	3,095,109	3,187,963
CONTRACTED SERVICES						
Accounting / Audit		20,000	21,000	22,050	23,153	24,310
Legal		20,000	21,000	22,050	23,153	24,310
Management Company Fee		-	-	-	-	-
Nurse Services		64,600	71,060	78,166	85,983	94,581
Food Service / School Lunch		53,781	110,315	164,533	164,533	164,533
Payroll Services		12,600	26,460	39,690	67,473	109,148
Special Ed Services		24,000	34,000	44,000	54,000	64,000
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		92,000	138,000	207,000	310,500	465,750
TOTAL CONTRACTED SERVICES		286,981	421,835	577,489	728,794	946,632
SCHOOL OPERATIONS						
Board Expenses		5,000	6,000	7,200	8,640	10,368
Classroom / Teaching Supplies & Materials		31,500	49,500	65,250	78,300	93,960
Special Ed Supplies & Materials		5,000	6,750	9,113	12,302	16,608
Textbooks / Workbooks		21,375	11,875	11,875	14,250	17,100
Supplies & Materials other		23,040	46,080	69,120	76,032	83,635

Equipment / Furniture	50,000	28,000	28,000	21,000	21,000
Telephone	5,400	5,400	5,400	5,400	5,400
Technology	61,100	61,100	61,100	20,000	20,000
Student Testing & Assessment	10,925	21,850	32,775	32,775	32,775
Field Trips	20,000	40,000	60,000	72,000	86,400
Transportation (student)	2,033	4,161	6,099	6,099	6,099
Student Services - other	2,650	2,862	3,091	3,338	3,605
Office Expense	21,600	43,200	64,800	77,760	93,312
Staff Development	8,000	16,000	32,000	40,000	50,000
Staff Recruitment	10,000	10,000	10,000	4,000	4,000
Student Recruitment / Marketing	10,000	10,000	10,000	10,000	10,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	2,000	4,000	6,000	6,600	7,260
Fundraising	-	-	-	-	-
Other	2,925	4,350	5,775	5,775	5,775
TOTAL SCHOOL OPERATIONS	292,548	371,128	487,597	494,271	567,297
FACILITY OPERATION & MAINTENANCE					
Insurance	25,000	30,000	36,000	43,200	51,840
Janitorial	32,000	64,000	96,000	144,000	216,000
Building and Land Rent / Lease	96,000	201,600	211,680	222,264	233,377
Repairs & Maintenance	20,000	20,000	20,000	20,000	20,000
Equipment / Furniture	-	-	-	-	-
Security	32,810	33,794	34,808	35,852	36,928
Utilities	36,000	63,000	110,250	132,300	158,760
TOTAL FACILITY OPERATION & MAINTENANCE	241,810	412,394	508,738	597,616	716,905
DEPRECIATION & AMORTIZATION	23,414	43,343	63,271	49,571	35,871
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-
TOTAL EXPENSES	**2,230,555**	**3,490,368**	**4,656,009**	**4,965,362**	**5,454,668**
NET INCOME	**28,077**	**562,052**	**1,414,582**	**1,025,766**	**536,460**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
Mt. Vernon School District	100	200	300	300	300
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**100**	**200**	**300**	**300**	**300**
REVENUE PER PUPIL	**22,586**	**20,262**	**20,235**	**19,970**	**19,970**
EXPENSES PER PUPIL	**22,306**	**17,452**	**15,520**	**16,551**	**18,182**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Add Back Depreciation from technology acquisitions, furniture and leasehold improvements	23,414	43,343	63,271	49,571	35,871
Other	-	-	-	-	-
Total Operating Activities	23,414	43,343	63,271	49,571	35,871
INVESTMENT ACTIVITIES					
Technology acquisitions, furniture and leasehold improvements	111,100	89,100	89,100		
Other	-	-	-	-	-
Total Investment Activities	111,100	89,100	89,100	-	-
FINANCING ACTIVITIES					

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**134,514**	**132,443**	**152,371**	**49,571**	**35,871**
NET INCOME	**162,591**	**694,495**	**1,566,953**	**1,075,337**	**572,331**
Beginning Cash Balance	-	162,591	857,086	2,424,039	3,499,376
ENDING CASH BALANCE	**162,591**	**857,086**	**2,424,039**	**3,499,376**	**4,071,708**

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

Assumes 5% attrition from charter max enrollment

Assumes 0% increase to be conservative

Assumes 100% of SWD are 20-59% to be conservative; used enrollment target of 21.4% based on SED requirements (21.9% in Y2, 21.4% in Y3-Y5) and 89% retention rate for previous year SWD students

$989 per student, using prior year's counts of SWD with enrollment/retention targets
Using SED retention/enrollment targets and estimating $478 per FRPL student
Title II, Part A funds, assumes drop to 2016-17 levels of other Mt. Vernon charter school beginning in 2020
Assumes 70% of all students eat on a 190 day school year with 75% of FRPL students qualifying for free lunch. Used of SED enrollment targets and 2017-18 federal reimbursement rates from CKNC: http://www.cn.nysed.gov/content/2017-2018-

2 year split of $550K CSP

Assumes 10% discount of voice services in 2018, 90% of internet and 85% discount of $150 per student per year

Based on prior NYSTL rates of $58.25/pupil, NYSSL $14.98/pupil, NYSLIBL $6.11/pupil, Computer Hardware $11.66/pupil

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

State number of postions for years 2 thru 5 in assumptions if differ from year

Principal plus 3% COLA
DCI and Life Coach in Year 1; add SPED Coordinator in Year 2 and additional Director of Curriculum and Instruction in Year 3

Operations Manager plus 3% COLA
Assistant at 3% COLA, plus 1 more in year 2

Add 6 teachers every yaer of growth for 2 Math, 2 ELA, 1 Science and 1 SS
2 Sped in Y1. Add 1 per year of growth

1 ELL teacher

1 Social Worker
Enrichment electives at the end of each day for PE, Art, Language, and other disciplines. Each role is PT 4 hours/day for 190 days @$35/hour

Tech Associate

7.65% of salaries
15% of salaries to include full health benefits
5% match of returning staff salaries, beginning in Y2; assumes 50% participation

Y1 Audit + 5% increase annually
Basic retainer + 5% for HR issues and contract/handbook/policy certifications

Outsourced RN at 4 hours/day for 190 days
Assumes food vendor bills for full reimbursement amount from USDOE
$25 per staff member per payroll period
OT/PT and other mandated services potentially unavailable onsite

Bookkeeper, professional development, and other outsourced vending incl. IT

Board retreat + PD
$2,250 per teacher
Wilson and other intervention programs
$225 per new student and includes novels/classroom library
Math (IXL, Do the Math), ELA (Read 180, Winward Teacher Institute, Accelerated Reader), Science (Discovery), and SS (Harcourt) curriculum; double each year to account for students and other changes to address differentiated needs

$4000 per new classroom, $2000 per new office, listed under investment activities, then 75% replacement cost per yr
Internet and phone service combined
Network cabling in Y1-Y3, Laptops per new teacher and chromebooks per new student listed under investment activities
GradeCam, F&P, self-designed interims, and other norm-referenced assessments at
Reward and other trips; 100% increase in Y2 and Y3; 20% jump after
Transportation for SPED stiudents outisde of public school school days (10)
Student information management system, including gradebook and Kickboard
$1,200/month + 600/month copier leases; 100% increase in Y2-Y3, then 20% after
Double budget per year until fully grown, then 20% growth; covers ELA/Math consultants, pre-service and other support
Job fairs, advertisements and outreach costs

Food handling certifications and other supplies are incorporated in other line items

Assumes no fundraising for conversative budgeting purposes
Northeast Charter Schools network

D&O, General, Liability and other required insurances; 20% increase per annum
Contracted nightly service

Building contingency fund

$17/hour for 10 hours/day + 30 hour overage for events
Electricity and water, estimated at 3k/month and 100% increase in Y2-Y3, then 20% inflation thereafter

Straight line depreciaton according to following schedule: 5 Yrs (Office); 3 Yrs (Computers); 7 Yrs (Furniture); 10 Yrs for Leasehold improvements
Dissolution rqeuirement of 25K for first 3 years

20K network installations Y1-Y3; 4K per new classroom; 2K per new office; $900/laptop per staff member; $300 Chromebook/student

Table 1: Applicant Group Information

Last updated: 07/06/2017

Include minimum 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Cedric C. Lawrence [redacted]	Parks and Recreation Town of Canton, CT Recreation Coordinator	Mount Vernon Department of Recreation, Recreation Specialist- program coordination, marketing, recruitment, community relations	Trustee	Trustee
2	Deborah Woods [redacted]	N/A	Assistant Principal Harlem Prep Middle School, Network Math Specialist Democracy Prep Public Schools, Dean of Curriculum and Instruction, Instructional Fellow, Interim Principal Uncommon Schools Primary author of the application	Trustee	Board Chair
			NYU adjunct graduate professor, Fordham University adjunct		

3	Monique Carswell [redacted]	Comcast NBCUniversal Director	undergraduate professor, Director and Managing Director at Teach For America, Youth Adviser for Mid-Manhattan Branch of NAACP, founding board member for World of Money (youth education non-profit) and New York Urban League Young Professionals	Trustee	Trustee
4	Nikisha Pace [redacted]	Rochdale Early Advantage Charter school Assistant Principal	Classroom teacher (10 years)/M.A. in English, Assistant Principal at an independent charter school, NYS 5-9 ELA Certification, Curriculum Development, Student culture, Data analysis Contributed to Educational Plan, Professional Development and Family and Community Involvement sections of the application	Trustee	Academic Accountability Committee Chair
	Wesley Alston [redacted]	The Engine Shop	Management, Leadership, Community, Public Relations, Organizational Development, Accounting, Financial Management,		

5	[redacted]	Agency Finance Director	Fundraising Worked on Financial Management section and Budget and Cash flow of the application	Trustee	Treasurer
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

Three members of the current applicant group, Wesley Alston, Cedric Lawrence and Deborah Woods, had applied to open this proposed school to SUNY Charter School Institute on January 25, 2016 and withdrew on March 14, 2016. Modifications made to this application include developing a more diverse board, particularly in the areas of marketing, to support the attraction of faculty and families, and independent charter school experience to develop sections that relied too heavily on a network model. We also more thoroughly developed our Curriculum and Instruction model to adapt a network model similar to Uncommon Schools to one that can be implemented as an independent school without the resources of a network. Additionally, we ensured there was clear alignment between each section of the application to support the Key Design Elements. Finally, we continued our work in the community and have planned for the possibility of significant community push-back.