

Charter School Name	G.O.A.L. Academy Charter School (G.O.A.L.)
Applicant Name(s)	Paul Modell, Harold Golubtchick
Media Contact Name	Paul Modell
Media Contact Email Address	p.modell@optonline.net
Media Contact Telephone Number	(917) 691-5114
District of Location	CSD 8
Opening Date	September 2015
Proposed Charter Term	2015-16-2019-20
Proposed Management Company or Partners	NA
Projected Enrollment and Grade Span During	K-5
Proposed Charter Term	Five Years
Projected Maximum Enrollment and Grade	440 students
Span	Year 1: K-1, 120 Students Year 2: K-2, 200 Students Year 3: K-3, 280 Students Year 4 K-4, 360 Students Year 5, K-5, 440 Students
Mission Statement	G.O.A.L. (Get Out And Learn) Academy Charter school is fully committed to the crucial task of preparing our children to become independent, self-directed, active learners and individuals with the skills and character to become the thinkers, creators, producers, problem solvers and risk takers of the future. Through a safe, rigorous, structured, and supportive environment, employing a multisensory curriculum, we will prepare our students to achieve mastery and proficiency of New York State and Common Core Learning Standards.

Summary: Get Out And Learn is a call to action and an imperative to seek out opportunities to maximize the academic potential of children. The founders of G.O.A.L. Academy Charter School (G.O.A.L.) plan to create and bring an elementary charter school to an area that currently has none. The desire to undertake this project is driven by the observed general decline in educational excellence in public schools in that geographic area and a growing inclination of parents to seek alternatives to the status quo for their children. We seek to offer a solid educational choice to parents without the limits of the traditional district schools.

At G.O.A.L. we will emphasize the teaching of key skills and information because an educated person in the 21st century should possess the knowledge, skills, and characteristics necessary to meaningfully contribute to society at large. Through a safe, rigorous, structured, and supportive environment, employing a multisensory curriculum, we will prepare our students to achieve mastery and proficiency of New York State & Common Core Learning Standards and to compete and to excel in the most challenging academic institutions at all levels.

**Proposal for
G.O.A.L. Academy Charter School
to the New York State Education Department
Submitted by: Paul Modell & Harold Golubtchick
August 18, 2014**

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Our objectives are:

- Students at G.O.A.L. will be proficient readers, writers and speakers of the English language.
- Students at G.O.A.L. will demonstrate their high levels of capabilities in their understanding and application of mathematical computation and problem solving.
- Students at G.O.A.L. will demonstrate knowledge and aptitude about U.S. History, N.Y. History, World History and Geography and the fundamental concepts at the foundation of our republic.
- Students at G.O.A.L. will become proficient in their competence, understanding and utilization of science, including physical and life sciences, and scientific concepts, including analysis, inquiry and design.

School's target population: The school's target population in this blue collar community in the East Bronx will be focused on English Language Learners (ELLs), immigrant and special needs students, and underserved economically **disadvantaged population of the district.**

Staffing: Our school will be led by an experienced Head of School (HOS) supported by an instructional leadership team that

includes an Assistant Principal, Director of Curriculum & Instruction, and a Student Achievement Coordinator. Each class will have a NYS Certified Teacher (who will often be coupled with a Teaching Fellow and/or Teaching Assistant) to provide students with individualized attention and support. Non-academic functions will be overseen by a Director of Operations along with a Business Manager/Finance Director and Office Manager.

I. Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement and Objectives: G.O.A.L. is fully committed to the crucial task of preparing our children to become independent, self-directed, active learners and individuals with the skills and character to become the thinkers, creators, producers, problem solvers and risk takers of the future. Through a safe, rigorous, structured, and supportive environment, employing a multisensory curriculum, we will prepare our students to achieve mastery and proficiency of New York State & Common Core Learning Standards and to compete and to excel in the most challenging academic institutions at all levels. Every child was born to learn, achieve and succeed. By developing a life-long love of learning, our students will rise as high as their individual talent, potential and determination promise. By rising to their best, they will stand as heirs to the legacy of America: the pursuit of happiness and independence.

General Objectives: The fundamental objective of G.O.A.L. is to prepare its students academically to face a lifetime of challenges with the knowledge and skills to achieve their full potential in life.

- G.O.A.L. has set the following goals to put its students on the path to success in life. Our objectives are:
- Students will demonstrate their abilities to be skilled and proficient readers, writers and speakers of the English language at a rate of 75% or above on the state ELA exam and the TerraNova Test (see curriculum ELA, section II, part C) and will score at a greater percentage and will be proficient as compared to students in the district.
- Students will demonstrate their abilities and prowess to become competent in mathematical computation and problem solving at a rate of 75% or above on the state Mathematics exam and the TerraNova Test (see curriculum Math, section II, part C) and will score at a greater percentage and will be proficient as compared to students in the district.
- Students will demonstrate their capabilities to become proficient in their understanding and use of science, including physical and life sciences, and scientific concepts, including analysis, inquiry and design at a rate of 75% or above on the 4th grade state Science exam and the TerraNova Test (see curriculum Science, section II, part C) and will score at a greater percentage and will be proficient as compared to students in the district.
- Students will demonstrate their faculty to become knowledgeable about U.S., N.Y. and World History and Geography and fundamental concepts of freedom at a rate of 75% or above on the 5th grade state Social Studies exam (if administered by NYS) and the TerraNova Test (see curriculum Social Studies, section II, part C) and will score at a greater percentage and will be proficient as compared to students in the district.
- Promote academic excellence and equity for a diverse population of students within the public education system
- Provide a choice of educational opportunities within a public school system for parents, students, and educators

Educational Goals: In accordance with this mission, G.O.A.L.'s education plan addresses the following goals:

- All students will achieve academic success.
- Educational opportunities will meet the unique academic, social, and emotional needs of all students.
- Educational practices will be predicated on scientifically based research.
- Parents and community members will be actively engaged.
- A safe, appropriate, and supportive environment will be provided for all students.

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

- At the end of each year the average percentile ranking will be at least 50% in reading and math. (Comparative)
- At the end of each year 100% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score (an abbreviation for "Rausch Unit") in the same 10 point RIT block. (Growth)

G.O.A.L. will meet or exceed State mandated educational goals:

- Each year, (beginning in 2016-2017), the school will earn a score sufficient to place it at or above the 75th percentile of all schools on the "Performance" section of the citywide Progress Report.
- Each year, at least 75 percent of 3rd-5th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and math exams.

- Each year, at least 75 percent of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science exam.

Furthering the Purpose of Education Law--G.O.A.L. will meet all six objectives of the New York State Charter School Law:

- Improve student learning and achievement. Small class-size, multi-sensory approach, and elective courses will allow us to significantly improve the quality and rigor of instruction that our students receive. This high quality teaching will lead to outsized results. With our educational plan, we expect our students to accomplish in ELA, math, science and will be setting our own high standards in these areas in addition to measuring student performance on state tests.
- Expand learning opportunities for students at risk of academic failure. We intend to locate within Community School District (CSD) 8 in the East Bronx. The East Bronx is a high needs neighborhood in New York City with many low performing schools. Our intended population includes many low-income and minority students, students with disabilities, and English Language Learner (ELL) students who would otherwise be "at-risk," with limited educational opportunity.
- Innovative teaching methods. G.O.A.L. will be based upon proven, effective, and research-based multi-sensory techniques that recognize that all students are unique and learn in their own way.
- Provide new professional opportunities for teachers and staff. G.O.A.L. provides a continuum for teacher growth that is both supported and incentivized. Based on demonstrated ability it offers new opportunities for pedagogues to grow professionally while remaining within the classroom. In addition, our model allows for expanded opportunities in leadership, collaboration, and inquiry that are not available in traditional settings.
- Expand parent and student opportunities. G.O.A.L.'s small class sizes, elective courses, and multi-sensory techniques are significantly different from a standard New York City Department Of Education (NYCDOE) or New York State (NYS) charter school and will offer parents and students a unique educational experience currently not available within CSD 8.
- Shift to performance based accountability systems. In exchange for the greater autonomy afforded to G.O.A.L., the founders and board of trustees believe that the school should be held accountable for measurable student achievement. In addition to the mandated benchmarks, we have set our own high standards for student achievement in ELA, science and math for which the board will hold the leadership of the school accountable.

B. Key Design Elements—At G.O.A.L., we want our students to become active, independent, self-directed learners. As Maria Montessori stated, "The child is both a hope and a promise for mankind." G.O.A.L. will create a journey of learning through an academically stimulating environment that enables students to be the architects of extraordinary lives for themselves. We will be a place of academic growth and depth, caring, and nurturing of each child's potential. We will provide the highest quality educational opportunities for students through programs designed to meet their abilities and needs. We expect our students to think for themselves, not to be thought for.

The following key design elements are essential components of our school:

1) **Small Class Size:** Each of G.O.A.L.'s classes will be limited to 20 students. Small class size is a crucial component in G.O.A.L.'s unique educational philosophy and its successful execution. This small size will provide more individualized instruction as well as support more focused staff development that will have a positive impact on student achievement. Small classes will permit school leaders to closely monitor and support the educational change process. It enables our teachers to provide more effective instruction to all of our students and especially those who are struggling, at-risk, ELL, and in need of special education. "The results of the study on small class size...provided convincing evidence that all types of students (e.g., low, medium, and high achievers) benefit from being in small classes (in early grades) across all achievement tests...in certain grades, in reading and science, the cumulative effects of small classes for low achievers are substantial in magnitude and significantly different from those for high achievers. Thus, class size reduction appears to be an intervention that increases the achievement levels for all students while simultaneously reducing the achievement gap." (Konstantopoulos and Chun, 2009) Furthermore, "In over 10,000 schools our study finds that smaller class size is significantly correlated with higher achievement." (Lubienski et.al, 2008)

2) **Multisensory Method of Instruction:** At G.O.A.L., we will reach all of our students. Not all people learn in the same way or on the same day. We respect, value, and recognize these diverse differences and strive to be aware of learning opportunities that are Visual, Auditory and Kinesthetic/Tactile. What that means to us and our children is that they will have opportunities to touch, see, hear, say, sing, act out, partner with others and participate in movement and hands on skills, concepts, projects,

etc., throughout their school experience. This maximizes the educational opportunities for our students to succeed academically. We recognize individual needs and styles within a whole group setting. Students are encouraged to find what best works for them while learning to work and grow in a classroom of other unique learners.

Multisensory structured methodologies deliver all instruction via the three processing modalities: Visual, Auditory and Kinesthetic/Tactile. Students who are struggling, often experience processing difficulties in either one or more of these processing modalities. Best instructional practices will link all incoming information across the three channels to maximize successful processing. Structured curriculum will start with the simplest elemental foundation and building developmentally in an incremental, systematic, and consistent progression with alignment to the curriculum. Each current activity and lesson will build the essential development tools for success at that next level, thereby reaching the full diversity of learning styles and educational needs.

Through multisensory teaching, early intervention is the key that will unlock a child's potential and help him/her rediscover the joy of learning.

The Spalding Method of instruction aligns with our curriculum which is further elaborated in the Curriculum Section.

3) *Social Studies Extensions*: Another of G.O.A.L.'s academic objectives is to create students who will embody the principles of good citizenship, responsibility, respect for self and others, and service to others (entitled "*The Great Who Create*"). Our students will learn the importance of using their knowledge, skills and talents for the betterment of their communities. As part of teaching character education and integrating it with social studies, each week, children will study an individual hero (e.g., Harriet Tubman, Terry Fox, Amelia Earhart, Louis Braille, Marie Curie, etc.) the characteristics they embodied (e.g., creativity, patience), their accomplishment, and why their character choices enabled them to be able to achieve such spectacular, inspiring success. Our students, via simple biographical text, will also explore the concept of why these unique individuals continue to serve as inspiration and role models for people all over the world. G.O.A.L. largely will base this portion of our curriculum on the *Value of Series*. The *Value of Series* is a series of simple biographical children's books. Each book gives a simplified biography of a historical figure as an allegory, illustrating the value of a positive characteristic. Each volume is approximately 60 pages long with a brightly colored cartoon of the figure, along with some anthropomorphic item or animal that would narrate the subject's life throughout the book. The inclusion of biographical, nonfiction texts is important not only for inspiring our students, but also because the Common Core Learning Standards (CCLS) create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts. Reading nonfiction is that it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance in student achievement (Marzano, 2000). Background knowledge becomes more crucial in the later elementary grades, as students begin to read more content-specific textbooks (Young, Moss, & Cornwell, 2007) that often include headings, graphs, charts, and other text elements not often found in the narrative fiction they encountered in the lower grades (Sanacore & Palumbo, 2009).

C. *Enrollment, Recruitment, and Retention* The Pelham Bay/Throggs Neck neighborhood is an area of huge ethnic, cultural and socio-economic range. To foster a diverse environment, we are taking extra steps to reach our respective populations to ensure these families know that they are not only eligible to apply to the school, but we will guide them through all steps of the application process.

Demand: There is overwhelming evidence of high demand for charter schools in the Bronx. During our community outreach, G.O.A.L. collected over 200 signatures from attendees expressing a deep interest in G.O.A.L. becoming a part of the Pelham Bay/Throggs Neck neighborhood. Based on survey data, the NYC Charter Center estimates that New York City charter schools received a total of 181,600 applications for 18,600 available seats. Discounting for students who apply to more than one school, this represents an estimated 69,000 applicants for 18,600 seats—creating a citywide charter school "waiting list" of an estimated 50,400.

Approximately 3.7 applicants are competing for each charter school seat. In an article as recent as May 15, 2013, The NY Daily News quoted James Merriman, the head of the NYC Charter School Center: "For the third year in a row, there are more than 50,000 families on waiting lists for charter school across the city...that's more people who can fill Yankee Stadium.". The need for more public school options is evidenced by the fact that parents are clamoring for great public charter schools...these record application numbers show parents overwhelmingly demand them.", said Deputy Chancellor Marc Sternber, in the same NY Daily News article. In an article from the NY Times quoting information compiled by the New York City Center for Charter Schools (dated May 22, 2012), applications to New York City charter schools continued to grow this year.", the New York City Charter School Center reported on Tuesday. However, the vast majority of these elementary charter schools (nearly twenty at the present time) are concentrated in the South Bronx almost exclusively. The closest charter schools are approximately five or more city miles away. We at G.O.A.L. applaud the efforts to serve students and parents in the South Bronx. We want to have the same pioneering efforts and positive effect on another location in the Bronx with high needs. We want to expand educational choice for the students and parents in the Pelham Bay/Throggs Neck area and for them to have access to equal opportunities in a similar manner that children and parents in the South Bronx have. The fact that the schools in Pelham Bay/Throggs Neck are overcrowded and many of them are failing is a huge concern to the parents in the community. Their child(ren) must attend the assigned school based on address/zip code/geography. In our view, none of these factors should

preclude a child from having a choice in receiving the best possible public school education. Repeatedly, our supporters have mentioned how G.O.A.L. is a viable alternative for those who want to make a choice for progressive education in a small school setting.

Under the title "Report cites school overcrowding in E. Bronx Nabes", the Bronx Times (May 19, 2013) details a report that "examines educational space in Community School District 8, which comprises much of the eastern Bronx." The report demonstrates that "while, officially, there was space for 4,180 more students, the four elementary schools serving Throggs Neck and Pelham Bay were at 113.6 percent of capacity."

Further, A CSD 8 officer states "The...Capital Plan barely addresses any of the capacity shortfalls in the eastern part of the district."

As the article highlights: "A paragraph in the report questions why the Department of Education considers CSD 8 schools to be under-utilized when elementary schools in Throggs Neck, Pelham Bay...had 798 too few seats for their present enrollment. The population of these neighborhoods is expected to increase significantly."

Councilman Jimmy Vacca said "the number of children entering east Bronx elementary schools is up, particularly in the early years, citing parochial tuition increases, placing a higher demand on local public schools."

"It's hard to make the pieces of the puzzle fit, it's a challenge all of us should be looking at," Vacca said. "Hopefully, I think there'll be some answers in the next year or two."

Recruitment and Enrollment Process In its first year of operation, G.O.A.L. will serve students in Grades K and 1 and expand a grade per year to serve students in Grades K-5. In its first year, G.O.A.L. will accept a total of 120 students for grades K and 1, resulting in three classes in Kindergarten and three classes in grade 1. Each class will consist of 20 students. In each successive year, G.O.A.L. will accept a new class of 80 students in Grade K (four classes of 20 students). The rationale for including four kindergarten classes per year after year one is to have expanded opportunities for children to receive a top quality education. In addition to that, the rationale for adding an additional class per grade is to create a steady stream of students who will feed into each successive grade and to keep the student population as stable as possible. After its first year, G.O.A.L., will not enroll new students after Kindergarten, unless fiscal difficulties require doing so. At full grade capacity during the charter term and the school will serve a maximum of 440 students.

Projected Enrollment over the Five Year Charter Term

Grade	Ages	2015-16	2016-17	2017-18	2018-19	2019-20
K	(4-5)	60	80	80	80	80
1st	(5-6)	60	60	80	80	80
2nd	(6-7)	0	60	60	80	80
3rd	(7-8)	0	0	60	60	80
4th	(8-9)	0	0	0	60	60
5th	(9-10)	0	0	0	0	60
Totals		120	200	280	360	440

By beginning instruction in the primary grades of K and 1, G.O.A.L. seeks to have the greatest impact on our students' futures by engaging them from the start of their formal schooling. Laying the groundwork for the proper and strong foundation that will follow them throughout their lives, G.O.A.L. believes it is important to set positive and high expectations for children at the earliest of ages so they can meet and exceed proficiency standards in all core subject areas.

By design, the G.O.A.L. learning-centered program provides a safe, structured, rigorous, and friendly atmosphere where students can grow and excel academically. Our faculty and staff will provide a professional, caring, and motivational environment for our students ensuring their success.

Because many families apply to multiple schools, The NYC Charter School Center estimates there were really 67,500 individual applicants for those coveted 14,600 seats. "Approximately 4.6 students applied for each available seat," said James Merriman, the Charter Center's chief executive officer. "I think last year there were five applications for each available seat. So we see there's just a strong demand for charter schools across New York City." He estimated that 52,900 families were wait-listed citywide, up from 51,100 last year, based on the Charter Center's annual survey of charter schools. "The demand for public charter schools in New York City continues to rapidly outpace the number of available seats, even as more charter schools continue to open. Over 70,700 students—a record number—applied for one of approximately 21,000 available charter school seats in the 2014-2015 school year. More than 49,700 students are on wait lists." (<http://www.nyccharterschools.org/about>) In an article about charter schools from the NY Post (April 4, 2014), "In The Bronx, there were 17 applications for every seat." Further, in the NY Daily News (May 14, 2013), it was observed that "Seats in charter

school classrooms are in high demand....Parents are learning a tough lesson about the city's school system: There aren't enough charter school seats to meet demand." The NY Daily News also reported (May 19, 2013), that "Despite opponents' criticism, the demand for charter schools in New York is growing...There are 50,000 families on charter school wait lists citywide, 20,000 of those in the Bronx, where last year only one-third of students in public school grades 3-8 could read at grade level."

Mr. Merriman attributed the sustained interest to the need for more high quality public school options. "Year after year and in greater numbers, parents seek out charter schools, many of which are helping students achieve at high levels. Families across New York City have responded overwhelmingly in favor to having choices when it comes to their children's education, and these numbers are proof that the charter sector is here to stay.", said James D. Merriman, CEO of the New York City Charter School Center.

Based on our assessment of community interest of approximately 200 signatures from neighborhood participants, we are certain that we will reach our anticipated enrollment (see *Community Outreach*).

George Washington Carver articulated: "Education is the key to unlock the golden door of freedom." Currently, there are no elementary charter schools in the Pelham Bay/Throgs Neck area of the Bronx, and therefore, the lack of freedom of choice for parents and children is of paramount concern to both them and us. Based on how community stakeholders have embraced the idea of G.O.A.L. being the first charter school in the area, which will enable parents for the first time to possess a public school choice for their child(ren), along with the great numbers of parents who are seeking out charter schools, the enrollment target for G.O.A.L. is very attainable and provides an attractive school option particularly for those CSD 8 families whose only other choices are larger, overcrowded, and low-performing public schools.

Enrollment and Retention Targets: G.O.A.L. will be determined to relentlessly engage in comprehensive and extensive efforts to inform families in the East Bronx and its neighboring communities about the new school. Because this is the first elementary charter school to exist in the area, we will approach outreach like a grass-roots campaign. We will deliberately and personally knock on doors and recruit families in supermarkets, bodegas, community centers such as The First Lutheran Church of Throgs Neck, local retail establishments, apartment complexes and public housing such as Throgs Neck Houses. We will reach out to and connect with community based organizations, local businesses, and religious organizations to raise attention and awareness in the community we seek to serve. Additionally, we will conduct open houses at the new school location, distribute and disseminate materials, as well as host information sessions at day care centers, Head Start programs, public and private elementary schools, after school programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages that reflect the diversity of the community we seek to bring a charter school to and serve.

G.O.A.L. will conduct a diligent, meticulous, and thoroughly exhausting recruitment process that exhibits to parents in the community our dedication and commitment to serving students with disabilities, English language learners and low-income students. To ensure our program is accessible to low-income students, our admissions policy will include a preference for students eligible for free and reduced price meals. Furthermore, our marketing materials will outline our special education and ELL programs as well as our approach to individualizing instruction so all students can succeed.

The G.O.A.L. application will be made available via walk-in, e-mail, fax, mail, and via our website. In addition, we will distribute the applications through various Headstart programs, and pre-schools throughout the community. We will also use the Online Common Application as organized by the New York Charter School Center. G.O.A.L. will hold a public lottery in the sited community in a fair, blind, and objective manner, giving preference to siblings chosen via lottery, and then students located in our Home District, CSD 8.

Lastly, if G.O.A.L. is officially notified that a student is attending another school, that student, after an investigation, may be disenrolled.

Recruitment of Students with Special Needs: Recruitment will be focused on the multitude of daycare centers in the area that serve bilingual and multilingual children and families that have special needs such as the These Are Our Treasures (TOTS) Day Care Center, which usually offer special education, bilingual, and preschool special education.

Recruitment of English Language Learners: G.O.A.L. is working to reach new and existing immigrant families living in our recruitment area. We are also in contact with other agencies that work with refugee and immigrant populations to gain access to and support for families that are newcomers to our community in order to connect with, for example, Hispanic families and their children who are moving into the area in significant numbers.

Recruitment of Students who Qualify for Free/Reduced-price Lunch: Since a careful analysis of Community District 8's census tract maps that designate high poverty, race and ethnicity as well as areas of need was already completed by the founding team, specific census tracts have been selected as those where the poverty rates are highest. Our neighborhood liaisons will also be instrumental in making sure all families who may not have been easily contacted, are informed of our school and its

mission. Local presentations in housing projects, religious institutions, and other community-based organizations are planned with targeted follow-up to those families that sign-in at these events. The liaisons can also help in the completion of the lottery application and reminding families of the deadlines as they approach using postings in public housing buildings and emailing those for whom this is a preferred method of communication.

Enrollment Support: Through the email and mail list compiled through community outreach and student recruitment, G.O.A.L. will keep interested families updated with the exact time line of the application process including where to receive the forms and where to submit them. Additionally, G.O.A.L. will provide multilingual support for completing and submitting the application forms at all targeted community events. Invitations will be mailed or emailed to families in their language of preference with additional follow-up and personal outreach by community liaisons and Founding Board members. Targeted family orientation sessions will be held throughout CSD 8 to educate families about the application process with brochures and flyers.

Student Withdrawal or Transfer: Families of students may withdraw at any time. All withdrawal notifications must be made in writing. We will provide as seamless a transfer or withdrawal as possible. Students who have been absent for 5 consecutive school days without notice and have not contacted the school may be removed from the school's register. G.O.A.L. will make repeated attempts to contact the family and document a student's transfer to another school or that student's move to another state, should a parent withdraw or transfer a child from G.O.A.L.

Retention: One of the core challenges facing charter schools is creating and encouraging a deliberate and serious culture of high expectations. To that end, G.O.A.L. has developed a plan explicitly to reduce the incidents of attrition. Key G.O.A.L. staff members will meet with prospective parents with a clear, unified, and detailed description of our school, our policies, and our requirements. This will reduce the prevalence that affects many charter schools where parents decide to enroll their child and then choose to withdraw him/her due to concerns with factors such as length of the day or year, amount of work, or behavioral expectations. Secondly, G.O.A.L. will work to ensure that parents who have moved some distance from the school will not withdraw their children. In some instances at G.O.A.L., we will give Metrocards to parents who can't afford to bring their children to school. We will also work with the bus company to change stops so that such students can continue to attend. These types of efforts have proven successful at other charter schools, and we will utilize them, among others, at G.O.A.L.

Once admitted, all students will be screened to identify special needs and our robust Response to Intervention (RTI) process will ensure all struggling students are quickly provided targeted support to ensure retention in our school. We will have a full-time Student Achievement Coordinator, certified special education teachers, and a coordinated program for English language learners. (*See Section II.G Special Student Populations and Related Services for more information on our programs to meet all students needs.*) Based on our recruitment approach and academic program design, we believe that the school will be able to attain both enrollment and retention targets. We will monitor our enrollment data carefully, and consider incorporating additional preferences in our admissions policy and/or changes to our intervention programs, if necessary.

Vacancies: G.O.A.L. will enroll students in kindergarten but does not expect to enroll students after the first grade as a policy. Rather, a separate waiting list will be used in case of vacancies in grades other than kindergarten for enrollment purposes. G.O.A.L. will document its attempts at locating families on the waiting list. If we are unable to locate a child's family, then the next child on the list may be offered admission.

D. Community to be Served

The Community: G.O.A.L. will be located in the Pelham Bay/Throggs Neck area of the Bronx. Pelham Bay/Throggs Neck is a high density neighborhood with a recent influx of Hispanic and Middle Eastern immigrants changing the neighborhoods demographics considerably. The neighborhood has a significantly diverse population including Albanians, Arabs, African Americans, Christians, Dominicans, Filipino, Germans, Guyanese, Indians, Irish, Italians, Jamaicans, Jews, Muslims, Pakistanis, Puerto Ricans, and Russians. Hispanics of various races account for 44% of the community; 28% of the community are non-Hispanic White and 21% non-Hispanic Black. Like most neighborhoods in New York City, the vast majority of households are renter occupied.

The percent of births to women less than 20 years old is somewhat higher than the overall average in NYC (11% vs. 8.6%). The percent of adults 25 years and older without a high school diploma is somewhat higher than the overall average in NYC (37% vs. 32%). While the poverty rate for The Bronx as a whole is 28%, the poverty rate in The Pelham Bay/Throggs Neck neighborhood, at slightly less than 20%, is much closer to the overall New York City rate of 15%.

For G.O.A.L., the connection between the characteristics of this community and our proposed school to meet their needs is based on the respect of diversity and then recognizing its importance by embracing it because all people are unique in their own way. Having a diverse group of students simply means recognizing that all the people are unique in their own way. Their differences could consist of their reading level, athletic ability, cultural background, personality, philosophical/religious beliefs, and the list goes on. There has always been diversity in the classroom, but in today's society it is important to embrace it and make positive use of it. Teachers should value diversity and they need to model this attitude to their students. When people value diversity, they recognize and respect the fact that people are different and that these differences are a good thing. For

example, when attempting to solve a problem, it is better to assemble a diverse team with many skills and many different ways of approaching the problem than it is to assemble a team that has all their strength concentrated in one area. Diversity promotes the following: (Profiles in Diversity Journal, Jul/Aug 2014) improving performance, leveraging talent reflecting the larger culture and building positive reputation, increasing Innovation, as well as better problem-solving and increased creativity. With this in mind, teachers must provide students with an environment that is conducive to learning. If a student feels uncomfortable, unsafe, or not respected, then their chances of success in that class dramatically decrease. Also, as our society becomes more diverse, it is important that students learn to value and use diversity to the greater good. Teachers already have a number of roles in the classroom; yet, valuing diversity is one of the most important ones a teacher must fill.

The Schools: Pelham Bay/Throgs Neck is located in CSD 8, which disproportionately serves at-risk students. Eight out of ten students are eligible for free or reduced lunch and about 12% of the student population is English language learners. Opportunities to attend high performing schools are limited in CSD 8. Results from 2012-13 state tests indicate that overall elementary and middle school performance in CSD 8 is quite poor. The performance of at-risk students in this district is even more alarming, supporting our contention that new high quality schools are desperately needed. In CSD 8, about 56% of schools are not in good standing with respect to NCLB accountability. District 8's ranking is 28th out of 32 school districts in NYC and the District has been designated as a district In Need of Improvement (<http://schools.nyc.gov/daa/SchoolReports>). Many parents and community members echoed this sentiment during our public outreach sessions. Given that presently, there are no viable tuition-free elementary educational alternatives to local public schools in the Throgs Neck/Pelham Bay area, G.O.A.L. can fill this need. Based on our community and family meetings and support from our public outreach efforts, there is strong support for G.O.A.L. (see Attachment 2)

E. Public Outreach--Recruitment through Community Liaisons: Behind every child who struggles to learn is a concerned parent searching for answers.

Presently, there are no viable tuition-free elementary educational alternatives to local Public Schools in the Throgs Neck/Pelham Bay area. Many of the parents in this community are disillusioned and frustrated by the local school district's inability to provide a first-rate public school education for their children. District 8's ranking is 28th out of 32 school districts in NYC and the District has been designated as a district In Need of Improvement (<http://schools.nyc.gov/daa/SchoolReports>). Since 2012, a total of 9 public meetings have been held in the Throgs Neck Public Library; the most recent meetings occurred in May & June of 2014. In addition to public meetings, G.O.A.L. has initiated various presentations of other outreach during this period, such as public informational sessions Head Start programs, pre-K programs, as well as various day care centers in the Throgs Neck/Pelham bay area. During these meetings, we addressed and surveyed community members and attendees, noting and addressing their concerns and ultimately receiving support for G.O.A.L. Parents and community members overwhelmingly cited the lack of viable educational options in the Throgs Neck/Pelham Bay neighborhood. Additionally, parents and community members expressed their desire for schools that focus on student success by providing effective rigorous academics. We now have approximately 200 signatures as evidence supporting G.O.A.L. and the need for our school. Our community and parent participants agree that a school focused on small-class size and multisensory education with an emphasis on serving English Language Learners (ELLs), Students With Disabilities (SWDs), students eligible for Reduced and Free Price Lunch (RFPL) is needed, and we are committed to filling that need. Together with the community, we will ensure that all of our students meet our high expectations & become successful achievers in their scholastic pursuits. We are continuing to reach out to parents and gather signatures. We are receiving enthusiastic support from parents and the community which welcomes this undertaking and believe this is crucial for the future success of their children.

G.O.A.L. continues to build on existing community relationships that board members have established. These include clergy, elected officials, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency. We have recruited community liaisons to help us lead and coordinate several local community meetings and 'open houses' in community centers (e.g., the local NYC Public Library in the area, see Attachment 2) within the catchment area to share information about G.O.A.L. and recruit additional families to show their support for the school in this community. Because English is a second language to many in our target population, all G.O.A.L. materials have been translated into both Spanish and English to ensure that all members of the community were aware of the option we are proposing.

G.O.A.L. will also continue to conduct community informational meetings, establish a school website, solicit the assistance of respected official and informal community leaders, and develop parent leaders to expand support for the school's vision and mission.

Since May 2012 G.O.A.L. the founding group has undertaken community outreach to promote awareness of G.O.A.L. Collaboration with other community leaders and stakeholders resulted in many community events that were not only held at the Throgs Neck Public Library, but at community centers, Day Care centers, and community Pre-K establishments. These public outreach events permitted discussion of our educational program, grades to be served, target population, and the proposed location of the school. Informational flyers were passed out in English and Spanish and a Q and A session revealed much support for our school.

Events have taken place and meetings have been facilitated that have included distributing information about the school, which in turn has gained support for the school. Founders have met with almost 30 community organizations, newspapers,

and stakeholders to keep them apprised of G.O.A.L.'s charter proposal. We have collected approximately 200 signatures from community members in support of G.O.A.L. coming to Throgs Neck/Pelham Bay. Those community members who we've been in contact with see G.O.A.L. as an important and vital educational option for the community. The areas of the program that community participants responded to most positively were the multisensory approach to education because it takes into account that all learners learn in their own unique way and at their own pace. Participants stated that they favored this due to the fact that multisensory education respects all learners as individuals with their own learning style, and multisensory education reaches all learners as a result of this approach. Additionally, small-class size received a positive response as well. Participants stated that the overcrowding of schools in Throgs Neck/Pelham Bay compromises both safety, educational quality, and achievement. Participants were very pleased to know that G.O.A.L. will emphasize small-class size to educate its students. The one overwhelming comment that we got from our efforts was "what has taken so long for a charter school to want to come to our area?". We have taken this particular question to heart. Parents have vocalized their need for more educational choices due to overcrowding and performance of available schools in the district and their comments during our outreach reveals not only their strong support, but encouragement for establishing G.O.A.L.

Our outreach will continue throughout the application process--4 more parent meetings at the local public library, Head Start Programs, day care centers, pre-K programs, are planned in July and August 2014, as well as door-to-door canvassing to garner support to fulfill G.O.A.L.'s mission to provide a top-quality education and public school choice for children and parents in the Throgs Neck/Pelham Bay community. English/Spanish flyers will continue being distributed. A G.O.A.L. website is also being launched in August, 2014.

At our Head Start, day care center, and Throgs Neck Public Library presentations, parents have continued to emphasize the need for the choices that G.O.A.L. intends to offer students and families, including home visits, to keep everyone focused on education. The home visits came from outreach and were added based on outreach and the success and practices of numerous other successful charter schools in New York City.

Parents have stated that the local public schools offered so little support and are seriously overcrowded, that many parents send their children both in and out of district to Catholic schools, where high expectations, rigor, and supports are in place, such as those proposed for G.O.A.L. Many CSD 8 parents provided their names, phone numbers, their kids' ages, and addresses to receive further information; others volunteered to distribute G.O.A.L. flyers, citing their frustration at the lack of high-quality educational opportunities. These same parents have expressed an intent to assist with further community outreach once the proposed charter is awarded.

We strongly believe that G.O.A.L. will meet and exceed its anticipated enrollment due to the current limited level of educational options in Throgs Neck/ Pelham Bay, as well as the unique educational approach of multisensory education and small-class size as an academic community solution.

The tremendous momentum and eagerness from parents in the community have inspired us to persevere and open a charter school of this nature. Solid enthusiasm continues with support from community leaders, educators, and parents.

We also know that according to a survey done of residents of the five boroughs by the NYC Center for Charter Schools, Bronx residents are the most favorable to charter schools. For the 2013-14 school year, 23,038 Bronx residents applied for but did not receive a seat in any charter school lottery. Of those in the Bronx who applied, 4,899 live in CSD 8. Those students who were accepted into charter schools from CSD 8 only amounted to 633. The 633 students who were accepted had to attend charter schools in the South Bronx which is approximately 5 city miles away. None of the students in the Throgs Neck/Pelham Bay area of the East Bronx could attend a high-quality charter school in their own area simply because there are none. The neighborhood where we propose to launch G.O.A.L. is especially in need of good educational options.

G.O.A.L. continues to build on existing community relationships that board members have established. We will leverage our relationships with community-based organizations (CBOs) and the many community leaders we have engaged, including clergy, elected officials, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency. We have recruited community liaisons to help us lead and coordinate several local community meetings and 'open houses' in community centers (e.g., the local NYC Public Library in the area, see attachment 2) within the catchment area to share information about G.O.A.L. and recruit additional families to show their support for the school in this community. Because English is a second language to many in our target population, all G.O.A.L. application materials will be translated into all respective languages necessary to reach all parents in the community. Additionally, our community liaisons and founding board members represent different backgrounds and can serve as translators at targeted G.O.A.L. events.

Recruitment through Public Presentations: G.O.A.L. Founding Board members and community liaisons will make presentations to targeted neighborhoods to provide families of all backgrounds the opportunity to learn more about the school and the options it presents their children. Meeting presentations will discuss topics such as what is an effective learning environment, the multisensory philosophy, inquiry based learning vs. didactic learning and parental involvement. G.O.A.L. events will be advertised in large neighborhood businesses such as the various Foodtown, Pathmark, and Associated grocery stores, beauty parlors, libraries, religious institutions, community centers, and other small businesses. Our team is interested in meeting people where they naturally congregate and feel comfortable. In many ways, it's the approach to use to spread the word in a small town and to address concerns in a more personal manner.

F. Programmatic and Fiscal Impact G.O.A.L. will have a minimal fiscal impact in CSD 8 as the table below demonstrates. We do

not believe we will have a significant fiscal impact on CSD 8 schools or students. We will have a positive programmatic impact on our traditional public as well as nonpublic schools. Our initial operating budget is estimated at \$1,285,065.00. At the end of our first charter, we are estimating our operating budget to be at \$5,397,273.00. During the 2012-2013 school year, there were an estimated 16,534 students attending schools in CSD 8. Conservatively speaking, CSD 8 was operating on about a \$200,000,000 million budget. G.O.A.L. would operate on .01% of this budget during our first year and at about .04% of this budget at the end of our first term. When considered as a proportion of the overall New York City education budget, G.O.A.L. will account for only a fraction of a percent.

We believe G.O.A.L. will not have a negative programmatic impact on the schools in CSD 8. Our school will open with 120 students and our anticipated full enrollment of 440 in 2020 would only constitute about 3% of the district enrollment. Most elementary schools in CSD 8 serve K-5, so G.O.A.L. aligns with local grade configurations. There are 21 district elementary schools in CSD 8, four of which are located in the Throgs Neck/Pelham Bay area.

We have identified seven parochial and private elementary schools located within a mile radius of our proposed school location, but given our secular program do not believe it will compete with them.

G.O.A.L. has the potential to positively impact local schools by modeling innovative programs and sharing effective practices. As we intend to work with the same types of students as other schools in the area, our success will hopefully draw other educators to learn from our methods and explore opportunities to collaborate in areas such as professional development, parent involvement, extra-curricular activities, and community building.

The positive effects will not merely affect the schools, but those who are the greatest stakeholders: students, teachers, and local community residents within the area. We will accomplish this by supplying a viable alternative and stellar education to the community. While individual schools may offer similar components in isolation, to our knowledge none of these district or charter schools offers an integrated program comparable to that of G.O.A.L. (i.e., small class size, multisensory education, elective courses, etc.).

We will participate in efforts to facilitate open and honest communication regarding effective and exemplary practices both at G.O.A.L. and at schools in the community. We will participate in being an effective facilitator of such an effort; as such, we would seek to collaborate with schools to join in a coalition of educators committed to sharing best practices by affirming that every school has something valuable to contribute, that every school can learn from other schools and that every school is at once both a teacher and a learner. We are committed to working in partnership with our CSD 8 public school and nonpublic school counterparts so the goal of openness and sharing best practices can be achieved.

Calendar Year	Charter Year	Estimated Budget	DOE Annual Budget	Percent Impact
2015-16	1	\$1,285,065.00	\$200,000,000,000.00	0.01%
2016-2017	2	\$2,313,117.00	\$200,000,000,000.00	0.01%
2017-2018	3	\$3,341,169.00	\$200,000,000,000.00	0.01%
2018-2019	4	\$4,369,221.00	\$200,000,000,000.00	0.02%
2019-2020	5	\$5,397,273.00	\$200,000,000,000.00	0.04%

II Education Plan

A. Achievement Goals: Rigorous benchmarks are a critical part of our mission. Our achievement goals will hold us to a high standard of academic excellence and will help ensure that our students receive the same stellar education that affluent students enjoy.

G.O.A.L. has the following student achievement objectives at a rate of 75% passing the NYS ELA and Mathematics Exams for its education program:

- Students will be skilled and proficient readers, writers and speakers of the English language (see curriculum ELA, section II, part C)
- Students will demonstrate their abilities and prowess to become competent in mathematical computation and problem solving. (see curriculum Math, section II, part C)
- Students demonstrate their capabilities to become proficient in their understanding and use of science, including

physical and life sciences, and scientific concepts, including analysis, inquiry and design. (see curriculum Science, section II, part C)

- Students will demonstrate their faculty to become knowledgeable about U.S., NY & World History and Geography and fundamental concepts of freedom. (see curriculum Social Studies, section II, part C)
- Students will demonstrate their facility and application of ethical precepts and tenets that embody the principles of making informed choices, citizenship, responsibility, and respect for self and others. (see curriculum Social Studies, section II, part C --“ *The Great Who Create*”)

As our mission statement indicates, our goal is to create students who are empowered and inspired to become chief thinkers, creators, and lifelong learners. We believe that our students need to be citizens of our republic who can innovate and who will have kind hearts and generous spirits. Our commitment is also to empower students with the skills and scholarly habits they will need in the 21st century workplace. American companies require creative, solution-oriented critical thinkers. In today’s increasingly interconnected and competitive global market-place, algorithmic and routine work is being automated or outsourced. In order to stay competitive graduates, must learn to be both independent and collaborative, creative, as well as empathetic. New and effective ideas cannot rely on ineffective, worn-out traditional means to declare their affirmation. Rather, new and effective ideas require new methods to bring the vision to fruition. The Prussian-industrial education of memorization and rote learning does not teach these skills.

We therefore believe that the focus in the 21st century should be innovation. Our students are future citizens who must be able to synthesize and create new knowledge in order to help overcome the myriad of challenges our nation and world face. They will require a deep understanding and familiarity with the scientific process, broad interdisciplinary thinking, and collaborative skills in order to challenge current thinking and create new realities. As a result, our primary academic goal is to raise student achievement to a level that places them on this trajectory and places them firmly on a path toward lifelong success.

B. School Schedule--School Year and First Year School Calendar: G.O.A.L.’s schedule reflects the values and philosophy of G.O.A.L. G.O.A.L. will have 186 days of school. Our school day maximizes student time on task while providing teachers with ample opportunities for planning and development. Here is a typical day:

7:45-8:00 AM Breakfast/ Morning Meeting	Students arrive at 7:45 and the school serves breakfast. The school day also begins with a school-wide meeting to share information, recognize achievements, highlight a virtue, and build community and has a set goal (G.O.A.L.) where the rallying cry is to <i>Get Out And Learn!</i>
8:00-9:30 AM--ELA	Includes Implementation of Spalding multisensory spelling lessons, whole-class read-alouds and small group rotation among teacher-led phonics instruction, and guided reading
9:30-11:00 AM Mathematics	The math block uses multisensory instruction that is hands-on, and inquiry based
11:00-12:00 PM-- Physical Education	Structured activities and games provides a creative outlet while simultaneously developing physical and social/emotional skills
12:00-12:45 PM Lunch/Recess	The school serves a nutritious lunch. Structured play provides a creative outlet while simultaneously developing self-control and social skills
12:45-1:45 PM Science	Students study science daily using inquiry-based, multisensory hands-on lessons.
1:45-2:45 PM Social Studies	Students study social studies using multisensory presentations and inquiry, where content is integrated with the literacy program
2:45-3:30 PM Art/Music	Art and Music classes alternate daily for each respective grade
3:30 PM Dismissal	Students are dismissed. Teachers stay and plan until 4 PM, except for Thursdays where they will begin weekly professional development at 3:45 and end at 5:00 pm
3:30-6:00 After-School Program	Voluntary After-school program where students receive assistance with homework, and prepare our children for success and work closely with teachers to produce activities that enhance and complement, but do not replicate, the school day

Attachment 3(b) provides the proposed school calendar for Year 1 (2015-16). Teachers will attend a two-week pre-opening

professional development (PD) period prior to the first day of school. G.O.A.L. students will benefit from the quality of instruction, as opposed to mere quantity of an extended day and/or an extended year over their district peers.

Student and Teacher Schedules: G.O.A.L.'s day will be from 8:00 am-3:30 pm. All students will have 6 hours and 30 minutes of daily instruction. The school day for teachers begins at 7:30am and ends at 4:00pm (except for Thursdays, when their day will end at 5:00pm). *Attachment 3 (a)* provides detailed sample schedules for students and teachers. The extra time devoted to instruction in our extended day amounts to approximately 25 more days of teaching and learning for our teachers and students, respectively, which will be a boon to our students achieving high levels of excellence. In addition to that, our extended year is designed with that same end in mind.

Teacher assistants will have student communal breakfast duty and will also oversee student lunch and recess, during which time general studies teachers will have lunch. Once their lunch and recess duties conclude, teachers and teachers assistants will proceed to their own 45 minute lunch period. See *Attachment 3 (a)* for detailed information on the amount of time available for daily academic intervention services (AIS), planning and PD.

Planning/Professional Development Time: Teacher planning time is embedded into each school day including from 3:30-5:00pm on Thursdays, when teachers will work collaboratively with their colleagues. The Director of Curriculum and Instruction (DCI) will work with his/her respective teachers on pacing calendars, mapping curricula, curriculum implementation and support, service learning projects, reviewing lesson observations, student case management and analyzing student test results. Teachers will meet weekly in grade level teams to review student data and focus on lesson planning. Weekly meetings with the DCI (Thursdays) will address teacher progress on their individualized performance plans. Pre-opening PD will address the key design elements, use of data and assessment, special populations, classroom management, and other topics as delineated in *Section III. –E.Organizational and Fiscal Plan.*

Intervention: Teachers' schedules provide designated blocks for individual and common planning, as well as tutoring or Academic Intervention Services (AIS) with identified students. AIS or tutoring will be provided through both push-in and pull-out models specific periods throughout the school day will be set aside for teachers and students for this. Blocks of ELA and Math afford more efficient instructional time to address students' specific needs.

Summer School: G.O.A.L. will have a four week summer school program beginning after the first school year to support students who are not meeting expectations for ELA and math. Children will receive 3 hours of instruction daily, provided by General Studies teachers and academic intervention specialists (i.e., ESL teacher, reading specialist and/or special education teacher). *Attachment 3(b)* provides the 2016 summer school calendar.

Teacher and Instructional Groupings: G.O.A.L. students will be grouped by grade level into three heterogeneous classrooms of 20 students for Kindergarten and three heterogeneous classrooms of 20 students for first grade. G.O.A.L.'s use of individualized and small-group instruction employing multisensory methodology to target identified student needs will facilitate a greater use of time on task that is disciplined in its execution and consequently delivers more efficacious education. Teachers will be often partnered with a teaching fellow or assistant depending on the specific needs of each class's students working purposefully, regularly, and cooperatively to help a group of students to learn.

Students may sometimes meet all together, sometimes in small groups supervised by individual teachers, teaching fellows, or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork. Teachers can be at different sites, linked by video-conferencing, satellites, or the Internet.

Our faculty consisting of General Studies, specialty, and instructional intervention teachers will be grouped in grade level teams or by content areas, although there will be times when teachers will meet across grade levels. Teachers' schedules include common planning time, team meetings, PD, and student data analysis with the DCI, and the Head of School (HOS). Collaborative teaching adds greater capacity for differentiated instruction. Assessment data including teacher observation will drive the instructional groupings. Students will be grouped by need, level, or modality of learning. All groupings are flexible and will change based on ongoing student assessment and the data that it provides.

Supplemental Instruction: Specifics about supplemental instruction, particularly to special populations of students (ELLs, SWDs, academically at-risk, etc.) are provided in II.G. Special Student Populations and Related Services as well as II.C. Curriculum and Instruction. Our school day and year, instructional blocks, and summer program are all design elements that provide critical time on task so that students, especially those at risk of academic failure, can meet proficiency standards, while still allowing time to engage in studies outside core subjects.

C. Curriculum and Instruction

Curriculum Design: Teaching teams both by class and grade will work together to collaboratively design curriculum. All teachers will work together to design the process, the frameworks and design templates used in the planning process. This will ensure cohesiveness between the classes. Cross-grade design will be employed when appropriate. The standards for curriculum design at G.O.A.L. will be as follows:

1) ***Standards-Based Curriculum:*** The Common Core Learning Standards (CCLS) for New York State in English Language Arts and Mathematics as well as the New York State Standards for Science and Social Studies will be used as a foundation to design curriculum at G.O.A.L. for the areas of reading, writing, mathematics and interdisciplinary units of study. The units for each discipline will be determined based on the curriculum being taught.

2) ***Pacing Calendars:*** These pacing calendars will reflect the units of study for each discipline and their time frames.

3) ***Curriculum Maps:*** A curriculum map will be generated for each unit of study. Each curriculum map will include the following dimensions: Unit Title and time frame, Essential Questions, Common Core Learning Standards, Curriculum Objectives and Skills, Instructional Strategies, Language Standards and Vocabulary, Resources and Materials.

4) Assessment data such as a final task or Webb's Depth of Knowledge.

a) Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. The DOK has 4 levels:

- Level 1 DOK is Recall and Recognition--students recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define.
- Level 2 Basic Reasoning--which is about using a skill or a concept, i.e. Paraphrase. Conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications. A Level 2 "describe or explain" endeavor would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."
- Level 3 DOK Complex Reasoning which requires strategic thinking. Non-routine problem solving like in reading and determining author's purpose is Level 3. requires reasoning, Level 3 requires using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.
- Level 4 DOK requires extended thinking usually requires work over a period of time, including gathering information, analyzing findings, preparing reports, and presenting findings.

DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, potential activities, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.

5) ***Unit Plans:*** Unit plans will be generated for each unit of study to be taught across the content disciplines. These unit plans will include the strings or lists of mini lessons to be taught for each learning objective.

6) ***Lesson Development and Analysis:*** Lessons will be vetted by each teacher or teaching team, before and after they are taught, and facilitated by the teacher, teaching fellow, and/or the team teacher. This is the process of sequencing and organizing content, specifying learning activities, and deciding how to deliver the content and activities. The instructional strategy will perform several functions:

- To be used as a prescription to develop instructional materials.
- To be used as a set of criteria to evaluate existing materials.
- To be used as a set of criteria and a prescription to revise existing materials.
- To be used as a framework from which to plan class lecture notes, interactive group exercises, and homework assignments.

The planning of an instructional strategy is an important part of the overall instructional design process. Gagne calls the planning and analysis steps the "architecture" of the course. (<http://www.itma.vt.edu>)

Curriculum Overview: Research based data-driven instruction will direct curriculum at G.O.A.L. Whether it is created in-house or selected from available curricula and frameworks, it will support the mission of G.O.A.L. and the learning, language, and appropriate developmental needs of our student population. Using the *Understanding by Design Framework* as our guide, we will clarify learning goals, develop formative, diagnostic, and summative assessments, craft effective and engaging learning activities, and align curriculum and assessment with fidelity to CCLS.

For example, because the CCLS create a staircase of increasing text complexity, students are expected to both develop their skills and apply them to more and more complex texts. Therefore, reading nonfiction is crucial because it helps students develop their background knowledge, which itself accounts for as much as 33% of the variance in student achievement (Marzano, 2000). Background knowledge becomes more crucial in the later elementary grades, as students begin to read more content-specific textbooks (Young, Moss, & Cornwell, 2007) that often include headings, graphs, charts, and other text elements not often found in the narrative fiction they encountered in the lower grades (Sanacore & Palumbo, 2009). G.O.A.L. will include this as an integral part of its integrated curriculum particularly in the areas of ELA (see English *Language Arts curriculum*) and Social Studies (see *Social Studies curriculum; Social Studies Extensions in Key Design Elements*).

At the heart of a G.O.A.L., education is what our students, as future leaders in our world, need in order to effectively participate and contribute in society. To achieve this end we have drawn extensively from our experience and from best practices worldwide. We believe it is critical that every child be able to effectively understand the world around them and communicate effectively with others. Our students will achieve this goal through the utilization of the multisensory model of literacy instruction. This proven model of reading and writing instruction, as a result of its assessment driven focus, will insure literacy competencies for all our students. It is also vital that students master the essential elements of mathematics and how and when to apply this knowledge in real-world situations. Moreover, research has shown that teaching skills in isolation is simply not sufficient. To that end, our unique interdisciplinary and extended units of study of science and social studies will be taught not only to gain content knowledge, but also through the lens of how and why things work. This will facilitate the attainment of critical thinking skills and fulfill the standards set by Common Core. We have found the combination of skill building in the morning and interdisciplinary studies in the afternoon to be particularly effective and we look forward to building upon that success.

English Language Arts: Our objective at G.O.A.L. is to create students who will be proficient readers, writers and speakers of the English language. Mastery of language is fundamental to overall educational success. Continual acquisition of knowledge rests on an individual's ability to use his or her language skills for information gathering, understanding, critical analysis, and evaluation in addition to effective communication with others.

It is for this reason that G.O.A.L. will be utilizing The Spalding Method and its curriculum guide *The Writing Road to Reading*. The Spalding Method is a total language arts approach because it provides explicit, sequential, and diagnostic multisensory instruction in spelling (including phonics and handwriting), writing, and listening/reading comprehension. The Spalding Method is also aligned with the Common Core Learning Standards.

In Spalding, all elements of the language are integrated in spelling, writing, and reading lessons. The Spalding Method is structured, direct, and sequential, giving students a very vivid picture of the English language. Because it is multisensory and aims at reaching each individual student in her/his own particular individual learning style, therefore, The Spalding Method causes students to be more engaged in their own learning. The Spalding Method allows any student to be successful and encourages students to be life-long learners. The success of The Spalding Method with diverse students, even those who have learning disabilities or are English Language Learners, is in large part due to the integration of scientifically-based content and methodology. Structured curriculum means starting with the simplest elemental foundation and building developmentally in an incremental, systematic, and consistent progression with alignment to the curriculum. The most powerful aspect of the Spalding multisensory structured program is that each current activity and lesson builds the essential developmental tools for success at the next level thereby reaching the full diversity of learning styles and educational needs in all classrooms. The Spalding Method accomplishes this objective via its student-centered components of high expectations, the teaching of higher-level thinking, and explaining the meaning and purpose of lessons to students. The Spalding Method's diagnostic approach allows it to be tailored to each student's needs. Higher-level thinking skills, in the form of the five "mental actions," (monitoring comprehension, making connections, predicting, reformatting, mentally summarizing) are introduced as early as kindergarten to students via The Spalding Method. Typically, these skills are not taught until much later, if at all, in most schools.

The multi-sensory Spalding Method includes diverse ways to differentiate instruction and to address the needs of all learners, including struggling learners and ELLs. Moreover, research has found the Spalding Method to be effective with the students G.O.A.L. intends to serve. In a study of this program "Students were comparable across conditions, although the experimental group (the Spalding group) has a higher percentage of English Language Learners (ELL) who tend to experience more difficulties than the native speakers of English in developing reading skills...53% of the students were Hispanic." (Bitter, Miron, Aleta-White, Arizona State University) The study assessing the Spalding Method with ELLs concluded that students who used Spalding's *The Writing Road to Reading* "continue to demonstrate statistically significant learning gains as measured by DIBELS. In addition, their scores were significantly higher than control group student scores again this year. Since both the control groups and the experimental groups used detailed teacher guides evaluated by NCLB for research-based reading components, theoretically, they should have produced similar results. This was not the case. These...findings are strongly suggesting that use of *The Writing Road to Reading* curriculum is an effective method for enhancing performance on critical early literacy skills." (ibid) Additionally, "another analysis of reading achievement was available in this year's study because all second grade students are required to complete the state's norm-referenced achievement test, TerraNova. As would be expected from reviewing the DIBELS scores, the Spalding students' scores were significantly higher than the control group on the state test." (ibid)

The ability to read is crucial to the success of all students, and it is essential to success in our society. It is the academic skill that lays the foundation for all learning. The multi-sensory methods used by G.O.A.L. give teachers the confidence and skills to deliver powerful reading instruction to every child for academic success. Highly effective instructional activity employs strategies to increase students' ability to read for meaning and retention. "Additionally, schools that have fully incorporated the [Spalding] multisensory method and approach into their literacy instruction have seen a significant decrease in special

education referrals and a lower at-risk population in the general education classrooms. Participating students were enrolled in Kindergarten through fifth grade...Special education students in grades three, four, and five ended the year with mean test scores equivalent to their peers in general education, despite having begun the year with lower test scores." (Axelrad-Lentz, Greentree, 1996)

The structure of the Spalding method provides students with the tools needed to be successful lifelong readers and writers. In this model of instruction students are taught the attributes of effective readers and writers. During ELA lessons, our students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the reading of texts with increasing complexity and focus on nonfiction reading as well as in the writer's response component. Background knowledge becomes more crucial in the later elementary grades, as students begin to read more content-specific textbooks (Young, Moss, & Cornwell, 2007) that often include headings, graphs, charts, and other text elements not often found in the narrative fiction they encountered in the lower grades (Sanacore & Palumbo, 2009). These units address the CCLS mandate for the production of writing in three key areas: narrative, persuasive and informational. This model of instruction facilitates the interaction between readers/writers and text. In addition, students will learn to ask effective questions and to make connections with prior knowledge, previously read texts and the world at large. It leads to mastery of the higher order thinking skills students need to be effective readers and thinkers in the 21st century. Embedded in the model are peer conferences and teacher conferences with students that lead to assessment as well as students becoming facilitators of their own learning.

Mathematics. Our objective at G.O.A.L. is to create students who will demonstrate competency in mathematical computation and problem solving.

Since multisensory education is the dominant teaching approach to be employed at G.O.A.L., we chose a math program, Math Steps, that applies Orton-Gillingham multisensory instructional strategies to mathematics. Math Steps is a research-based curriculum aligned with CCLS that helps to develop and instill a strong sense of number by balancing direct instruction in mathematical facts and skills with developing conceptual understanding. Math Steps fits easily with recommendations from current research and suggestions from the National Math Panel regarding instruction for struggling learners. Hands-on work with manipulative objects is recommended for all students at all ages. It enhances both concept integration and memory. This approach is especially important for Learning Disabled (LD) students and those with conceptual gaps. It is, moreover, an approach that is appropriate for all students, including ELL students who are in the process of acquiring the crucial language skills. Mathematics is a language, and a universal one, at that. Math Steps is a quality program designed to give children the understanding of number ideas and number relationships that is essential for success in math.

The Math Steps program identifies mathematics skills students need to develop, as well as teaching strategies and instructional approaches that best support the development of these skills.

Math Steps identifies three broad—but critical—mathematical concepts that should be addressed in each grade

- Number and Operations Developing an understanding of the base-10 numeration system and place-value concepts
- Number and Operations and Algebra Developing quick recall of mathematical facts (addition, subtraction, multiplication, division) with fluency
- Measurement Developing an understanding of linear measurement and facility in measuring lengths.

In the Math Steps program, students are sharing their mathematical ideas while working in pairs and groups. Research shows (<http://www.naesp.org/resources/2/Principal/2007/S-Op51.pdf>) that students who work in groups on problems, assignments, and other mathematical investigations display increased achievement. Such opportunities appeal to the social nature of most children, while thinking through problems collaboratively makes it less likely that a student will get caught in a procedural dead end.

Students in the Math Steps program are provided with a variety of opportunities to communicate mathematically. During a lesson, students should have many opportunities to communicate their ideas. They may draw a picture to represent their ideas or write them in mathematics journals. Whole-class discussions should provide opportunities to hear about and perhaps challenge other students' ideas in an environment of respect and understanding.

Students in the Math Steps program are using manipulatives and other tools.

The long-term use of mathematics manipulatives is positively related to student achievement and attitudes about mathematics. It is not enough, however, to simply provide students with manipulatives; they must be taught how to use these materials. Several steps can be taken to ensure students benefit from a lesson involving manipulatives. First, the teacher should use manipulatives that support the lesson's objectives.

Next, before allowing students to handle the materials, the teacher should demonstrate how to use the manipulatives and the procedures for handling them. And finally, the lesson design should encourage the active participation of all students (Ross and Kurtz 1993).

- Students using the Math Steps program demonstrate acceptance of students' divergent ideas. They challenge students to think more deeply about the problems they are solving and ask them to explain the solutions. Such an

approach also helps students develop confidence in their own abilities to do mathematics and gain an even firmer grasp of key concepts and processes.

- Teachers and students employing the Math Steps program influence learning by posing challenging and interesting questions. Teachers should present questions that stimulate students' curiosity and encourage them to investigate further. The questions should encourage students to rely on themselves and their peers for ideas about mathematics and problem-solving.
- Students using the Math Steps program are actively engaged in doing mathematics. They should not be sitting back watching others students solve problems.
- Students using the Math Steps program are solving challenging problems. Mathematics is a stimulating and interesting field generating new knowledge every day, and students should be exposed to this excitement and challenge, using real-world examples when possible.
- Students using the Math Steps program have opportunities for interdisciplinary connections and examples are used to teach mathematics. For example, using literature as a springboard for mathematical investigation is a useful way to introduce authentic problem-solving situations that may have "messy" results. This engages students in connecting the language of mathematical ideas with numerical representations and develops important skills that support students' abilities to solve word problems.

Science: Our objective at G.O.A.L. is to create students who will become proficient in their understanding and application of science, including physical and life sciences, and specific scientific concepts such as analysis, inquiry and design. We will provide our students with the foundation necessary to become scientifically literate citizens of the 21st century. Through first-hand exploration, investigation and inquiry, our students will develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world.

G.O.A.L. will use the FOSS curriculum which is aligned with NYS Standards . This program is inquiry-based and hands on (multisensory). Hands-on learning, however, is not simply manipulating things. It is engaging in in-depth investigations with objects, materials, phenomena, and ideas and drawing meaning and understanding from those experiences. Hands-on learning helps children connect their learning to real life and encourages them to innovate. In the end, it is the taking of that knowledge and applying it creatively that leads to path-breaking discoveries and inventions in the world as exemplified by such greats as Archimedes, Copernicus, Galileo, Sir Isaac Newton, Louis Pasteur, George Washington Carver, Marie Cure, Albert Einstein, etc. Integrating these groundbreaking scientists with our Social Studies curriculum is key to connecting content with historical achievement. Activity-based learning, therefore, holds the key to more effective and more relevant education. As a further point, students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience easier to other learning situations. (Mar 26, 2012 The Case for Multisensory for Children: The Brain's Input of Choice, Bette Fetter). Students who have difficulty in the learning arena for reasons of ELL barriers, auditory deficiencies, special needs, or behavioral interference, can be found to be on task more often because they are part of the learning process and not just spectators.

Social Studies: Our objective at G.O.A.L. is to create students who will be knowledgeable about U.S., N.Y. & World History and Geography and fundamental concepts of freedom. Without comprehensive civic knowledge, our children will not be prepared to figure out where they stand, what they believe in, must defend, and still must do to ensure that America achieves for all its citizens the ideals expressed in the preamble of our Constitution. In our contemporary world, our children must possess knowledge and skills necessary to place conflicting ideas in context and to make good judgments in dealing with the tensions inherent in our local, national and global society.

Our primary Social Studies curriculum will be Houghton Mifflin Social Studies, which is aligned with NYS Learning Standards. Most Social Studies curriculum is text-based. Again, multisensory education as an effective method to reach all learners and their respective styles is an integral component of G.O.A.L.'s pedagogical approach in all content areas. Social studies is easy to convert into visual, auditory and kinesthetic/tactile activities. Hands-on activities can be accomplished through art studies of cultures, going to history museums and historical sites, by creating plays or dramas about historical events, making dioramas, or engaging in reenactments or debates from different countries, all of which can make learning a realistic experience. Social Studies at G.O.A.L. will be very project based to help build a solid foundation of understanding. Multi-media presentations provide simultaneous visual and auditory input. Visually-rich pictorial accounts of events in books can help visual learners process text more effectively by providing an exceptionally high quality, visual experience. It is important to use maps as visuals for geography. Showing maps simultaneously, while teaching about countries, helps reinforce locations, geographical features, and important characteristics of each country.

Research has shown that there is a strong correlation between "background knowledge" and academic achievement (Sternberg and Wagner, 1986), particularly reading comprehension. In order to increase our students' store of background knowledge, they will have at least three periods of Social Studies a week, starting in Kindergarten.

The Arts: The arts are important areas of learning in the G.O.A.L. philosophy. The visual and performing arts are an integral part of the curriculum. Both provide significant opportunities for expression and creativity, and for understanding that the world can be looked at from many different perspectives. Meaningful arts experiences are integrated into every classroom as activities of choice and exploration during independent learning, and through special projects with classroom teachers. Learning in this area is further enriched through specific instruction and projects with arts specialists. G.O.A.L. plans to give the arts the important status they deserve, and to provide students with multiple opportunities to explore their own artistic abilities and to appreciate those of others.

We are committed to offering a strong arts program because there is evidence that participation in the arts, especially drama and music performance, helps build important academic skills and because we believe that the arts are a critical part of a rich educational experience. The arts also offer a unique pathway to engage students and to offer the experience of success to students who may be struggling academically. G.O.A.L.'s arts program will focus on music while also offering students a variety of opportunities to experience the visual arts, dance, and drama. Our music curriculum will be developed and overseen by a part-time music teacher in our first two years using the Blueprints For the Arts published by the NYCDOE. The Blueprint for Teaching and Learning in the Arts Pre k-12 provides a standards-based, rigorous approach to teaching the arts that defines a course of excellence in arts education that begins in early childhood and follows students up through the grades to a commencement level of achievement in art, music, dance and theater. The Blueprint for Teaching and Learning the Arts is a sequential study of art, music, dance and theater. The Blueprint for Teaching and Learning in the Arts provides a standards-based rigorous approach to teaching the arts. It gives students the opportunity to delve deeply into these subjects, while giving their teachers the latitude to create an instructional program that demonstrates student learning over time and in varied dimensions.

Gifted and Talented: At G.O.A.L. we believe in embracing and encouraging all learners. We realize that all learners ought to be provided with a challenging and rigorous educational experience. This includes those who are more academically advanced. At G.O.A.L. we will seek to enable those gifted and talented students to reach and achieve their full potential. This will be accomplished through a variety of means, such as accelerating learning enrichment classes, expanded choices for elective courses depending on the individual abilities and interests of our students, as well as moving up to another grade level (e.g., accelerated first grade child for ELA participates in a third grade ELA class) for specific content area.

Many gifted students come into classrooms with skills or knowledge beyond that of their peers. They may already have mastery of a skill that is to be taught in their grade level, or they may pick up the new material quickly. If a student has already mastered an expectation of the curriculum, they should be provided opportunity to extend their knowledge in that area through another activity. Enrichment activities will occur during classroom lessons and activities with the regular classroom teacher.

Some of the choices and alternatives G.O.A.L. will provide gifted and talented students for progressively furthering their education are outlined below:

- It is tempting to use the next grade level curriculum to differentiate for a student who has mastered the concepts in their age-appropriate grade. This is not always advisable. It is certainly one option that we at G.O.A.L. will certainly consider and explore, depending on the individual student's needs, level, abilities, and interests. Gifted students are quick to learn facts and details quickly, but it is important to allow them the time to delve into a topic in more depth. They should be encouraged to explore issues and problems of the topic, as well as to make connections between one subject area and another. Here are some approaches we will employ at G.O.A.L. to accommodate accelerated learners:
- The student works on an alternate assignment that allows exploration of the topic in greater depth or breadth, by connecting it to other subject areas.
- The student, in consultation with the teacher, designs their own project that will be completed independently while the class is working on that unit.
- After a lesson on a given topic, have the student complete only the most difficult questions in that area. If they show understanding, have them move on to an alternate assignment or anchor activity.
- We will have author studies, and independent novel/book/story study tiered activities (based on DRA Skills)
- We will have open ended activities. This will avoid setting limits on the types of responses you expect. If given the chance, gifted students will often give the most obvious answers rather than coming up with creative or thought-provoking responses. If these same students are not given a limit to the number of responses, the creative ideas are more likely to emerge.
- We will have tiered activities. By using several different versions of the same activity, this will help meet the readiness level of students. Though the essential skills and product remain the same, the complexity of the assignments varies depending on the needs of each student.

- We will have alternate activity menus. Alternate activity menus can be used to allow students to choose which assignments within a given topic they would like to pursue. The activities may make connections to the real world or other areas of the curriculum, or utilize technology.
- Student intervisitations to other classrooms (when it is determined to be appropriate and applicable) a grade above his/her own current grade level in order to enable a child to learn at an accelerated pace or for more in-depth and challenging content.

A low student to teacher ratio will allow us to respond to individual student needs, including those students with special needs. Each classroom will have a certified general education teacher. Teachers will use a variety of teaching models depending on the specific individual needs of our students and on the learning objective for the lesson in question. Teachers will sometimes teach in parallel, with each teacher working with a small group. Small groups facilitate differentiation and provide opportunities for students to be actively engaged in their own learning, to demonstrate higher-order thinking skills, to develop their understanding of concepts, and to engage in problem-solving. Students will be strongly encouraged to collaborate, converse about, and share their learning experiences. Students will be assigned to teams in accordance with their specific needs, based on frequent formative assessments, but group membership will be flexible and will change depending on the activity involved. Students may also be assigned to teams based on individual learning styles. Small groups will also enhance social skills and encourage peer modeling and interaction, which is important for all students for their socio-emotional development and success, as well as academics. On other occasions, one teacher will lead direct instruction for the whole class while the other supports students who need additional help, such as ELLs or students with disabilities. Many of our classrooms will have a teaching assistant who will generally work individually with students needing additional support but may, for example, lead collaborative small group activities.

Differentiated instruction will respect and meet each student where she/he is and help support every student to meet New York State's challenging state academic achievement standards. Teachers will use multiple instructional strategies in order to respond to our students' diverse needs. Our teaching model will allow us to use flexible grouping as a key differentiation strategy. Teachers in the classroom will plan instructional strategies and curricular modifications that address each student's individual learning needs under the supervision of the DCI. The SAC will work with special education teachers to differentiate instruction for special education students. Teachers will differentiate at the level of content, providing explicit and direct instruction to students who need further guidance and support mastering basic skills. Simultaneously, teachers will be providing more complex material, such as reading material at a more advanced level, to students who have already mastered these skills. In addition, teachers will vary the time spent on different tasks for different students, providing more class time or using homework to provide practice time for students who are slower to master basic skills while accelerating instruction for other students. Automaticity and fluency in all content areas are key to enable all students to focus on the hierarchy of skills—from lower-level basics to higher-level thinking skills so necessary and conducive to a vibrant and well-rounded solid education. Assignments may be tiered and teachers may provide alternative assignments for students who have mastered the subject matter.

Assessment System: We have created an assessment system that will provide us information in an expeditious manner to measure our progress and ensure that our students are moving forward academically, and that we are on track to meeting all requirements for charter renewal in our 5th year of operation. G.O.A.L. will administer a potent and precise assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments. Our approach also includes protocols to ensure rigorous analysis of data and valid and reliable results, as well as systems and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be an institution of learning dedicated to the proposition that continuous improvement based on measurable indicators of performance and growth will help our children achieve heights of success not found in other elementary charter schools, traditional public schools, nor nonpublic schools.

We fully expect to be held accountable for achieving high, measurable goals (which are outlined in Section II. A). We hold student achievement as the ultimate evidence of achieving our stated purpose and take that enormous responsibility for educating all children to the maximum extent possible. At G.O.A.L., we view our charter as a commitment to students and parents to offer them and execute an education that has the potential to be life altering in helping to pave the way for future success. In our view, this is the most important option for their children. With this belief and focus in mind, our selection of standardized assessments is based on their validity, reliability and alignment with New York State standards for Science and Social Studies, and the Common Core for ELA and Mathematics. These assessments, as well as NYS-mandated assessments, teacher-developed and commercially-developed formative and summative assessment make up G.O.A.L.'s entire assessment protocol.

Data-driven instruction will respond in real time to the needs of individual students. G.O.A.L. will focus not on what our

teachers have taught but on what each one of our students has learned. We will assess student learning often using a variety of tools and we will use the results to drive instruction in multiple ways. Students will take a baseline assessment in reading and math at the beginning of each academic year. We believe that by engaging in such actions, we are best readying our children for the rigor of our academic program. We believe that “failing to prepare, is preparing to fail.” We want our students to succeed, so we will do everything we can from the commencement of the academic term to get them off to a proper start. During the year, students will be assessed regularly using multiple tools including quick formative assessments daily and weekly (both teacher-created and embedded in the curricular), that G.O.A.L. has selected, interim assessments every 4-6 weeks and the TerraNova nationally normed assessment in the spring of each year, as well as the NYS tests starting in third grade. G.O.A.L. will use a data management system to analyze and assess data quickly and to generate reports that are immediately actionable by teachers. The school will use data to inform instruction on a regular basis through a process called “Monitoring for Results” whereby student data is formally reviewed every 6-8 weeks. A Plan of Action (POA) is collaboratively developed for students who do not meet benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations. This process also plays an important role in informing the school’s professional development program.

G.O.A.L. is strongly committed to insuring that all of our students achieve optimal academic success. Our achievement goals will hold us to a high standard of academic excellence and will help ensure that our students receive the same stellar education middle-class and affluent students enjoy. We know that our charter agreement will be a performance contract and fully understand we will be held accountable for achieving high, measurable goals for all of our students. This will allow us to measure our progress and will help ensure we are on track toward meeting the important goals we have set for our students and ourselves. We understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals(which are outlined in *Section II.A*).

G.O.A.L. is designed with a commitment to parents, students and the community in mind. We are committed to empowering students with the skills and scholarly habits they will need in the 21st century workplace. We have therefore selected assessment systems that will provide informative and timely data for all our stakeholders. We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5th year of operation.

G.O.A.L. will implement a sound assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth. We will use a combination of standardized and teacher-developed assessment instruments (see table below).

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

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

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

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

The school will utilize OnCourse for the collection of its data to track student growth and drive data-driven decision making..

Name of Assessment	Purpose	Grades and When Administered
<i>TerraNova Reading and Math Summative Assessment</i>	Estimate the developmental level of students, identify each student’s areas of strengths/weaknesses in subject area and achievement levels to monitor year to year developmental changes. As a nationally norm-referenced assessment, the TerraNova provides information regarding how G.O.A.L. students are performing compared to their peers nationwide.	1-5, Upon entrance to and every Spring thereafter

<p><i>Fountas & Pinnell Benchmark Diagnostic Assessment</i></p>	<p>To determine benchmark reading levels for each K-5 student to inform independent and instructional placement. To group students for reading instruction. To plan efficient and effective instruction. To identify students who need intervention and help to document student progress.</p>	<p>Beginning October for K- 2; Assessments for all other grades beginning September, administered 4 times per year</p>
<p><i>McCall-Crabbs Books A to E Diagnostic Assessment</i></p>	<p>Used in conjunction with the Spalding Method. Questions measure literal and inferential comprehension. Reading levels can be assessed depending on number of questions answered correctly. Vocabulary becomes more challenging at each grade level.</p>	<p>For grades K-5, respectively; administered on a weekly basis. Additionally, we will use each respective leveled assessment book for students in lower grade(s) who are accelerated readers above their respective grade level(s). E.g., an accelerated reader in grade 2 will use Book B for more challenging assessments.</p>
<p><i>NYS ELA summative assessment</i></p>	<p>Identify students' ability to meet or exceed grade level standards in reading, comprehension and writing</p>	<p>G.O.A.L. will administer these NYS Assessments as prescribed on the dates required for each school year.</p>
<p><i>NYS Math Summative assessment</i></p>	<p>Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving.</p>	<p>G.O.A.L. will administer these NYS Assessments as prescribed on the dates required for each school year.</p>
<p><i>NYS Science Summative assessment</i></p>	<p>Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools</p>	<p>G.O.A.L. will administer these NYS Assessments as prescribed on the dates required for each school year.</p>
<p><i>NYSITELL</i></p>	<p>To determine English proficiency</p>	<p>K-5 as identified by the Home Language Survey and Staff Assessment, September (or within 10 days of the student's enrollment in the school</p>
<p><i>NYSESLAT Summative Assessment</i></p>	<p>To determine when students identified as ELLs become proficient in English and exit ELL status</p>	<p>K-5, if in ELL status.G.O.A.L. will administer these NYS Assessments as prescribed on the dates required for each school year.</p>
<p><i>NYS Alternative Assessment summative assessment Curricular Unit Formative Assessment</i></p>	<p>Identify students' ability to meet or exceed grade level standards in all areas for Special Education students</p> <p>Commercial or teacher-developed assessments covering material from an entire unit of study</p>	<p>K-5 if mandated by IEP G.O.A.L. will administer these NYS Assessments as prescribed on the dates required for each school year.</p> <p>K-5. Curricular unit assessments are determined by unit length and vary in length</p>
<p><i>Teacher Generated Benchmark Assessment</i></p>	<p>Teacher-developed assessments (tests, quizzes, homework or assignments) administered to assess mastery of material covered in class at a given point within a unit of study</p>	<p>K-5. There is no set schedule for these assessments as they are determined by the teacher</p>

Data Collection and Analysis: The HOS and Student Achievement Coordinator will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade level teams will be expected to conduct formal monthly robust data collection, analysis and reporting capabilities to create and support action plans. G.O.A.L. will aggregate data from an assortment of assessments, administered by the school. Moreover, it will be a standards-based system, meaning assessments will measure explicit skills and knowledge that can be discretely analyzed.

Consequently, item and error analysis as well as disaggregation will be employed to:

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

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

Use of Assessment Results: As many studies have shown, assessment must be linked to appropriate intervention. As described by Armstrong and Anthes (2001) "The challenge is not to provide more of the same, but instead to provide different instructional strategies." Assessments will be used throughout our community for different purposes:

<p><u>Teachers:</u></p> <ul style="list-style-type: none"> ● Determine students' specific learning challenges early by assessing their mastery of specific standards and objectives. ● Design lesson plans utilizing student data and accelerate learning. ● Organize and rearrange flexible small group instruction on an ongoing basis to meet students' needs. ● Enhance collaboration and facilitate effective communication between the members of teacher teams around student performance. ● Enhance collaboration and facilitate effective planning for student instruction in teacher teams. ● Facilitate communication between teachers and parents. ● Monitor progress of struggling students to develop and revise intervention plan <p><u>Parents:</u></p> <ul style="list-style-type: none"> ● Monitor child's performance using progress reports that are at least quarterly if not monthly or weekly, standards-based report cards and conferences. ● Access grades and performance online to monitor student performance. ● Identify areas in which they can help their child learn. ● Make decisions about whether to keep child enrolled in the school. 	<p><u>School Leaders:</u></p> <ul style="list-style-type: none"> ● Evaluate and hold accountable teachers and other staff. ● Evaluate and improve programs, e.g., curriculum, instruction and assessment. ● Facilitate communication between teachers, administrators and parents. ● Monitor the RTI process and ensure students are placed in appropriate interventions. ● Enable teacher teams to identify students for referral to CSE for evaluation, change of IEP or decertification. ● Monitor efficacy of services and interventions for students with disabilities. ● Identify school and individual teacher's needs and guide implementation of staff development program. ● Facilitate communication with parents, the board and the public. ● Monitor and report on progress towards meeting accountability goals. <p><u>Board of Trustees:</u></p> <ul style="list-style-type: none"> ● Evaluate the performance of the school leader. ● Monitor and report on progress towards meeting accountability goals. ● Monitor effective implementation of key design elements. ● Review and approve budget to determine optimum allocation of resources. ● Evaluate school policies and procedures and revise to ensure achievement of mission and accountability
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<p><u>Students:</u></p> <ul style="list-style-type: none"> ● Use teacher feedback to identify strengths and weaknesses and develop plans for improvement. ● Identify appropriate levels of challenge, e.g., “just right books” for independent reading. ● Demonstrate growth over time. 	<p>goals.</p>
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Reporting: Our long-term goal is that assessment data will be provided online to all stakeholders, including administrators, the board of trustees, teachers, parents and students. Development of this online system will be a focus during our first two years of operation at G.O.A.L. This online system will be used to provide effective data collection, analysis and reporting capabilities to a variety of stakeholders to support action. This online system will have the capability to aggregate data from various sources. It will provide parents with regular online access to their child’s academic performance and progress. It will also allow students to see their own assessments and track their own progress.

Finally, teachers, administrators, the school’s board of trustees and parents will have access to student data through the classroom teacher or Head of School. Report cards will distribute three times a year to parents or guardians. Formal parent conferences will occur twice a year, at which time parents or guardians will be informed of their child’s progress, as well as any needs or concerns the teacher teams see as pertinent to the child at that time. Furthermore, in our model based on transparency parents will be welcome to visit in the classroom at any time to observe first hand the curriculum and instruction being provided to their child.

Additionally, the parents of special education students will be kept informed in writing (and in their home language if needed) of their child’s progress in meeting both their long-term IEP goals and their short term objectives. IEP progress reports will be distributed to parents with their report cards as well as during IEP conference meetings. Finally, the school will issue an annual report to the board of trustees and its authorizer.

E. Performance, Promotion, and Graduation Standards

G.O.A.L. believes that high expectations are essential for all students. Therefore, our expectation is that students will demonstrate a mastery of skills and knowledge in core content subjects, using state standards and the Common Core Learning Standards as a framework.

<p>Goal 1: Students will demonstrate proficiency in reading.</p>	<p>(a) 75% of all students who have been enrolled at G.O.A.L. for 2 full academic years or more will score at Level 3 or higher on the State English Language Arts Test (ELA) (b) Beginning in grade 2, each cohort of G.O.A.L. Students will improve their literacy scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test</p>
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<p>Goal 2: Students will demonstrate proficiency in mathematics.</p>	<p>(a) 75% of all students who have been enrolled at G.O.A.L. for 2 full academic years or more will score at Level 3 or higher on the State Mathematics Test (b) Beginning in grade 2 each cohort of G.O.A.L. students will improve their math scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test</p>
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<p>Goal 3: Students will demonstrate proficiency in science.</p>	<p>(a) 75% of all fourth grade students who have been enrolled at G.O.A.L. for 2 full academic years or more will score at Level 3 or higher on the State Science Test.</p>
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<p>Goal 4: Students will demonstrate proficiency in Social Studies.</p>	<p>(a) 75% of all fourth grade students who have been enrolled at G.O.A.L. for 2 full academic years or more will score at Level 3 or higher on the State Social Studies Test (if given), or an equivalent to that State Test (i.e. Terra Nova)</p>
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<p>Goal 5: G.O.A.L. will demonstrate strong annual attendance and enrollment.</p>	<p>(a) The average daily attendance rate will meet or exceed 95% each year (b) The G.O.A.L. waiting list will exceed 1.5 applications per available seat (c) G.O.A.L. will retain its students at an annual rate of 90% or more during the term of its charter</p>
<p>Goal 6: G.O.A.L. will demonstrate fiduciary responsibility in managing public and private resources.</p>	<p>(a) G.O.A.L. will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit (b) G.O.A.L. will produce financial reports demonstrating fiscal transparency and sound financial standing (c) G.O.A.L. will use an annual audit as an indicator</p>
<p>Goal 7: G.O.A.L. will provide students with a safe learning environment with strong communication on students achievement between home and school</p>	<p>(a) 85% of G.O.A.L. parents through the NYC Department of Education's Learning Environment Survey will consider G.O.A.L. a "safe" school (b) 85% of G.O.A.L. parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding student achievement.</p>

All students at G.O.A.L. will be held to promotion criteria in the areas of attendance, comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations, and benchmark assessments. G.O.A.L. reserves the right to make a decision for promotion when attendance falls short of criteria but academic benchmarks are achieved. Students failing to meet any of the grade level or school expectations in ELA and math are noted during the winter that their *promotion is in doubt*.

For promotion to the next grade, students must:

- pass all core subjects as evidenced by a 70% year-end average in each subject
- achieve a 3 or 4 on the relevant NYS ELA, Math, and Science tests
- evidence proficiency or mastery on required State (currently there are no K-2 required State assessments) or on the TerraNova assessments in Kindergarten through second grade
- have no more than 15 days unexcused absences during the school year

An intervention plan is created and shared with parents during the winter about their child's promotion in doubt status. If students do not meet promotion criteria, they will be encouraged to attend summer school. Students not meeting benchmarks at the end of summer school will be retained. (see below)

If a student fails one core subject, or does not demonstrate proficiency or mastery on required State exams, the student must attend summer School for the opportunity to be promoted to the next grade level. If a student fails two or more core subject areas, she/he will be automatically retained. These criteria apply for all students from Kindergarten-fifth grade.

There is no Summer School option for failure to meet the required attendance level. Families receive immediate phone calls and letter for all student absences, and a meeting with parents will be arranged when a student is within three absences of the promotion limit.

Summer School: The last opportunity for support and demonstration of academic achievement is during the summer. Students who fail one core subject or a required State exam will attend a 4-week summer program from 8:00-12:00 pm from Monday-Thursday starting on the next Monday after the end of the regular school year. Students must pass a subject-specific minimum competency test (or go up one reading level) at the conclusion of summer school to be promoted. If the student does not, she/he will be retained.

Sample Promotion or Exit Standards for English Language Arts and Mathematics: G.O.A.L. exit standards will be based on the CCLS. To view samples of the CCLS K- 5 grade requirements, visit <http://www.corestandards.org/the-standards/>

<p><u>ELA Grade 2</u> Reading</p>	<p><u>ELA Grade 5</u> Reading</p>
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- Uses phonics and word analysis skills to figure out unfamiliar words.
- Reads independently for sustained periods of time.
- Asks and answers questions about key details in a text
- Retells stories, including key details, and demonstrates understanding of their central message or lesson
- Describes characters, settings, and major events in a story using key details.
- Explains major differences between books that tell stories and books that give information, from range of text types.
- Compares and contrasts characters, settings and stories from one book to another.
- Obtains facts and information from different writings

Writing

- Produces and expands complete simple and compound statements, questions, commands, and exclamations.
- Writes informative/explanatory texts in which they name a topic, supply some facts about the topic and provide closure.
- Writes opinion pieces in which they introduce the topic or name
- Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provides a sense of closure.
- With guidance, focuses on a topic, responds to questions or suggestions from peers, and adds details to strengthen writing.

Listening and Speaking

- Shares ideas, facts, observations and opinions with classmates and teachers.
- Follows directions and asks questions for clarification.
- Listens respectfully and learns to take turns speaking.

- Uses their knowledge of how words work to figure out new and challenging words.
- Decode words in text automatically.
- Reads independently for sustained periods of time
- Reads aloud with fluency and expression, using strategies for self-correction.
- Shows understanding by retelling, summarizing and analyzing relationships among parts of the text
- Compare characters, setting and themes from one book to another
- Raises questions about what an author writes and tries to answer questions through reading.
- Compares and contrasts books by the same author or in the same genre
- Discusses author's craft (e.g. point of view, word choice, plot, beginnings and endings and character development)

Writing

- Writes daily for extended periods on self- selected topics, in all subject areas.
- Takes 10-12 pieces of writing through the process of revising, editing and publishing.
- Writes a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades.
- Uses punctuation and spelling correctly a majority of the time.
- Writes using some of the types of words and sentences they read in books.
- Includes new and more sophisticated vocabulary in their writing.
- Writes in order to: Share an experience or event, real or imagined (narrative writing)
- Learn new things and communicate information to others (report writing)
- Tell what they think about a book (response to literature).
- Tell how to do something (procedural writing).

Listening and Speaking

- Listens and speaks in whole class, small group discussions and in one-to-one conversations with the teacher in order to:
- Share observations, information and opinions in class discussions
- Listen respectfully and takes turns speaking
- Expresses thoughts clearly
- Uses comparison and analysis to explain ideas
- Uses information that is accurate and relevant to a discussion
- Asks questions to further a discussion
- Follow directions

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Mathematics Grade 2

Arithmetic and Number Concepts

- Counts by ones and twos, forward and backward from 100 using a number line.
- Counts within 1000; skip-counts by 5s, 10s, and 100s.
- Uses ordinal numbers from first through thirty-first.
- Uses place value when adding and subtracting numbers to 100.
- Fluently add and subtract within 20 using mental strategies.
- Uses the symbols \leftarrow , \rightarrow , $=$, $+$, $-$ appropriately
- Adds and subtract two digit numbers with and without regrouping.
- Matches words and symbols from zero to twenty.
- Recognizes $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, and $\frac{1}{10}$ as part of a whole or part of a set of objects.
- Makes change for amounts of money to \$1.00

Geometry and Measurement

- Recognizes simple two and three dimensional figures in everyday life.
- Compares two and three dimensional figures based on size or capacity.
- Uses a clock or calendar to track time and events.
- Measures length, weight, capacity and temperature.
- Estimates sizes

Function and Algebra

- Sorts and classifies objects by two characteristics
- Recognizes more than one object belonging to a set
- Find missing numbers in open sentences.

Statistics and Probability

- Participates in collecting and recording data
- Participates in arranging and displaying data using tables, pictographs and bar graphs
- Predicts likely outcomes of repeated acts

Mathematical Process

- Selects an appropriate strategy to solve word problems.
- Uses objects, drawings and writing to explain solutions to problems.

Mathematics Grade 5

Arithmetic and Number Concepts

- Uses knowledge of place value to read and write numbers through millions and thousandths
- Adds, subtracts, multiplies and divides whole numbers.
- Uses addition, subtraction, multiplication and division facts with accuracy and efficiency
- Understands the order of operations
- Understands number theory (e.g., factors, multiples, powers, roots).
- Adds, subtracts and compares fractions, decimals, integers and percents.
- Represents multiplication and division of fractions with graphics and models.
- Explores ratios, proportions and scale.
- Understands positive and negative numbers as they relate to coordinates, debits, credits, etc
- Understands the order of operations
- Understands number theory (e.g., factors, multiples, powers, roots).
- Adds, subtracts and compares fractions, decimals, integers and percents.
- Represents multiplication and division of fractions with graphics and models.
- Explores ratios, proportions and scale.
- Understands positive and negative numbers as they relate to coordinates, debits, credits, etc

Geometry and Measurement

- Recognizes, classifies and describes two-and three-dimensional figures
- Demonstrates an understanding of perimeter, circumference, area and volume.
- Estimates, measures and converts using both metric and customary (U.S. Standard) units.
- Uses the coordinate plane to explore geometric ideas (e.g., graph ordered pairs)

Function and Algebra

- Recognizes, describes, creates and extends patterns and sequences
- Solves basic linear equations
- Basic understanding of functions and functional relationships.
- Uses the commutative, associative and distributive properties

Statistics and Probability

	<ul style="list-style-type: none"> ● Collects and records data to answer a question or test a hypothesis ● Arranges and displays data using tables, Venn diagrams and graphs ● Interprets and analyzes data ● Determines probability of independent events <p>Mathematical Process</p> <ul style="list-style-type: none"> ● Uses appropriate operations and a variety of strategies to solve problems ● Uses the language of mathematics to describe, explain, and compare ● Uses manipulatives, the calculator and other mathematical tools appropriately
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<p><u>Science Exit Sample—2nd Grade</u></p> <ul style="list-style-type: none"> ● Students identify that the motion of objects can be observed and measured. ● Students know the position of an object can be described by locating it in relation to another object or to the background. ● Students know an object's motion can be described by recording the change in position of the object over time. ● Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, or the push or pull. ● Students know tools and machines are used to apply pushes and pulls (forces) to make things move. ● Students know objects fall to the ground unless something holds them up. ● Students know magnets can be used to make some objects move without being touched. ● Students know sound is made by vibrating objects and can be described by its pitch and volume. ● Plants and animals have predictable life cycles. ● Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. ● Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. ● Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. ● Students know there is variation among individuals of one kind within a population. ● Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. ● Students know flowers and fruits are associated with reproduction in plants. 	<p><u>Science Exit Sample—5th Grade</u></p> <ul style="list-style-type: none"> ● Students identify elements and their combinations account for all the varied types of matter in the world. ● Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. ● Students know all matter is made of atoms, which may combine to form molecules. ● Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. ● Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. ● Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays. ● Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds. ● Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂). ● Students know living organisms and most materials are composed of just a few elements ● Students know the common properties of salts, such as sodium chloride (NaCl). ● Students know many multicellular organisms have specialized structures to support the transport of materials. ● Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the
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<ul style="list-style-type: none"> ● Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. ● Students know smaller rocks come from the breakage and weathering of larger rocks. ● Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, etc. 	<p>lungs and tissues.</p> <ul style="list-style-type: none"> ● Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. ● Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder. ● Students know how sugar, water, and minerals are transported in a vascular plant.
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<p><u><i>Social Studies Grade 2</i></u> Communities</p> <ul style="list-style-type: none"> ● What is a community? ● How are communities alike and different? ● How do people and communities help each other? ● What are the resources in a community? ● How are needs and wants used to shape community life? ● What is citizenship? ● Why do we need laws? <p>My community and region today</p> <ul style="list-style-type: none"> ● explores rural, urban, and suburban communities in the United States by using the local community as an example to further understand the concept of community ● examines community from a multicultural perspective that includes geographic, socioeconomic, and ethnic influences ● Demonstrates that rural, urban, or suburban community can be located on a map ● Rural, urban, and suburban communities differ from place to place. ● Identifies events, people, traditions, practices, and ideas make up rural, urban, or suburban community. ● Explains how communities in the future may be different in many ways. ● Explains how rural, urban, or suburban community have changed over time. ● Identifies the roles and responsibilities of families in rural, urban, and suburban communities change over time. <p>People depending on and modifying the physical environment</p> <ul style="list-style-type: none"> ● Rural, urban, and suburban communities are influenced by geographic and environmental factors. ● Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors. <p>Challenge of meeting needs and wants</p> <ul style="list-style-type: none"> ● Rural, urban, and suburban communities provide facilities and services to help meet the needs and 	<p><u><i>Social Studies Grade 5</i></u> Individual Development and Cultural Identity</p> <ul style="list-style-type: none"> ● Role of social, political, and cultural interactions in the development of identity. Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences ● Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences <p>Development, Movement, and Interaction of Cultures</p> <ul style="list-style-type: none"> ● Role of diversity within and among cultures ● Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art ● Cultural diffusion and change over time as facilitating different ideas and beliefs <p>Time, Continuity, and Change</p> <ul style="list-style-type: none"> ● History as a formal study that applies research methods ● Reading, Reconstructing, and interpreting events ● Analyzing causes and consequences of events and developments ● Considering competing interpretations of events <p>Geography, Humans, and the Environment</p> <ul style="list-style-type: none"> ● Relationship between human populations and the physical world (people, places, and environments) ● Impact of human activities on the environments. Interactions between regions, locations, places, people, and environments. Interactions <p>Development and Transformation of Social Structures</p> <ul style="list-style-type: none"> ● Role of social class, systems of stratification, social groups, and institutions ● Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture ● Social and political inequalities ● Expansion and access of rights through concepts of justice and human rights
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<p>wants of the people who live there.</p> <ul style="list-style-type: none"> ● People in rural, urban, and suburban communities are producers and consumers of goods and services. ● People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources. ● People using human, capital, and natural resources ● Scarcity of resources and choices people make 	<p>Power, Authority, and Governance</p> <ul style="list-style-type: none"> ● Purposes, characteristics, and functions of various governance systems as they are practiced ● Individual rights and responsibilities as protected and challenged within the context of majority rule ● Fundamental principles and values of constitutional democracy ● Origins, uses, and abuses of power ● Conflict, diplomacy, and war
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F. *School Culture/Climate*: Elementary school, for many children, is the first exposure that they have to a social world outside of their own family. Also, it is an introduction to the educational system.

Maria Montessori once stated, "One test of the correctness of educational procedure is the happiness of the child." In order to work and learn in school, children must feel and experience the desire to do so. They have to want to learn and want to be in school in order to become truly educated. This is the essence of an efficacious school culture.

The first step is that educators need to recognize that having a strong, positive culture means much more than just safety and order.

School culture is so important because the implementation of a clear mission statement, shared vision, and school wide goals promote increased student achievement.

According to Deal and Peterson (2002), research suggests that a strong, positive culture serves several beneficial functions including the following:

- Fostering effort and productivity.
- Improving collegial and collaborative activities that in turn promote better communication and problem solving.
- Supporting successful change and improvement efforts.
- Building commitment and helping students and teachers identify with the school.
- Amplifying energy and motivation of staff members and students.
- Focusing attention and daily behavior on what is important and value.

School culture also correlates with teachers' attitudes toward their work. In a study that profiled effective and ineffective organizational cultures, Yin Cheong Cheng (1993) found stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity.

To ensure that an environment is created where teaching and learning can flourish, G.O.A.L. will develop a series of expectations that address proper student behavior, maintenance of order within the school, and a statement of student rights and responsibilities. School staff will ensure that parents and students are apprised of these policies both before enrollment and at the time that students sign up for enrollment in our charter school. Parents will be informed of our expectations that a positive and productive classroom environment will be maintained in our school as a fundamental imperative to the academic advantage of their child. "Get Out And Learn" (G.O.A.L.) means just that...that is to say, the purpose of being in school is to take positive action to maximize one's education. Hence, the idea of our establishment being a learning-centered school.

A variety of elements contribute to the creation of an orderly and supportive culture. At G.O.A.L., we will implement our school culture, via the following essential elements:

Creating a Learning Environment: Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Is the space warm and inviting? Does the room arrangement match the teacher's philosophy of learning? Do the students have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom.

Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plans are setting expectations (i.e., rules and procedures) and creating a motivational climate.

Motivational Climate: An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their honest best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher's demonstration of *value* shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. *Effort* ties the time, energy, and creativity a student uses to develop the "work", to the value that the work holds. One way that teachers encourage effort is through specific praise, asking students specifically to identify the purpose of what it is that they are doing, and that is worthwhile and good. In combination, an understanding of the value of academic tasks and the effort necessary to complete these tasks motivate students to learn.

Maintaining A Learning Environment: A teacher's classroom management decisions do not stop after the planning and establishment that is crucial to beginning the school year. As the school year progresses, classroom management involves maintaining the learning environment through conscientious decision-making concerning students and the classroom.

Setting Expectations: The start of the school year is crucial to effective management. A significant aspect of this beginning is the teacher's establishment of expectations for student behavior, which are expressed through rules and procedures. Rules indicate the expectations for behavior in the classroom, and for how one interacts with one's peers and the teacher. Procedures have to do with how things get done. Rules can be, and frequently are, developed with the students' help, which increases the likelihood of compliance.

Behavior is learned -- children's behaviors are shaped by the expectations and examples provided by important adults in their lives and by their peers. In the elementary grades, teachers are arguably the most important adults at school for the large majority of students. As such, they can play a critical role both in proactively teaching and reinforcing appropriate student behaviors and in reducing the frequency of behaviors that impede learning. Accepting responsibility for the behavioral learning of all students is a natural extension of the responsibility for the academic learning of all students that teachers exercise with such purpose every day.

Develop Expectations: Students are more successful when they understand a teacher's and school's expectations. It is important to set clear and consistent age appropriate expectations for students' behavior prior to beginning an assignment or activity. Remind students of the rules, explain learning objectives in understandable, kid-friendly terms, and give clear and concise directions. Students should be given the opportunity to respond and repeat the directions if necessary. Time should be allowed for questions.

Maintain a Positive Environment: A positive classroom environment is essential for optimum learning. Many children face negative experiences in their lives each day and need to experience a positive attitude in order to blossom and learn. Healthful outcomes are tied to positive approaches, while negative approaches result in unhealthy outcomes. Teachers can provide that benevolent, productive, and positive atmosphere by always maintaining a positive outlook. Children need to experience a positive educational experience in the elementary grades in order to be successful throughout their school careers.

Show Enthusiasm: The most successful elementary classroom management requires enthusiasm from the teacher. Children get excited about a lesson or project if they see that the teacher is excited. A teacher must be enthusiastic when introducing a new topic or lesson and explain why he/she is excited. A teacher must make sure that his/her excitement is honest and sincere.

Actively Involve Students: An important aspect of successful classroom management is actively involved students. When students are involved in the learning process, fewer disruptions occur. Hands-on projects and activities keep the learning focused and active. Involve all students at all times and break the class period into two or three activities. A teacher should not be the only one doing the talking.

Establish Classroom Structure: All students need structure and consistency in their lives. Teachers must have organizational and classroom management skills in order to provide a safe learning environment for all students. Children should be taught responsibility and be allowed to make appropriate choices. They should also understand that there are consequences for inappropriate actions. Classrooms with established rules create a predictable environment in which learning can take place. One of the most important aspects of a learning-centered classroom is consistency.

While we believe that a positive school culture and engaging academic program help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or students harming themselves or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will "fit the crime" and be developmentally appropriate. At all times, we will

follow due process and caregivers will have the option of appeal as discussed in our *Student Discipline Policy (Attachment 4)*.

The ultimate purpose of each consequence is that students learn and grow from their mistakes and ultimately reward their success. Care will therefore be taken to ensure that students have time to reflect and process either during or after each consequence. These reflections will be shared either verbally or in writing and will form an important part of the disciplinary process.

Make Parent Allies: Keep communication lines open with parents at all times. Call frequently and establish a good relationship from the beginning. A teacher must show respect for them and let them know that you care and are concerned for their child. When communicating a problem, a teacher must emphasize the positive, be specific and be a good listener, and be professional at all times.

That is what, how, and why G.O.A.L. plans to create and achieve a successful school culture.

School Climate and Discipline: The area of school climate and discipline is of paramount importance to the Founding Team of G.O.A.L. The attention to environment and creating a climate of achievement, accomplishment, acceptance, and mutual respect is crucial to the success of our students and our school. Therefore, we will establish a clear code of conduct and expectations where each classroom must have clarity of expectation and consequence in order to provide the consistency that young children need to feel safe and comfortable in their environment. Along with this component, persistent positive communication with parents is also a cornerstone to building a community of support.

Classroom management involves a series of techniques and strategies used by teachers to ensure a positive environment where learning can take place without disruptive behaviors. Elementary classrooms become better learning environments when teachers establish and enforce rules. Rules, consequences and rewards should be posted in a prominent place in the classroom on the first day of class. Effective teachers model the rules and teach the proper behaviors that are expected.

Students with Disabilities: The Student Discipline Policy (*Attachment 4*) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly.

G.O.A.L. will address climate and discipline areas with a three part proactive focus:

- ***Part I*** Teacher training in classroom management skills reduces aggression and increases children's social and emotional competence as well as school success. G.O.A.L. will provide teachers with training for this endeavor. All teachers and all Student Support Aides will be trained the summer before the school opens to help children cope, assess, and act appropriately in an ongoing and consistent fashion.
- ***Part II*** Provide children with social and emotional training. Child training produces improvement in social behavior with peers at school. For highly aggressive children the combination of parent and teacher/child training produces better long-term results than either alone. The Dina Dinosaur Child Training Series will be taught to students as part of their Personal, Social and Health classes. Research for this program in one study on a high-risk multi-ethnic community established that "The Incredible Years program was selected as a "Model" *Strengthening Families* program by the Center for Substance Abuse Prevention (CSAP), as an 'exemplary' program by the Office of Juvenile Justice Delinquency Prevention (OJJDP) and as a "Blueprints" program by OJJDP. The programs have also been recommended by the *Home Office* in the UK as one of the evidenced-based interventions for antisocial behavior and by Sure Start as a recommended program for families with children under five years." (Scott, S., O'Connor, T., Futh, A., Matias, C., Price, J., Doolan, M.)
- ***Part III*** Parent training remains one of the most effective strategies for preventing behavior problems and promoting social and emotional competence. In keeping with our mission, G.O.A.L. will offer parenting programs. These classes will be offered throughout the school year at times that are convenient for parents, grandparents, guardians, and caretakers.

If a Special Education student violates G.O.A.L.'s discipline code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The CFR states that the federal and state law and regulations is the governing principle that students with disabilities are entitled to the same constitutional rights as students without disabilities. These fundamental due process rights include, in part, meaningful notice of an alleged violation of law or school division's code of conduct, the opportunity for the student to give the student's account of the incident, and the opportunity to appeal the disciplinary action, which is imposed on the student.

Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. However, a particular student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

School-Wide Discipline and Behavioral Supports: G.O.A.L. will take a positive approach to student discipline, where students will be recognized for proper and appropriate behavior and accomplishments, while there also will be clear, consistent consequences for off-task behavior. This policy will be applied to all students, at the school site and off (including buses and trips). The school's discipline policy for infractions will be detailed in the school's Student and Family Handbook and distributed to families before the start of the school year. Families will be given the handbook at the time of registration when the Head of School or other personnel can highlight major policies and practices. We will also attempt to involve families in the school as often as possible, so that the students' parents and guardians have the opportunity to interact with school staff in positive and mutually beneficial ways, which will enable us create to a strong sense of community. This will strengthen the students' ties to the school and increase engagement. In conjunction with a Back to School Night, we will plan a New Family Orientation in September to focus on issues of school climate and culture. Additionally, we will hold semi-annual meetings for families to keep them updated on happenings at the school, as well as multiple opportunities for community gatherings and social events. Related projects will also create a focal point for parent involvement and volunteering.

To ensure the effective application of G.O.A.L.'s behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the use of the Positive Behavior Interventions and Supports (PBIS) approach, and the application of all phases of the discipline policy with general education students and students with disabilities. PBIS' focus lies in developing structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision making to discipline, academics, and social/emotional learning. As a Response to Intervention model (RTI), PBIS applies a system of support and a problem-solving process to enhance the capacity of schools to effectively educate all students.

Additionally, administrators at G.O.A.L. will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership. The HOS, in conjunction with the Student Achievement Coordinator, and Dean of Students, will maintain and analyze data regarding discipline patterns at the school and will monitor it regularly to ensure that discipline is applied in an equitable, non-discriminatory fashion.

School Disciplinary Policy: The primary focus at G.O.A.L. is on the academic success of every student. We seek to build within each child a love of learning, a sense of responsibility, self-discipline, a positive self-image, and respect for others. Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

Philosophy: School discipline is a collaborative effort by the parents, guardians, students, and staff. The focus of the G.O.A.L. School Discipline Policy is to promote positive behavior choices by recognizing students who engage in consistent positive behavior. However, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and with property. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

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

Alternative educational services: G.O.A.L. will ensure the provision of alternative educational services to any student who has been suspended or expelled, to the extent required by applicable law. Instruction for suspended students will be sufficient to enable them to make adequate academic progress and will provide them with opportunities to complete assignments, learn the curriculum, and participate in assessments, and it will take place in a suitable site. For a student who has been expelled, the school will provide alternative instruction to the extent required by applicable law for suspended students, until the student enrolls in another school or until the end of the school year, whichever comes first.

Students with Disabilities: The G.O.A.L. disciplinary policy (see Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. If a special education student violates the school's Disciplinary Code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The CFR states that the federal and state law and regulations is the governing principle that students with disabilities are entitled to the same constitutional rights as students without disabilities. These fundamental due process rights include, in part, meaningful notice of an alleged violation of law or school division's code of conduct, the opportunity for the student to give the student's account of the incident, and the opportunity to appeal the disciplinary action, which is imposed on the student.

Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. However, a particular student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

G. Special Student Populations and Related Services

We at G.O.A.L. believe that all students can successfully achieve academically regardless of language, disability, or demographics. Special education students will be held to the same standard as general education students and will therefore be expected to achieve mastery and proficiency of the general curriculum and participate in extracurricular and other nonacademic activities to the maximum extent possible. We have structured our educational program to ensure that all ELLs or students with IEPs will be proficient speakers, readers, and writers of English by the beginning of third grade. No student will be tracked based on their designation; such a classification only serves to provide us with guidance to help our students succeed.

G.O.A.L. is located in an underserved neighborhood with an admissions preference for low-income children. The school is specifically designed to accelerate the achievement of at-risk students; our multisensory learning model, co-teaching, and systematic approach to assessments all contribute to our ability to personalize instruction for each child. We are completely committed to meeting the needs of all students, including those with disabilities and ELLs, and believe that with appropriate supports our students will thrive.

The range of interventions available at G.O.A.L. includes:

- Small group instruction
- Supplemental curricula
- Push-in and pull-out services by certified special education staff and contractors
- Computer-based programs for remedial and accelerated learning
- Tutoring

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

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

SPECIAL EDUCATION We at G.O.A.L. believe that all students can successfully achieve academically regardless of language, disability, or demographics. Special education students will be held to the same standard as general education students and will therefore be expected to achieve mastery and proficiency of the general curriculum and participate in extracurricular and

other nonacademic activities to the maximum extent possible. We have structured our educational program to ensure that all ELLs or students with IEPs will be proficient speakers, readers, and writers of English by the beginning of third grade. No student will be tracked based on their designation; such a classification only serves to provide us with guidance to help our students succeed.

Identification: CSD 8 has about 18.4% special education students. We at G.O.A.L. will comply with the requirements contained within the Federal Child Find mandate (34 CFR §300.504) not only because it is the law, but also because our educational philosophy embraces all learners. We at G.O.A.L. will take proper and vital steps to determine whether a student's struggles are the result of a true disability or the consequence of an education program that is inadequate to meet the needs of each individual learner. Our process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services.

Students enrolling for the first time in G.O.A.L. will be screened by a team of teachers—the Child Study Team (CST) will be comprised of the School Psychologist, the School Social Worker, a learning disabilities consultant, a speech/language therapist and the HOS, in consultation with the child's parents and classroom teacher(s) (General Education and or Special Education). The Student Achievement Coordinator will convene a CST comprised of a learning support teacher, general education teacher and administrator to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. We recognize that the school itself cannot make a determination and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. As G.O.A.L. will be implementing a unique school model, it will be incumbent upon the Student Achievement Coordinator to develop an effective working relationship with CSE staff so as to educate them in regards to the effectiveness of our program for at-risk students. Through the use of evaluations the CST in consultation with the Head of School, the school nurse, the school guidance counselor, one special education teacher, and one general education teacher, the team determines whether or not a child is in need of or eligible for special education services. G.O.A.L. recognizes that only the CSE can determine eligibility. The CST can recommend that the CSE evaluate a student. In addition, G.O.A.L. also recognizes that parent consent is required for both initial evaluation and provision of services and our staff will work closely with parents to involve them throughout the entire process.

The Speech Therapist and other related services providers also work in conjunction with the CST, when such services are needed—to identify any possible indication that the child may need an IEP or referral to the CSE of the student's district of residence.

To identify students with a pre-existing IEP after our enrollment lottery is held in the spring, school staff will immediately request student records to identify incoming students with disabilities. G.O.A.L. will ensure that the most recent IEPs of enrolled students will be forwarded by their previous schools in a timely manner. Additionally, the same procedure will be practiced if a student enrolls during the school year. School staff will acquire, then analyze and evaluate IEPs to determine whether G.O.A.L. is able to provide any and/or all of the services authorized and mandated in the IEP. G.O.A.L. will adamantly work with parents and the CSE to modify IEPs if necessary and possible. In instances where the school is unable to and cannot provide the placement specified by the IEP and the parent provides the required legal consent, the CSE will secure the student placement in a district school that provides the mandatory services.

Other students will be brought to the attention of the team if they are demonstrating any difficulties within the general education classroom environment. Strategies will then be created and implemented to address any identified special needs of the student. The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is key to a successful RTI program, and our multisensory learning program is uniquely suited to monitoring the achievement of individual students and providing personalized instruction to meet their needs.

Our Response to Intervention (RTI) program will be coordinated by the Student Achievement Coordinator who will train teachers in its implementation during Summer Institute and regularly attend grade team meetings during the school year. These meetings will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. These will be data-driven discussions using all available information, including standardized test results, teachers' observations and records, assessment results from computer-based programs, behavior and discipline data, and parent input. The result will be the creation of an intervention plan. Our RTI model will utilize the common three tier approach:

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

Tier 2- Targeted Interventions: For students who struggle in the general education classroom, teachers select from and add an

ever widening array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Co-teaching permits additional support to small groups and individual students. In addition, we will have trained and certified intervention teachers on staff who can push-in and pull-out to provide one-on-one and small group targeted interventions. Finally, our teachers will provide tutoring to struggling students and the school will seek an after school program that provides academic support services.

Tier 3 -Intensive Interventions: The goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. For example, we anticipate in our first years of operation most Tier 3 students may require intensive one-on-one reading programs, such as Orton-Gillingham, Wilson Foundations, or Reading Recovery.

Should the struggle(s) persist and a disability be suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

During this stage, the ELL teacher will be invited to participate as appropriate. The CST has the responsibility to: review any problems (academic and/or developmental, behavioral, social/emotional) interfering with the child's performance; brainstorm solutions, make recommendations to meet the child's needs and monitor/review results of the recommendations (including Title I services). At G.O.A.L., our RTI seeks to prevent academic failure (and encourage academic success) through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Specific types of strategies include, but are not limited to Reading Recovery After School Assistance Speech/Language Development Use of Remedial Staff Summer School Accelerated Reader Program, Extra help, Regularly scheduled small group instruction, Learning labs in content areas, Pull-out/Push-in programs, and Direct instructional support in the regular classroom. These will be conducted by a combination of staff members at G.O.A.L. This support may be provided indirectly in the form of consultation with classroom teachers, as in-class support, or through direct services to students. Levels of support depend on each student's needs from occasional, informal support to more structured Academic Intervention Services (AIS). This instructional support is monitored closely by classroom and reading/math specialists. Support is modified as necessary and continues as long as needed to ensure a student's success in meeting the CCLS and NYS Learning Standards.

Two teachers are assigned to specific classrooms in accordance with NYS mandates pertaining to special education or Academic Intervention Services. In some instances, such as co-teaching, both teachers share the teaching and assessment responsibilities. When the second teacher is a consultant teacher, their role is related specifically to an individual or group of students with disabilities, and their responsibility is to ensure the student(s) is able to benefit from the general education instruction, by providing modifications and accommodations in accordance with NYS Regulations.

A referral to the CSE will be considered when it is clearly documented that implemented RTI strategies were insufficient to address the student's needs. The classroom teacher will provide records of classroom observation, assessment data, consultation with parents, administration and special education staff, and at risk intervention data for review.

A very important point in the process is that G.O.A.L. recognizes that the school itself is not permitted to make a determination. Therefore, we will work intimately and transparently with the CSE to provide all necessary information to support its evaluation and IEP development processes. As G.O.A.L. will be implementing a unique school model, the Student Achievement Coordinator will be obliged to develop and foster an effective, open, honest, and continuous working relationship with CSE staff so as to both inform and educate them in regards to the efficacious effect of our program for at-risk students. In addition, we at G.O.A.L. also recognize and respect the individual rights of parents. This tenet will not in any way be compromised. Parent consent is required for both initial evaluation and provision of services and our staff will work closely and collaboratively with parents to involve them throughout the entire process.

Supplemental services exist along a wide continuum of support, such as Collaborative Team Teaching (CTT)/Integrated Co-Teaching (ICT) will be offered in every grade as a policy along with other specific strategies including, for example, co-teaching, and differentiated instruction, pull-out/push-in teaching, and small group instruction, will utilized to their fullest capacity and effectiveness. Services ranging from mild accommodations to extensive intervention may be available within the school, the district of residence, or located elsewhere in the community. The CST will use the Pre-Referral Intervention Manual (PRIM) to guide their Response to Intervention (RTI) strategies.

Staffing: G.O.A.L. will, in addition to the Student Achievement Coordinator, employ Learning Support Teachers certified in special education to provide support services for students with IEPs and other at-risk students (see job descriptions in section III.C). A full-time counselor will be hired in Year 3. In the case of students whose IEPs require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the NYDOE or contract with external providers.

Logistics: The Student Achievement Coordinator will administer the special education program within G.O.A.L. and serve as the primary liaison to the CSE. He/she is responsible for maintaining all confidential records, including IEPs, in a secure manner and making them available to staff as appropriate. These confidential records will be stored in locked filing cabinets in a safe and secure administrative office and an access log will be strictly maintained. At the beginning of the year, IEPs will be provided to teachers along with a summary containing a description of the particular disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take NYS Alternate Assessment), and required services. Special education staff will meet with each teacher to review the IEPs, including goals, responsibilities, accommodations and instructional strategies, as well as to ensure the privacy of all records. General education teachers will also receive continuous training to provide them with the skills and knowledge necessary to effectively embrace, affirm, and include students with disabilities in their classrooms. Common planning time will also support collaboration between general and learning supports.

Services: G.O.A.L. embraces all learners and agrees with the legal requirement that students with disabilities should be taught in the least restrictive environment. G.O.A.L. believes that our inclusion model will permit them to receive many of their required services within the general education classroom. Having Learning Support Teachers in the general education classroom reduces the stigma for at-risk students and provides both types of teachers with another opportunity for collaboration. Either direct or indirect special education teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy, physical therapy or counseling will be provided on site. We have also budgeted for supplemental curriculum and assessment resources (referred to in the budget as “*Educational Elements*”), such as specialized computer software and reading programs. Computer programs are interactive and can illustrate a concept through attractive animation, sound, and demonstration. They allow students to progress at their own pace and work individually or problem solve in a group. Computers provide immediate feedback, letting students know whether their answer is correct. If the answer is not correct, the program shows students how to correctly answer the question. Computers offer a different type of activity and a change of pace from teacher-led or group instruction. Computer Assisted Instruction (CAI) programs such as www.autoskill.com, [Read to Feed](http://ReadtoFeed.com), www.starfall.com, to name a few, will be utilized by G.O.A.L. to help remediate those students in need of further assistance in order to achieve academic success. Finally, in consultation with the CSE, the school may issue an RSA letter that authorizes parents to take advantage themselves of free services that the school is unable to provide and are accessible to them.

Reviews: G.O.A.L. will conform to all laws and regulations regarding the regular review of IEPs. If the Student Achievement Coordinator and support staff determine that a student’s IEP may no longer be appropriate to the child’s needs, they may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.

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

ENGLISH LANGUAGE LEARNERS The most recent data indicate that 11.9% of CSD 8 students are English language learners. Given our planned location in the Pelham Bay/Throgs Neck section of the Bronx, we anticipate serving a sizable number of students who are English language learners (ELLs). Furthermore, we believe our multisensory-learning design with frequent opportunities for targeted instruction and independent practice is especially well suited to meeting the individual needs of all of our ELL students and will provide the means to enable our students to quickly build the necessary mental infrastructure and skills in the English language that will serve them for a lifetime.

Identification: The school will utilize the State Education Department’s process for identifying students who are English Language Learners. Before the school year begins our school leaders will make home visits for each enrolled child and use this opportunity to administer the Home Language Questionnaire, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student’s native language is other than English, appropriate school staff will conduct an informal interview in the native tongue and in English. If the student speaks a language other than English and also speaks little or no English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine eligibility for services. The Home Language Questionnaire serves only one purpose: to identify students whose primary spoken language is one other than English. The manner in which it will be administered is not based on assumptions or stereotypes.

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

Services: It is our intention to use a highly structured and integrated English language immersion approach to help ELLs achieve proficiency in the English language as quickly, efficiently, and effectively as possible. Integration is key not only from an academic perspective, but from a social/school cultural one, as well. There will be no barriers between the opportunities of English speaking students and ELL students.

In order to maximize our program's effectiveness, our parents will partner up with our staff, and will be consulted and empowered to guide their children's placement and service requirements. The Student Achievement Coordinator and classroom teachers initially target student learning with differentiated, individualized lessons that will facilitate, empower, and enable our students to learn at their own pace and to focus on specific skills and employ the rich and varied resources of the classroom to expand and provide both an academic and social context for new language. Increasingly, the classroom takes over the primary work of developing meaningful conversational language in a context that prepares students for real-life communication. Multisensory-based instruction continues to build vocabulary and bolsters students' confidence in their ability to understand and produce new language. To ensure that the multisensory method adds value within our model, developmental lessons must meet the following criteria: emphasis on rapid vocabulary acquisition, basic language structures, and development of listening, reading, writing and speaking skills. For students who require more intensive interventions, the school will be prepared to provide additional push-in support by a teacher or aid and/or intensive pull-out instruction. No student will be placed in Special Education solely based on or as a result of their language proficiency.

Accessibility: There sadly exists certain persisting preconceived notions, attitudes, and stereotypes that ELL students are somehow "less" because their native tongue is one other than English. Further, these attitudes often manifest themselves in a manner such as because an individual does not speak the language, in this case, English, somehow that person does not understand the principles of language. Moreover, because of these prejudiced attitudes, there is the belief that one therefore cannot acquire a new language with understanding, mastery, and proficiency. Nothing can be further from the truth. G.O.A.L. abhors these prejudices and will ensure that ELL students will be included, not excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction. Again, there will be no barriers between the opportunities of English speaking students and ELL students. The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community.

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

III. ORGANIZATIONAL AND FISCAL PLAN

The Board of Trustees shall be the final authority in general school policy and operations. The daily management and oversight of the school and its population shall be delegated to the Head of School. The Board will, however, monitor and ensure the Head of School and faculty's compliance with the charter and the over-arching goal of maintaining a strong and effective academic program geared toward providing a global education.

A. APPLICANTS(s)/FOUNDING GROUP CAPACITY

Founding Team, proposed Board of Trustees, and Key Personnel:

The groundwork for a solid and successful launch must be laid by a founding team possessing a qualified mix of broad skill sets and abundant experience. We have assembled such a team ranging from educators, administrators, entrepreneurs and business professionals. We recognize and believe that the contributions each of these team members brings will be a key component to the diverse education we want to offer at G.O.A.L. Academy Charter School.

Our founding group possesses a range of experience and skills proven relevant to the founding and start-up of a successful charter school:

Harold Golubtchick (Lead Applicant, Head of School) Harold intends to be the Head of School.

Experience: Harold is an Assistant Professor at Brooklyn College Education, School Psychology/Counseling and Leadership. He is also the author of his newly published book: "Last Chance School". He has dedicated four decades of his life to working in education in the public school of NYC, which he began as a classroom teacher. Harold has a breadth of diverse experience in public education service. As Principal of Lillian Rashkis High School, he led special initiatives including successful inclusion programs with general education schools, a school wide behavior/academic plan, an exemplary staff

development plan, community service projects and job training modules. As Principal, PS 150, NYC DOE (K-6), Harold led initiatives that included innovative mainstreaming model, school-based management proposal, and a school-wide academic/discipline model. He has received NYC DOE Principal's Award for effective school leaders. Harold has also been a District Educational Administrator at the Chancellor's Office of School Improvement and Monitoring, a Coordinator of staff development in collaboration with Teach for America, an Associate Director (Special Educator Support Program), which was a staff development project in collaboration with NYSED, NYC DOE, and UFT. Harold has also been a Teacher Consultant in Special Education Support Program, and a Unit Administrator responsible for twelve classes of emotionally challenged students where his duties included curriculum planning, crisis intervention, mainstreaming, staff development and parent workshops.

Expertise: Non-profit management and governance, organizational start-up, K-12 and higher education, leadership development, business management and finance; urban K-12 education, teacher development, program management; developing new school models, replicating high-performing schools, and growing teacher/leader recruitment programs; education programs for underserved students.

Paul Modell (Lead Applicant, Director of Curriculum & Instruction) Paul intends to be the Director of Curriculum & Instruction.

Experience: Paul began educating students in the South Bronx, as a first grade teacher. Dissatisfied with the way many students were coming into his class, Paul began to invest and study multisensory techniques to bolster the success of his students. Paul is a Member of The Reading Reform Foundation, a Certified Spalding Teacher (multisensory techniques & methods), and a member of the Orton-Gillingham Dyslexic Society (trained and certified). Paul later moved on to the Reading First Initiative and worked for NYSED as an Associate. There he monitored the effectiveness and compliance of the Reading First Program. In addition to that, Paul served as an SQR (then SQRI) team committee member visiting numerous public school throughout the city to help affect change for the students and teachers of NYC. Paul later moved on to serve as Director of Curriculum and Pedagogy for Prime Movers Academy, a school dedicated to multisensory techniques. At Prime Movers Academy, Paul reported to the Executive Director and supported many of the vital functions of Prime Movers Academy including execution and administration of matriculated and auxiliary programs and operations, and coordination of all curriculum related recruiting. In addition to that, Paul was a Staff Developer at Prime Movers Academy. He was a liaison between Instructors and the Principal to support teachers in meeting educational goals for their students.

Expertise: Urban educator for underserved students; organizational leadership development; program management; strategic planning, governance and oversight; staff development.

Juana Reina, Vice President of Student Affairs at the City College of New York (proposed Board Member) Juana intends to serve on the school's board of trustees.

Experience: Juana, who has more than 30 years of progressively responsible experience in higher education administration. Juana also served students at Westchester Community College in Valhalla, N.Y., where she had been Vice President and Dean of the Division of Student Development and Support Services since 2007. In that capacity, she provided oversight and institutional leadership for enrollment processes, student development and support services, managing a \$6 million budget and directing a staff of 100.

Previously, Juana had also served as Founding Dean of the Division of Student Development at Middlesex County College in Edison, N.J., from 2002 to 2007. Earlier in her career, she held student affairs positions at University of Pennsylvania, University of the Sciences, Burlington County College and Brooklyn College. She also has extensive experience as a Middle States evaluator. Her experience will bring strong leadership which is essential to our objective of greater student success.

Expertise: Extensive experience as an evaluator; higher education; school administration; management; psychology and social work; at-risk youth services; school and non-profit governance.

Matthew Garth--VP, ALCOA, (proposed Board Member)

Experience: Matthew received his Master's Degree from Columbia University for Business Administration, and his BS from the University of Delaware. In addition to that, Matthew was selected as one of the 20 top ALCOA leaders for the ALCOA Executive Development Program in 2010. He is currently VP Finance for ALCOA'S Global Packaging which is a role where he develops and leads finance, strategy, and operating initiatives for Alcoa's \$4 billion Global Packaging business.

Expertise: Develops and leads finance financial management; business management and finance; philanthropy; management and governance; leadership development; organizational start-up.

Nicole Connell-Clarke, Branch Manager, Capital One Bank, (proposed Board Member)

Experience: Nicole received her Degree in Business Management from Mercy College and her Associates Degree in Business Administration from Katherine Gibbs. At Capital One, Nicole has distinguished herself as a leader who motivates her staff through activity-based coaching and performance development, trains staff on system upgrades and has maximized new business opportunities and strengthened customer service. Nicole's own children attend charter schools in the Bronx and she believes that public educational schools of choice is the solution to enable students to be prepared with the knowledge and confidence to face countless challenges throughout life.

Expertise: Business administration; customer service, public relations; management and governance; business services; leadership development; business management and finance; philanthropy.

Dr. Jay S. Sweifach, tenured Professor, Wurzweiler School of Social Work Yeshiva University, (proposed Board Member)

Experience: Jay received his D.S.W. In 2002, and his D.S.W. In 2002 and his M.S.W. in 1988 from the Wurzweiler School of Social Work as well as his LCSW in 2008 from State of New Jersey. He has been a Professor, Yeshiva University, from September 1998-Present. Dr. "Jay" has helped create formal mentoring relationships within educational settings at Yeshiva University and is our anchor for aiding G.O.A.L. to fulfill the relationship between a solid education and its impact on society, as well as the effects that a stellar education yields not only on our students, but for the community-at-large.

Expertise: Program management; organizational start-up; higher education; leadership development; strategic planning; governance and oversight.

Robert Tils (proposed Board Member) B.S. Ursinus College 1982, J.D. Cardozo School of Law 1986, Nourse & Bowles, New York, New York 1986-1988, Cooperman, Levitt & Winikoff, New York, New York 1988-1990, Moritt Hock & Hamroff LLP, Garden City, New York 1990-Present.

Experience: Robert is an attorney at law, who has been practicing law for over 25 years. Robert brings vast legal experience to G.O.A.L.'s Founding Team including representation of individuals, families, and organizations in a range of areas such as civil, criminal, bankruptcy, real estate, and employment. Robert believes that "Location does not determine expectation." Due to this outlook, Robert is interested in being part of a school that as a matter of justice will offer students and parents a choice in their education and to help expand opportunity for children who must attend their local public school simply because of their zip code.

Expertise: Organizational leadership development; business management and finance; strategic planning.

Proposal Development: The genesis of G.O.A.L. began in late 2011 in a private conversation between Paul Modell and Harold Golubtchik. During that conversation it was observed that there was general decline in educational excellence in public schools throughout New York City, and in the geographic area of Throgs Neck/Pelham Bay, in particular. In addition, during that initial discussion with the Founders, it was also noted that a growing inclination of parents desire to seek alternatives to the status quo for their children in that specific geographic area was not being met. It was obvious that there were no charter schools in that neighborhood.

The desire to undertake this project is to offer a solid educational choice to parents beyond the traditional district schools by providing a top-quality private school education, but at a public school price as well as to create a school that helped children develop the knowledge, skills, character, and habits necessary to succeed in building a better future for their communities.

Through a series of meetings they identified key design elements, explored potential locations, and secured a site. Paul Modell was recruited to be the co-lead applicant and conduct community outreach. Both Harold Golubtchik and Paul Modell coordinated the production of the proposal and they recruited the others to serve on the founding board.

Based on this, the Founders realized that there are many ways to provide an excellent education and the aspiration to offer that exceptional education in structured plans that provide the finest instruction through the use of credentialed, highly qualified teachers and an outstanding curriculum. Further, this would be provided in a supportive, safe educational setting in which communication and partnership with families are always a priority. The Founders also came to the realization that traditional public schools fell short in extending real and relevant learning. It was decided by the Founders that this was the direction they both wanted to undertake: to open and successfully operate a NYC Charter School.

This was the birth of G.O.A.L.

General: G.O.A.L. will be governed by a Board of Trustees consisting of five members. To formalize how governance is executed and maintained as well as to ensure consistent efficient oversight of the school, the Board will adhere closely to the terms of the charter and the mandates of the Bylaws. Consistent with those Bylaws we will select officers who will hold specific responsibilities essential to maintaining a lawfully compliant and fiscally sound school.

B. BOARD OF TRUSTEES AND GOVERNANCE In general the Board, as managed by the officers, will be responsible for directing policy for the school, overseeing the financial management of the organization, monitoring academic progress, as well as board members serving on committees as needed:

- hiring, evaluating and firing the Head of School
- overseeing the educational program and ensuring the school meets its academic goals
- ensuring that the school resources are mission-aligned, ensuring that the school is operationally sound
- maintaining regulatory compliance, including reporting requirements
- fostering excellent relations with the school's local community
- promoting the interests of the school
- ensuring the effectiveness of the Board in carrying out its responsibilities

Fulfilling Governance Responsibilities:

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

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the HOS.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the grievance process.
- Enhancing the school's public standing.

The qualifications to serve on the G.O.A.L. board of trustees will include:

- Belief in and support of the mission and design of the school.
- The expectation that all children can and will achieve academic excellence.

- Demonstrated understanding of board duties.
- Willingness to attend board and committee meetings and volunteer for board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school.
- Be at least 18 years of age.

As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Secretary and Treasurer. Board members will serve staggered three year terms. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the HOS and will include a written or oral report by the HOS, a financial report and opportunity for public comments. The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board. Committees will have a job description that clearly describes any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

The Board will delegate authority for the day-to-day operations of the school to the HOS, who will oversee all operations of the school and report directly to the Board. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the HOS, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the HOS, including content, format and frequency of data. At minimum, the HOS will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

Trustee Name	Voting Y/N	Position on Board	Length of Initial Term
Juana Reina	Y	Member	3
Matthew Garth	Y	Member	3
Jay Sweifach	Y	Member	3
Nicole Connell-Clarke	Y	Member	3
Robert Tils	Y	Member	3
business or community member	Y	Member	3

Procedures for conducting and publicizing monthly board meetings: The Board of Trustees of G.O.A.L. will comply with the New York State Open Meetings Law which will be held at the school. It will give public notice, no less than one week in advance, of the date, time, and location of any board or board committee meeting, by posting notice of the meeting in the school and on the school's website. The Board of Trustees will compile minutes of both open and executive sessions. The minutes of open meetings will contain a record or summary of all motions, proposals, resolutions, and any matter formally voted upon and the vote thereon, and will be made available within two weeks of the meeting. The minutes of executive sessions will contain a record or summary of the final determination of any action that was taken, the date, and any votes taken and will be made available within two weeks of the executive session. All minutes will clearly state how each individual board member voted in all instances.

Parent Participation in Governance:

The board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the HOS's evaluation.

The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

Parents will participate in school governance in several ways. In place of the more traditional Parent-Teacher Association (PTA), G.O.A.L. will develop Very Important Parents (VIPs) made up of one representative from each classroom to serve on a Parent

Advisory Team (PAT) that will meet regularly with school leaders to directly address issues and concerns that arise as the school year unfolds. In addition, PAT will oversee the VIP monthly meetings at which an agenda will be developed to further address concerns, present informational issues, guest speakers and activities whose topics are generated by parent surveys that will be administered at the beginning of the school year. Subcommittees will be created to plan and carry out specific projects to support the school, such as family outreach projects and community involvement.

Recruitment, Orientation and Training: Five members of the founding team intend to be board members. Their areas of expertise include education, finance, community relations and development, knowledge and connections in Pelham Bay/Throggs Neck area, family support, business, non-profit management, charter school Board of Trustees participation, and law.

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

C. Management and Staffing

Organizational Chart: Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the HOS, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school; in Year 3 an Assistant Principal will be hired and together they will supervise and evaluate teachers. The Student Achievement Coordinator (SAC) will supervise learning support teachers and any contracted service providers as well as a counselor who will be hired in Year 3. The SAC will also provide direct services to students in the early years and transition to primarily administrative work as the number of student with special needs grows. Beginning in the first year the Director of Operations (DO) will supervise the office manager, nurse, custodian and food service staff. An office clerk will be hired in Year 2 and a business director in Year 3 to handle financial management, both also reporting to the DO. Responsibilities and qualifications for key positions are provided in Attachment 8a.

BOARD OF REGENTS

BOARD OF TRUSTEES

HEAD OF SCHOOL manages:
 DIRECTOR OF OPERATIONS
 DIRECTOR OF CURRICULUM & INSTRUCTION
 STUDENT ACHIEVEMENT COORDINATOR
 TEACHERS

DEAN OF STUDENTS	ASSISTANT PRINCIPAL*
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DIRECTOR OF OPERATIONS manages: BUSINESS MANAGER* NURSE OFFICE MANAGER OFFICE CLERK* FOOD SERVICE CUSTODIAL	STUDENT ACHIEVEMENT COORDINATOR manages: LEARNING SUPPORT TEACHERS COUNSELOR*
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*Added in subsequent years: Year 2: Office Clerk, Year 3: Assistant Principal, Business Director/Finance Director, Counselor

Head of School= HOS	Director of Curriculum & Instruction = DCI	Director of Operations = DO	Business Manager = BM	Office Manager = O
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Staff Member	Year 1	Year 2	Year 3	Year 4	Year 5
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Head of School	1	1	1	1	1
Assistant Principal	-	-	1	1	1
Student Achievement Coordinator	1	1	1	1	1
Director of Operations	1	1	1	1	1
Business Manager	-	-	1	1	1
Lead Teachers	6	10	14	18	22
Teaching Fellows/Assistant Teachers	2	4	4	4	4
Specialty Teachers	2	3	5	7	9
Counselor/Social Worker	-	-	1	1	1
Office Manager	1	1	1	1	1
Office Clerk	-	1	1	1	1
Nurse	1	1	1	1	1
Custodial	1	1	2	2	2
Food Services	2	2	3	3	3
Director of Curriculum and Instruction	1	1	2	2	2

The Board of Trustees upholds the school's mission and vision, hires, sets compensation for and evaluates Head of School (HOS), ensures effective organizational planning and resource allocation and monitors the school's programs and services according to the terms articulated in the charter. They have final authority over the policy and operational decisions of the school and delegate day-to-day management to the HOS. Our organization is designed to separate operational duties from academic responsibilities which will in turn enable instructional leaders to focus the bulk of their time on supporting instruction. The HOS will be supported by an instructional leadership team that includes an Assistant Principal, Director of Curriculum & Instruction (DCI), and a Student Achievement Coordinator (SAC). The HOS, who is hired by and reports directly to the Board of Trustees, will be responsible for ensuring that the school adheres to its mission and that the school's yearly and long-term goals are achieved. The HOS along with the DCI, Assistant Principal (AP), SAC, and Director of Operations (DO), whose roles and responsibilities are outlined below and detailed in *Attachment 8A*, will comprise G.O.A.L.'s Leadership Team.

The Head of School (HOS) is responsible for implementing the mission of G.O.A.L., achieving its objectives, and managing the daily internal affairs to ensure smooth, effective practices, including but not limited to hiring staff, budgeting responsibly, acquiring and managing necessary resources, and maintaining the safety, instructional effectiveness, and cultural integrity of the school. Along with direct supervision of the DO and DCI, the HOS, DO, & DCI will work as a team and will be ready to assume all responsibilities found in their area of expertise and to be integral members of the G.O.A.L. Leadership Team. Along with direct supervision of the DO and DCI, the HOS also works closely with developing the supervision and evaluation of all teachers with their supervisors in order to establish common ground and shared expectations for teachers at G.O.A.L. The HOS, along with the DCI, plan and implement professional development for the teachers. The HOS also works closely with developing the supervision and evaluation of all teachers with their supervisors in order to establish common ground and shared expectations for teachers at G.O.A.L. The HOS continues to oversee both the instructional and operational aspects of the school.

The Director of Curriculum and Instruction (DCI) supports the mission, the HOS, and the instructional staff. The DCI is responsible for the effective implementation and management of instruction and curriculum design, developing expertise and talent in the teaching staff, co-supervision with the Head of School, and data analysis of student progress with monthly reports to the Board of Trustees. In addition the DCI plans and delivers professional development opportunities embedded in weekly collaborative meeting time, staff meetings and in August before each school year begins.

Director of Operations: The DO oversees the day-to-day and overall responsibilities of the management of the non-instructional aspects of the school. The DO will be responsible for oversight of financial management and reporting, human resources which includes recruitment of staff, development and fund-raising, and technology. The DO is also the contact with the outsourced payroll agency, technology consultant, and is responsible for working on a purchasing and requisition system. The DO of the school directs and manages the operations of the school including but not limited to oversight of all student records and information, managing food service accounts including student lunch counts and reporting, and scheduling transportation for field trips and school days over or not present on the NYCDOE school calendar, and coordinating all aspects of student enrollment. The DO also keeps track of staff attendance, sick days, vacation time, and creates and updates the school calendar. In addition purchase orders originate with the DO who also is the point of contact for the outsourced nurse, security guard and custodian. The DO also supervises the data entry point person as a technical support person. In addition,

the DO works with the DCI to support, oversee and evaluate the voluntary After School Program that runs from 3:00 PM to 6:00 PM each day. It will be voluntary for both students and teachers.

The DO will supervise the Business Manager (BM). The Business Manager will oversee the business operations of an G.O.A.L. He/she will also be responsible for preparing various financial statements and reports, preparing and overseeing an annual budget, and working with the auditors. The BM will focus on business operations, forecast and analysis, and setting business, financial, and operational goals:

- Management of all Business Office personnel
- Overseeing and working with various school programs including National School Lunch Program (NSLP), No Child Left Behind (NCLB), E-Rate
- Overseeing facilities maintenance and acquisitions with the Director of Operations
- Overseeing various budgets
- Working closely with school technology staff
- Annual Audit
- Maintain documentation in accordance with applicable laws
- Communicate with staff, teachers, and administrators
- HR Compliance
- Reviewing, revising, and updating all operational and personal policies and procedures according to State and Federal guidelines

The Classroom Teachers are directly responsible for planning and delivering instruction, assessing students formatively and providing timely feedback, building classroom communities, and communicating with parents and guardians regularly. Each class will have a Lead Teacher who will be certified in elementary education. For our special education model, each class (one per grade) will have a Lead Teacher and a co-teacher and one or both will be certified in Special Education and/or teaching English Language Learners.

Qualifications for Head of School: Given the particular characteristics of the school, it will require a leader with a special combination of experience, attributes, and qualifications. The Lead Applicant is the proposed School Leader/Head of School. Harold Golubtchik has been identified as G.O.A.L.'s founding HOS. A resume detailing his experience and qualifications is provided in *Attachment 8*.

Qualifications for Staff: G.O.A.L.'s success will depend on its obtaining staff that are committed to its mission and have the capacity to provide a high quality education to its students. Hiring policies will be stringent and fair; as an equal opportunity employer, G.O.A.L. will seek the best qualified employees with no discrimination with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability. Familiarity and success with multi-sensory techniques/instruction will be highly sought after in our potential candidates.

How staffing supports the educational program: There will be a NYS certified educator in each classroom. Inclusion classrooms, however, will have two NYS certified educators. Ideally, for Special Education classes, the Lead Teacher we are seeking will have at least 3-5 years of teaching experience at the elementary level, and be certified in Special Education and/or English Language Learners. The Apprentice Teacher will have less experience than the Lead Teacher, but could be certified in Special Education or ELL. The budget supports this expenditure as it is essential for each classroom to have at least one Special Education certified and/or ELL certified teacher. Since G.O.A.L. is a full inclusion setting, this necessary component is the foundation upon which we build. In addition there is a full time certified Social Worker/Counselor and three Teaching Assistants. They will act as a team to work with the Family coordinator to offer Parent Training to our families. This is another foundational support.

Recruitment Strategies for Hiring and Retaining Effective Teachers: In order to obtain an applicant pool with characteristics appropriate to the school's mission and culture, recruitment will take advantage of the networking resources of the Founding Team, Board of Trustees, and especially those who instruct potential candidates in their courses. G.O.A.L. will also continue to build relationships with various colleges of which the founders are alumni (e.g., Queens College). We think that New York City could be a draw for an internationally-minded teacher who would enjoy the challenge and excitement of being a founding teacher. In addition, our dual-certified teachers are being trained in colleges and universities in the Northeast. Attending recruitment fairs in NYC and NJ is beneficial to locating strong candidates. Several members of the Founding Team and Board of Trustees are alumni of graduate schools that have very active list servers that regularly post and distribute job openings. A Facebook page for the school is another opportunity to attract an interesting talent pool of educators. In a more traditional manner, ads will be placed on Ed Week's Top School Jobs online, NY Times jobs postings, The Bronx Times, and other metropolitan news organizations. We will also contact organizations such as Teach For America, The Teaching Fellows Program, as well as Katie Warnock of Greater NYC Area Staffing and Recruiting, which specializes in employing individuals in non-profits, including educational institutions such as charter schools.

Reference Check: Hiring: Before any employee can begin working at G.O.A.L., they must clear the NYSED fingerprint screening process. One or more of the following forms (OSPRA form 101, 102 and/or 104) will be sent to NYSED for all new employees. Certification requirements: G.O.A.L. will comply with all requirements of New York State Education Law. In accordance with Article 56, Section 2854(3)(a-1). According to the requirements for all public schools, all teachers will be certified, with the exceptions allowed by the law, as long as uncertified teachers do not comprise more than 30% of the teaching staff or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Retention of professional teachers and administrators: G.O.A.L. will offer very competitive salaries and benefits, with one to three year contracts for those who are willing to make the commitment and who meet our very high standards. G.O.A.L. offers a very desirable teacher to student ratio, educational tuition benefits, opportunities for teacher leadership, exceptional professional development experiences, collaborative learning environments, and opportunities for professional dialogue, decision-making, and curriculum construction. G.O.A.L. administrative leaders will model the inclusive and supportive professional relationships that guide not only the individual growth of each educator, but most importantly, of each child.

C 1. Charter Management Organizations: We do not intend to contract with a not-for-profit charter management organization.

C 2. Partner Organization: We do not intend to contract with a not-for-profit charter management organization.

D. EVALUATION

Programmatic Audit Overview: The School shall submit to NYSED an Annual Report by August 1 each year, which will include the state mandated School Report Card. The Annual Report will include a Progress Report which evaluates the school's progress in meeting its approved Accountability Plan goals. II.A. Achievement Goals provides detailed information on the data and process we will use to measure G.O.A.L.'s progress towards student achievement goals. G.O.A.L. expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including, but not limited to Consolidated Title Funds, CSP and SSF grant funds.

Progress Monitoring: An ongoing process of progress monitoring will occur throughout the academic year to ensure that the school is on target to meet its Accountability Plan goals. As described in II. A. Achievement Goals, monitoring progress towards meeting the Accountability Goals is addressed at four different levels. a) the student level with the teacher using individual, aggregate and disaggregated student assessment data to inform instruction; b) the classroom level by using individual, aggregated and disaggregated classroom assessment data to evaluate the effectiveness of the curriculum and instruction; and c) the school level using aggregate and disaggregated school-wide student assessment data to make programmatic and resource allocation decisions, d) G.O.A.L. will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals, and e) we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

The School's assessment protocol includes assessments to be utilized with Grades K-5 to monitor foundational knowledge in reading, writing and mathematics, thus indicating whether or not they will be on track to meet proficiency standards beginning in Grade 3. The School's instructional leadership will use various vehicles to assess student needs and provide appropriate professional development to address any instructional and curricular gaps.

The following data will be collected: daily attendance, demographic data, student assessment data, and student enrollment data. The school will utilize OnCourse, a powerful student information management system, to house data and provide users with the capability to view, analyze and report on a real time basis regarding the performance of (1) individual students, (2) classrooms of students, and (3) all students in order to tailor instruction to individual, disaggregated or aggregated student needs. This system allows staff to track growth and mastery of content standards and make individual, classroom, or school-wide modifications as needed. School administrators will use data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction. The gaps and weaknesses will inform the reallocation or addition of human and financial resources to identified areas, professional development, and retention and compensation decisions.

Operational and Fiscal Health: The Board is committed to ensuring that it holds itself and the leadership accountable for the operational and fiscal health and viability of the organization. This includes sound budgeting practices. The Board's work to develop a budget will begin each January.

The accountant, HOS, and bookkeeper will prepare the annual operating and capital budgets as well as cash flow projections, after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student

achievement and fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Finance Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May. The adopted budget totals by the bookkeeper with oversight from the contracted accountant will be used to prepare budget information to actual reports. The bookkeeper will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. The HOS and contracted accountant will review these presentations with the Treasurer prior to each Board meeting. All material deviations will be documented and explained by the HOS. Any expected deviations in a budget category of more than \$5,000 and +/-10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee would bring the deviation to the Board's attention to discuss any impact that deviation may have on the school's cash flow and financial position. *III.J. Financial Management* provides detail on the process for independent fiscal audits—an integral part of the process to verify the school's fiscal soundness.

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

Other Administrator Evaluation: The Board will carry out an annual evaluation of the HOS that uses key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The HOS will evaluate the DCI using designated academic benchmarks in a similar fashion. During the school's start-up period, the HOS and DCI will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all staff. Aspects of the Danielson Group's model will be employed in the evaluation of staff in management positions, in particular the development of individual performance plans as described previously. In the HOS's case, the HOS will create his or her TAP with the Board Chair to be regularly reviewed. The DCI will create an Individual Performance Plan (IPP) in collaboration with the HOS. Should the goals of the HOS's IPP not be realized, the Board chair will establish an action plan with the HOS to include mentoring, increased monitoring and a timeline for improvement. The executive committee of the Board will be apprised of progress or the lack thereof.

Teacher Evaluation: While the actual evaluation process tools will be developed during the start-up period, G.O.A.L. subscribes to a general framework of teacher evaluation promoted by The Danielson Group's *Framework for Teaching*, ("Framework") as described in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*. G.O.A.L. will adopt the Framework for teacher evaluation at the school. The Framework is aligned to our philosophy and is an approved rubric for teacher evaluation that is aligned with NYS standards of teacher practice. Teachers will be formally evaluated three times per year, and informally throughout the year. The HOS will delegate responsibility for the evaluation of the teachers to the DCI and AP (after Year 3) who will formally evaluate and supervise instructional staff when the school is at capacity.

We do not believe evaluation should be based on just one or two formal classroom visits; rather it should encompass cumulative evidence collected over the course of the school year from observation of classroom practice and professional responsibilities, student performance data, self-reflection and peer and parent input.

Teacher supervision and teacher evaluation are tied to evidence-based teacher observations, a professional development tool that supports teachers on an individual and collective basis. The evaluation process will involve continual feedback among the teacher and the DCI. The feedback begins with an initial conference and continues with informal observations, pre-observation conferences, formal observations, post-observation conferences, and finally, the summative evaluation.

The Teacher Assessment Plan (TAP) is another important element of this evaluation process. TAP is a set of goals created through a collaborative process between teachers and leaders to promote professional development or professional learning.

The TAP provides an opportunity for the teachers to express their needs for professional growth that is aligned with better student outcomes, school mission, and initiatives in content and pedagogy. Frequent reference and review of the TAP throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes.

The summative evaluation is an annual process that uses data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, and both formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the DCI and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for TAPs; and Identification of staff development

needs.

Ultimately, teachers' compensation, performance-based financial incentives and annual renewal of their position with G.O.A.L. will be tied to performance evaluations. These evaluations will place emphasis on each teacher's performance as it relates to Danielson's four domains of teaching responsibility (Planning and Preparation, The classroom Environment, Instruction, Professional Responsibilities), as well as his/her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

Board Evaluation: G.O.A.L.'s success will ultimately be directly correlated to the capacity and effectiveness of its Board of Trustees. Therefore, it is critical that evaluation of the Board both collectively and individually takes place on at least an annual basis.

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

The process will involve each board member completing three self-evaluation forms: one in which she/he evaluates the performance of the board as a whole; the second in which s/he evaluations his or her own personal board performance and involvement; and the third in which s/he is asked to evaluate a fellow board member. These tools will ask relevant and clear questions related to the functioning of the board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contributions, engagement, openness, personalities, processes, etc. This information will be analyzed annually by the board development committee to inform Board development and training and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

Family and Student Satisfaction: G.O.A.L. will formally gauge parent and teacher satisfaction through the use of the NYCDOE's Learning Environment Survey. G.O.A.L. will also gauge student satisfaction through conversations with parents during parent teacher conferences and a follow-up survey that will be analyzed to help make further improvements. We will administer at least annually surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. All parents will receive the survey during the fourth quarter of the school year. The results of the survey will be tabulated and made public in the G.O.A.L. School Report Card which we will make available on our website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the NYCDOE parent survey does not disaggregate results by individual classroom teachers, G.O.A.L. will conduct its own survey of parents that will reflect family satisfaction with their children's classroom teachers. Finally, satisfaction data will be reviewed in a public Board meeting. The data will used to inform any changes to the school's operations, if necessary. We believe our attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children's academic progress.

E. PROFESSIONAL DEVELOPMENT

Professional Development Framework: Instructional planning will be supported by ongoing and embedded professional development, carefully selected resources, and coaching from our instructional leaders and curriculum partners, including Spalding (via The Reading Reform Foundation), Houghton Mifflin (for Math Steps and Social Studies), as well as FOSS (for Science). The professional development plan will be adjusted each year to reflect an ongoing assessment and analysis of our curriculum, instruction, and assessment. Both formative and summative student data and teacher input will be used to inform decisions about professional development. The primary goal of Professional Development is to improve teaching and learning within the standards-driven curriculum.

We will have a coherent plan for scheduling and implementing professional development activities. At G.O.A.L., we believe that in order to produce real change through program implementation, teachers must be provided with on-going professional development opportunities. Our programs are designed with significant professional development components that incorporate the most up-to-date research in teaching and learning, model successful instructional strategies, increase teachers' content knowledge in the subject area, and help teachers address state and national standards. The purpose of professional development is for teachers to acquire, develop, and enhance skills and knowledge attained for both personal development and career advancement. A teacher then transfers and applies those skills, concepts, and knowledge into classroom practice. Ultimately, PD is for our students' benefit to facilitate the development and deepening of student understanding. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.

An exceptionally robust and sharply focused professional development program is key to G.O.A.L.'s success. Our program will prepare our teachers to provide rigorous, responsive instruction to all of our students in order for our students to achieve spectacular and enduring academic success. Student achievement is the bottom line and one should never take one's eye off

of it for even a nanosecond. This is what our Professional Development program will accomplish for both teachers and students.

The key to successful professional growth programs is meaning and purpose. If teachers do not see a connection to their needs, expectations for a successful in-service workshop are low. When teachers place a value on their own learning and perceive that they have some influence in controlling their ability to grow and improve at what they do, good things can happen. However, this will not happen overnight, nor will improvement will not happen at the same time for each member of the faculty, and growth certainly will not happen without a plan. Providing professional growth opportunities for our teachers requires a movement away from the status quo. G.O.A.L. will give purpose and meaning to our professional growth programs by referencing our mission statement and by "fine-tuning" them to meet the needs of our school and our teachers. G.O.A.L. uses a simple premise when trying to decide on the correct course of action. A simple reminder that, "you can't do what you want to do, until you do what you have to do."

At the present time, many schools have been very influenced by programs such as Differentiated Instruction. Teachers are asked to employ teaching strategies in their classrooms to better meet the various learning needs of students. G.O.A.L. expects differentiated instruction from its teachers, so G.O.A.L. will institute differentiated professional growth workshops for its teachers based upon their needs. For in-service professional development days, it is reasonable and practical for us to have a large group session for our entire faculty that will address a topic that you have to address, and then follow that with break-out, hands-on participatory sessions that undertake a number of options that best meet the specific needs of our faculty.

Our school and our faculty must be prepared to effectively teach students with special needs who are placed in a regular education classroom with specific strategies including, for example, co-teaching CTT/ICT, and differentiated instruction. Workshops on differentiated instruction, co-teaching, and creating opportunities for effective adaptations to facilitate learning for students with I.E.P's are at the top of our list.

So that we can address the varied needs that are evident for G.O.A.L., professional development needs to be strongly encouraged, supplied, and experienced in diverse formats. To make certain that there is adequate support for the amount of professional development and the capacity of G.O.A.L. to ensure its availability, the budget delineates allotments for training sessions, materials, coaches and professional developers both on and off-site.

Training: During the first year, the school's professional development priorities will reflect key elements of G.O.A.L.'s design. These priorities are:

1. developing teachers' instructional skills
2. training teachers in our program and integrating efficacious techniques and strategies from our curriculum
3. building data analysis capacity so that all teachers become expert at using data to drive effective instruction
4. training teachers in strategies for instructing ELL and Special Education students

G.O.A.L.'s leadership team will identify specific professional development needs on several fronts: at the individual teacher, grade level, and whole school level. This will be done at the commencement of each school year, based on assessment data and on observation. The leadership team will prepare a detailed professional development plan. The plan will be reviewed, monitored, and modified if necessary, at least once during the year. At the end of each year, the leadership team will analyze the plan and assess the validity of the professional development provided.

Moving data into action is an integral and crucial theme of all of our professional development. Collecting evidence of students practicing skills, demonstrating what they know or do not yet know and then the teacher's response to what is evident, is established and imbedded pervasively in all instruction. Responding to all forms of data by executing systematic, consistent, and effective methods will ensure that all students' needs and continued progress are articulated and acted upon. G.O.A.L.'s data action cycle begins with conducting varied assessments, recording observations, and collecting student work. In this way, data is gathered. The next step is analyzing and prioritizing the collected data. Looking for solutions to problems, seeking patterns, common ground, approaches, and similarities guide and aid educators to not become overwhelmed in the process. A plan for instruction is originated. The plan is implemented and results gathered. The results are then analyzed and the cycle begins once again. Now fortified with more data, we acquire more insights into the levels our students are reaching with a greater degree of accuracy than we did before. Therefore, teachers can be more precise and execute a more effective approach for instruction. This is the process that all of our teachers need to discuss, internalize, and automatize. Our on-going professional development will be guided by this model.

Teacher Evaluation: The HOS and DCI will spend time on a daily basis with teachers in their classrooms in order to evaluate their practice, and provide professional feedback and support. S/he will model lessons as well as observe, coach, evaluate, and supervise lessons in order to bolster and foster teachers in meeting the needs of all the students in their classrooms. In follow-up conferences, the HOS will share and analyze her/his observations with the teacher. This data, along with student achievement data, will be used in conjunction by the HOS and the teacher to jointly design an individual professional growth plan for the teacher to include realistic, attainable, and clear learning goals for the year. Some general outlets for meeting these goals will consist of suitable and appropriate workshops, courses, and a series of suggested readings and/or resource materials. Throughout the year, the HOS and DCI will monitor the teacher's progress towards the goals and provide appropriate professional feedback. In conjunction with the HOS, the AP (beginning in year 3), will provide additional support for evaluating

teachers on a daily basis.

Curriculum Planning and Support: During the Summer Professional Development Institute prior to our inaugural year, teachers will refine the core curriculum maps and begin to plan lessons and activities for the first six weeks of school.

Supervision and Coaching: The HOS will spend time on a daily basis observing, supporting, and guiding teachers in their classrooms in order to evaluate practice and provide feedback and support. In follow-up discussions, the HOS will share and analyze observations with the teacher as well as results of student assessments with the goal of improving instruction and student learning.

Coaching may include review of and feedback on curriculum and lesson plans, modeling instruction, co-teaching, observation of classroom practices, facilitation of collaborative activities, as well as critical feedback. The HOS, DCI, AP and SAC, will visit classrooms and attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. Faculty and students will be accustomed to classroom visitors and will not break stride. We also intend to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. A constant theme of classroom observation will be instructional rigor and student engagement. Feedback may be verbal or written, and will be aligned with the teacher performance rubric. The HOS (and Assistant Principal starting in Year 3) will hold one-to-one meetings with co-teaching teams each week and individually once per month, though we anticipate much more frequent informal interaction. Similarly, the SAC will meet regularly with learning support staff. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching.

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

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

G.O.A.L. will invest in teachers is through establishing a comprehensive mentoring program for new teachers. We will partner experienced teachers with novice teachers who will demonstrate effective practice, pedagogy, and knowledge of multisensory education. The mentors will be responsible for holding weekly meetings with the protege, observe the apprentice teacher, and debrief with the DCI and HOS about needs, progress, and targets new teachers have met.

Coaching: One of the goals that we have at G.O.A.L. is to build a staff culture of reflection through learning and doing just like we expect our students to do. We want to ensure that during professional development we do not introduce isolated teaching strategies but implement programmatic principles that will in turn build strong collaborative work cultures and develop teacher capacity. One way we can begin to develop teacher capacity is through coaching. Our DCI is going to be charged with implementing successful teaching practices through meaningful collaborative partnerships with teachers. The DCI will work with teachers to plan lessons based on student data. Through analysis, teachers will reflect on instruction and lessons they implementing using dual language instructional practices. This process will be cyclical and characterized by teachers and the director of curriculum and instruction working at various levels based on students' and teachers' needs. The prevailing role of the DCI is to build teacher capacity to implement effective instructional practices that improve student learning and performance through coaching.

Curriculum Planning and Support: During the Summer Professional Development Institute prior to our inaugural year, teachers will refine the core curriculum maps and begin to plan lessons and activities for the first six weeks of school. Our staffing plan includes a dedicated and strong operations staff to free up instructional leaders to spend significant time supporting faculty.

Weekly meetings and collegial support: Once a week, at a time after school hours, the faculty will meet with the HOS as an entire school. Additionally, once a week, staff will meet with the HOS in the form of grade team meetings. During the first three years of the charter, while we are augmenting our school with a new grade each year and hiring new staff, these meetings will be devoted to planning lessons and activities, reviewing data, and making adjustments to instruction. We will also use these longer afternoon sessions for targeted areas of professional development strategies and methods. In subsequent years, we will develop this time to implement a cycle of inquiry to analyze data. In addition, G.O.A.L. staff will plan, monitor, strategize and adjust the curriculum, compare students' work with standards, develop rubrics, score student work using a common rubric, as well as analyze cases and share suggestions for resolving student difficulties. The purpose of this is to create and have in place an ongoing focus on accountability for student success. Teachers will share effective

teaching practices and collaborate. During these all-staff professional development sessions, teacher teams will also have common planning time to integrate and coordinate instructional units, plan learning projects, and review student formative and summative assessment data.

Professional development activities: These professional development sessions (PD days and weekly after school sessions) will be Data Days, for reviewing and analyzing achievement data, adjusting instructional planning, and doing cross-grade planning. According to needs determined by the HOS from data analysis and classroom observations, this program will include such activities as the analysis of the previous year's data in order to make continued adjustments and improvements in the curriculum, instruction, and assessment practices, as well as training faculty in targeted areas.

Another mode of professional development for teachers at G.O.A.L. is participation in developmental observations. The developmental observations will be different from evaluative observations. Teachers will engage in developmental observations with peers, HOS, the DCI and AP. During the developmental observations, teachers will need to follow a structure before, during and after the observations. Before observations, teachers will need to inform each other of the purpose and procedures of the observation as well as establish ground rules. During the observations, teachers will not interrupt instruction as they collect information, formally or informally. After observations, teachers will need to analyze the information collected, prioritize and provide feedback. Our goal with developmental observations is to not define teacher quality, but rather create a culture of continuous improvement by modifying the professional development process so that higher quality teaching yields higher student performance.

Classroom Teaching Support: Collaborative team-teaching (CTT) will be our model for inclusion classrooms with two adults in every classroom. In each pair, the more experienced teacher with an appropriate and relevant background will be hired as the Lead Teacher who will mentor the less experienced teacher. Team teaching will improve opportunities for professionals to share experiences, observations, and knowledge. At least one teacher will have specialized knowledge of teaching in an inclusion setting and meeting the needs of children who require Special Education services. Built into this model is the flexibility for teachers to work together to design tasks, facilitate group work, confer with individual students, and differentiate ways in which students participate in class activities based on teacher student data, observation, record-keeping, and discussions.

Follow-up support: G.O.A.L.'s Professional Development experiences will have a follow-up plan designed along with the actual delivery of the information that increases our staff's knowledge base. The Head of School will work with teachers as partner teams, individuals, grade levels and whole staff support and practice with reflection, developing insights and ways to help connect new practice to what has been internalized already to further the success of our teachers, and in turn, the achievement of our students.

Resources: The HOS will ensure that all necessary resources, including time, are accounted for and provided for teachers to successfully participate in a meaningful professional development program. The HOS will work with the DCI to coordinate efforts for staff. Teachers will be encouraged to be proactive about professionally developing themselves and seek outside professional development opportunities that are directly aligned to their targeted professional development goals. G.O.A.L. will also work with the New York City Special Education Collaborative to obtain resources for both special education and limited English proficient students. At G.O.A.L., we truly believe in investing in our most important professional resource: our teachers.

F. FACILITIES G.O.A.L. is looking for school facilities in the East Bronx which, should a charter be granted, will be accepting students starting in September 2015. Any such facility must meet the needs of all students and thus will be ADA-Compliant and fully accessible for students and visitors with disabilities.

As with the vast majority of charter schools, we expect to occupy a used building. We will be subject to NYC zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject to certain restrictions. We would like to have an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium, if those are not available to us in a given facility.

As an alternative, to minimize paying for unused space, we seek to rent an incubation space for the first 2 to 3 years. If fundraising development is sufficiently strong and an excellent opportunity exists, we hope to either buy/lease a building and sublease a portion to another entity, most typically another charter school, or vice-versa. Based on experience of other elementary charter schools, we expect to spend approximately 15% of our budget on facilities cost. Ideally, we would own a building, but as with most schools, we expect to enter into lease agreements on an annual or bi-annual basis. We do not currently expect to obtain free public space from the NYCDOE, so G.O.A.L. has developed a plan to obtain reasonably priced space in the East Bronx.

Available Space: Recently, we have contacted JRT Realty Group, Inc./Dawn Chartoff of Lansco. JRT, Inc., has offered us the possibility of operating at 915 Hutchinson River Parkway as a location for G.O.A.L. This site is a 13 acre campus, with up to 21,000 square feet now readily available that houses Monsignor Scanlan High-School. On its campus, there are two full baseball fields, and two full gymnasiums, as well. Potentially, there is up to over 30,000 square feet that may become available. We would start out with approximately 10,000 square feet at our disposal (at a cost of approximately \$20-25 psf). Our meetings with JRT, Inc. have proven fruitful (see attached letter). This would not only be an ideal incubation space for our

beginnings, but with all of the space available, it would be ideal for G.O.A.L. to blossom into a full-fledged, self-contained Academy.

Additionally, Dawn Chartoff of LANSCO, Inc. has also offered G.O.A.L. a 30,000 sq. ft. facility located at 2800 Bruckner Blvd East. This location consists of a 30,000 sf building for lease or rent at \$25 per sq. ft. We would rent/lease space as needed and expand within this facility.

We have also been in contact with Welco Realty that currently owns Mande's on East Tremont Ave. in the East Bronx. Mande's has recently closed this facility and the owners are looking for renting and/or leasing options. There is approximately 30,000 sq. ft. available for lease of rent at \$20 per sq. ft. We have made inquiries and believe this space would be an excellent place to have G.O.A.L. housed, as well.

Cost Estimates: Using an assumption of 80 total square feet per enrolled student (@ approximately \$25-30 per sq. ft.), G.O.A.L. will require about 10,000 square feet our first year. Upon full enrollment, G.O.A.L. will need about 30,000 square feet in total. (see table below) The school anticipates enrolling 120 students (assuming 95% enrollment) in its first year, and 200 in its second. The number of floors will depend on the specific building arrangement, but ideally each floor would hold 2 or 3 grades. Average class size will be in the range of approximately 20 students in each grade. The table below summarizes our enrollment and facility needs. Please note that depending on the building we secure, we will also be building an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium. We expect our classrooms to be approximately 700 to 900 square feet.

Year	Academic Year	Grades	Total Enrollment	Total Classrooms	Total Facilities	Facilities Cost
1	2015-2016	K-1	120	6	10,000 sq ft	\$300,000.00
2	2016-2017	K-2	200	10	15,000 sq ft	\$450,000.00
3	2017-2018	K-3	280	14	20,000 sq ft	\$600,000.00
4	2018-2019	K-4	360	18	25,000 sq ft	\$720,000.00
5	2019-2020	K-5	440	20	30,000 sq ft	\$850,000.00

(Also includes: restrooms, main office, cafeteria, admin office, multi- purpose resource, and storage.)

G. INSURANCE--Based on the insurance policies obtained by other charter schools, and Prudential, here is the approximate coverage we expect to secure:

- General Liability: \$1 million
- Directors and Operators: \$3 million
- Umbrella Liability: \$5 million
- Student Accident: \$500,000
- Student Accident Medical: \$25.00 per accident
- Catastrophic Accident: \$1 million
- Property, Automotive, Crime, Business Interruption: \$400,000
- Workers' Compensation: \$2 million
- 17% operational and contracted services: includes Special Education Services, legal, payroll, accounting management company, nurse

H. FOOD, HEALTH, AND TRANSPORTATION SERVICES *Food Services:* G.O.A.L.'s food service plan will meet the needs of its target population by organizing nutritional food for all students (including the FRLP population) while meeting all applicable rules. G.O.A.L. will partner with NYCDOE at the beginning to offer students high quality food to the greatest degree possible. It will provide breakfast and lunch, as well as a healthy snack in the morning and afternoon for each student. Moreover, students will receive nutrition and healthy eating education in the classroom. The DO will manage all Food Service operations, while in the pre-operational period the HOS and DO will work to develop a detailed food service plan. G.O.A.L. anticipates that 85.2% of students will be eligible for free or reduced lunch based on CSD 8 reported percentages of FRPL., G.O.A.L. will comply with all applicable standards and guidelines (Federal, State, NYCDOE, etc.), such as requirements for meal pricing, determination of eligibility, nutritional value, hygiene, sanitary standards, caloric content, food groups, reporting requirements, and any other areas of compliance. Reduced and Paid Lunch students' parents or guardians will be billed as appropriate, with expected bad debt of 50% and is covered in our budget.

Health Services: G.O.A.L. shall comply with all health services requirements applicable to other public schools including all immunization requirements (in accordance with state requirements and religious affiliations) and diagnostic testing

requirements. The School will provide on-site health care services similar to other public schools. G.O.A.L. will hire a Nurse to supervise the disbursement of medication, treat students who are ill or injured, collect and securely store student health records and training faculty and staff in first aid and mandated AED training. The Nurse will be responsible for all record keeping and correspondence related to these responsibilities. The DO will oversee the Nurse.

Transportation: G.O.A.L. Academy Charter School will leverage the NYCDOE's transportation resources and will secure private resources for 5 additional days per year, when the District is not in session (during the Feb. Mid-Winter Recess, excluding President's Day, and Chancellor's Day respectively) for which appropriate financial provision has been made. The DO will create a plan in the pre-operational period outlining and ensuring compliance with all DOE transportation requirements necessary to meet student needs and use public resources. The DO will organize daily transportation for eligible student (as required by law), including the additional 5 days per year beyond the mandated 180. Most students will likely live within the surrounding community. The school will not provide transportation to ineligible students. The DO will help secure Metrocards from the NYCDOE for eligible students beyond walking distance. Additionally, the Coordinator of Operations will ensure that students with disabilities have access to appropriate public and supplemental transportation options as needed (such as wheelchair accessible buses).

I. FAMILY AND COMMUNITY INVOLVEMENT

Family/Parent Involvement: G.O.A.L. believes that family involvement is a crucial component to the success of any school. We strongly believe that parents are the first educators of their children. This vital role and responsibility will be honored by the trust that parents place in us to guide their children to bloom and blossom academically. An interested parent makes all the difference in the world to the success of a child. So too, does parental interest in a charter school. Interested parents who know that G.O.A.L. is *THEIR*, school is amongst the highest critical factors to help all of us: students, parents, the community, teachers, and administrators, to achieve success in our common endeavors. It is a symbiotic relationship that is built on trust. We want parents to "buy in" and be on board with G.O.A.L.'s mission which will create a uniform and aligned message that will reinforce our academic objectives. This earned trust will never be taken for granted. It cannot remain static; it must be ongoing. This will be accomplished not only by continuously open communication, but also by a mutual understanding of the kind of quality education G.O.A.L. will be providing to their children/our students.

Families will be encouraged to actively participate in a variety of important undertakings. Among the highest priorities for parents, we will encourage them a) to work with their child(ren) on their homework in order to maximize the educational benefits and increase their child's achievement, b) to be aware of the amount of time their child(ren) spends in front of the television, internet, or talking/texting on the cell phone, and c) to take advantage of family counseling offered by G.O.A.L. in order to support them in their primary role as parents. Families will also be encouraged to actively participate in a variety of school functions and to volunteer at the school. Parents will have regular access to their children's teachers to ask questions and provide feedback on the education their child is receiving at G.O.A.L. Additionally, parents will receive regular reports from teachers via phone calls, e-mail, and school functions. More opportunities for parents will include open Board meetings which will contain a public comment period. The school will translate all materials into the diverse languages that reflect the community and will have translators to ensure effective communication with all students and their families.

Parent Workshops: In order to assist families accomplish this aim of supporting their child's academic development and success, G.O.A.L. will design and host monthly parent workshops. Separate family literacy workshops for native English speakers and native speakers of a variety of languages reflecting the diversity of the community will be held in different breakout spaces. At the end, the various groups will reunite as a whole school community and a family-style lunch or dinner will be provided to the participants. These workshops will strengthen parents' commitment to the school, their ability to support their children's learning at home, and encourage positive change in the community.

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

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

An active parent association is encouraged at G.O.A.L. We will provide the Parent Association with a space to host their meetings and access to communication tools, including bilingual translation services. G.O.A.L. will encourage the officers of the Parent Association to maintain open lines of communication between parents and school personnel by setting up meetings with members of the leadership team.

Community Involvement: G.O.A.L. intends to become rooted in its community and develop strong and productive relationships

with community organizations and individuals. Staff will build connections to local agencies, non-profits and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in this community, and ultimately result in support ranging from advocacy to financial or pro bono contributions to services for families. Many of our board members have extensive experience with community organizing that will help us to plant G.O.A.L. in Pelham Bay/Throgs Neck and grow into an important feature of the landscape in their communities. G.O.A.L. will recruit strong volunteer, unpaid neighborhood liaison members. These partners will be active in introducing the G.O.A.L. mission throughout the school's catchment area. Building and maintaining positive relations with the surrounding community is essential to the school's success. G.O.A.L. neighborhood liaisons will be actively involved in interacting with and including the area's primary stakeholders: families and their children. These efforts will be ongoing. Developing relationships with enthusiastic community leaders will ultimately help G.O.A.L. field competent and active community representatives for school governance and school/community activities. Finally, G.O.A.L. will continue to dialogue with a number of faith-based organizations within its proposed recruitment area to make the key introductions to area clergy and leaders. Through the active and ongoing involvement of parents, families, community organizations and educational collaborations and political engagement, G.O.A.L. will lay the groundwork for the successful recruitment of students and involved families along with the support of these various respected members of the community.

Further community outreach has yielded political engagement with G.O.A.L. The Founding Team has actively attended community board meetings in our catchment area to ensure we continue to hear the needs of the community and to build relationships with active members of the community. After attending an Education subcommittee meeting of Community Board 10, members of the founding team of G.O.A.L. connected with representatives of CB 10 to begin a conversation about educational needs in the community and how G.O.A.L. will help to focus on creating a learning environment for the range of students living in the neighborhoods. Deciding what course of action can best support the students and community of a struggling school is not easy, but at G.O.A.L., we are committed to ensuring that every student has access to a high-quality public school education.

Among many of the needs that community members voiced, the following were the most urgent areas of need:

- Give parents more choices, through charter schools, so their children aren't trapped at under performing institutions.
- identify best practices, target strategies for specific students in need of extra help, and prioritize competing demands on resources and time.
- Bolster instruction and remediation, for academic initiatives such as an extended school day and new specialists.
- Partnering up with Teach for America, the nonprofit that recruits and trains teachers for hard-to-fill specialties in low-performing schools
- Rating teachers to help good teachers become great and eliminate the practice of shuffling bad teachers from school to school ("the dance of the lemons") until they retire so common in public education.
- Helping schools implement a wide range of classroom-level supports during the school day, including individual instruction, small-group work, team teaching, targeted and well-planned after-school tutoring during extended day time, and training and supporting principals and teachers as they integrate the new CCLS into school curricula and teaching.
- Develop targeted action plans to support the specific needs of struggling schools. Identify concrete action steps, benchmarks and year-end goals aimed at immediately improving student achievement.
- Professional development on instructional strategies for struggling students
- Identifying grants aimed at specific needs of the school
- Introducing new programs
- Supporting the development of a smaller learning environment by limiting class-size for a more effective learning culture

Community Service Provider Partnerships: Of tremendous importance to G.O.A.L. is engagement of community organizations. This will be critical to G.O.A.L.'s success by virtue of its offering to parents, access to a range of support services for Pelham Bay/Throgs Neck children and their families. G.O.A.L. has begun to create partnerships with human services organizations including, but not limited to, the Human Resources Association and the Administration for Children's Services and the Office of Children's and Family Services. These partnerships will be instrumental in helping G.O.A.L. plan and incorporate on-site social services information workshops for parents and community members.

Community Business Partnerships: Local business establishments, large and small, are the lifeblood of any vibrant neighborhood. This is no different in Pelham Bay/Throgs Neck. Our intention is to have a local business or community member sit on our Board of Trustees as a representative of the community. A seat on the Board is set aside for this particular person.

In addition, any partnerships with these organizations will not only help improve the engagement of G.O.A.L. students in the community, but will provide these local companies with greater recognition among their community members. For example, Teacher's Stuff Inc. (see attached letter), a local educational supplies store for teachers and parents is located on Middletown Road and will donate many important items in its inventory to G.O.A.L. This small business provider is excited about the opportunity to share store materials with G.O.A.L. students as well as parents in our community. A partnership with this organization is incredibly beneficial to all parties: G.O.A.L., Teacher's Stuff, and the community-at-large.

J. Financial Management-Budget: Each spring the Principal and DO will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The leadership team will then recommend a proposed budget to the Board Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans. Budgets are monitored on a monthly basis providing school leaders with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

Financial Systems: The school intends to contract with Charter School Business Management (CSBM) for financial management for the entire length of its first charter. CSBM works with charter schools and support organizations to ensure sound fiscal and operational practices. The financial consulting agency was founded in 2006 by Raj Thakkar, a former Chief Financial Officer for a New York charter school. Having worked with over 100 schools and organizations since inception, CSBM provides a wealth of resources for planning around finances and school management. If approved, CSBM would work with our school to provide finance, accounting, payroll, audit, grant development and operational consulting.

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

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

Annual Audits: The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

K. Budget and Cash Flow: G.O.A.L.'s start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions. We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools, Charter School Business Management, Inc., and the New York City Charter School Center. Our revenue estimates are based on 95% of our target enrollment while expenditures assume 100% enrollment. The per pupil rate of \$13,527 is held constant over five years. We have assumed minimal revenue from uncertain grants and fundraising and hope to build a school that can ultimately operate primarily on public funds like any other public school. Should our assumptions and estimates prove wrong, contingencies include reducing or eliminating bonuses, and/or securing a bridge loan until we reach a more sustainable enrollment size. G.O.A.L. will use the accrual basis of accounting in all its financial statements, but the budget prepared in Attachment 9 has been prepared on a cash basis, thus major assets have not been capitalized and depreciation expenses are not charged in the budgets. Regarding the Charter School Program (CSP) Grant, our budget assumes only the base amount of \$500,000.

The budgets reflect the following conservative revenue assumptions:

- \$13,527 per pupil revenue from the District over the life of the charter.
- We expect 12% special education students, based on other public elementary schools in CSD 8, with a 30% reimbursement rate. This is because for *revenue* budgeting purposes we assume that 10% of special education

students will receive services for greater than 60% of the day and only a small percentage (20%) of the special education students will receive services between 20% and 60% of the day. Thus, the School is only assuming it will receive special education reimbursement for 30% of its special needs students—a conservative assumption—with 70% of its students receiving services less than 20% of the day for which the school receives no special education reimbursement. (On the expense side, however, the budget reflects two special education teachers, and a special education coordinator by Year 2.) The budget also includes PD and staff training related to serving special needs students and curriculum and instructional materials needed by students with special needs. The School does assume that it will receive the Federal IDEA funding it is entitled to for each Special Needs student beginning in Year 2.

- G.O.A.L. assumes it will receive flat funding for NYSTL, NYSSL and NYSLIBL.
- While G.O.A.L. will apply for all eligible Title I funding, for budgeting purposes G.O.A.L. is only assuming receipt of Title I and IIA.
- While G.O.A.L. will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first two years of operations.

- The School has projected a realistic staffing structure over the five years, incorporating all administrative and instructional staff contemplated in its operational and academic program for general education students, special education students, Title I students, ELL students and other students at risk (see Staffing Table in III.C. Management and Staffing). In addition, the five-year budgets contemplate the need for staffing during the 4 week summer academic intervention program for struggling students. Furthermore, specialty teachers including art, music, and physical education teachers are assumed within the five-year budget, as is administrative, office, business, and support staff.

- The School has received a written estimate for the D&O, Property and General Liability, Employee Dishonesty and other Insurance coverage which forms the basis for our insurance assumptions.

- The budget rent line item reflects the anticipated lease arrangement with LANSCO, Inc. which will provide in-kind rent for years 1-3 and reduced rent for years 4 and 5.
- In each of the five operational years beyond the start-up period, the School's budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid—remains flat while most expenses increase at 3% and other expenses (health insurance and D&O, Property, Employee Dishonesty and General Liability by as much as 8% and 5%, respectively).

The budget is aligned with our charter application. We have incorporated all possible costs contemplated by our educational, fiscal and operational program. The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among *Regular Education, Special Education, Other, Management and General, and Fundraising*. All revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. In certain instances, G.O.A.L. assumed that for school operation costs that would benefit all students a certain percentage was allocated to general education and special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point, G.O.A.L. will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

Pre-opening Plan: The school's pre-opening period will be July 2014, through August 2015, with some planning occurring beforehand (prior to the budgeted pre-operational period, G.O.A.L. will operate on a minimal out of pocket budget; however, insurance for D&O will be covered for the entire period. The following table captures the key steps necessary for effective start-up and opening. The pre-opening period will set the groundwork for successful execution later on, and will expand in the course of thoughtful planning across all domains. Note that the recruitment of students will begin in Jan. 2015

Task	Date	Responsibility
Hire all staff (FP/certified/HQ only) IRS and fill out Staff Chart	March 2015	HOS

Hire School Professionals	March 2015	HOS
Install and connect infrastructure (lights, phones, computers)	March 2015	OM
Open Bank Account	March 2015	BM
Purchase Labor law posters	March 2015	BM
Purchase QuickBooks and create chart of accounts	March 2015	BM
Finalize location	March 2015	HOS
Conduct Lottery	April 2015	OM
Contact Insurance broker for benefits, D&O, Workers Comp	April 2015	BM
Complete all purchasing	April 2015	BM
Meet with Office of School Food	May 2015	OM
Apply for Parking Permits	May 2015	OM
Schedule vision screenings	May 2015	OM
Hold Inaugural Family Advisory Council Meeting	May 2015	OM
Enter transit check program	May 2015	BM
Design forms: check request, expense report, reimbursement	May 2015	BM
Purchase classroom equipment and furniture	May 2015	BM
Hire ADP	May 2015	BM
Hold Board of Trustees Annual Meeting	May 2015	HOS
Hire an Auditor Board passes all policies, by-laws, handbooks, annual budget	June 2015	HOS
Complete Project SAVE plan and submit to SED	June 2015	HOS
Hire Signature Learning for Related Services	June 2015	HOS
Ensure building has School Nurse	June 2015	HOS
Create a comprehensive list and schedule of purchases	June 2015	OM
Order NYSELAT annually for ELL students	June 2015	OM
Purchase Powerschool & OnCourse	June 2015	OM
Provide OPT with student names and addresses	June 2015	OM
Collect all required student forms, including HLQS	June 2015	OM
Set up phone systems and answering service	June 2015	OM
Ensure staff have CPR, First Aid, and AED training and supplies	June 2015	OM
Purchase or lease one copier	June 2015	OM
Obtain all student records (including immunization forms)	June 2015	OM
Create interim budget	June 2015	BM
File Per Pupil Invoice with NYSED and DOE	June 2015	DO
Submit BEDS data	July 2015	BM
Set up computer network system	July 2015	BM
Hire Teach for America	Aug 2015	HOS
Hold Staff Professional Development	Aug 2015	HOS, DCI
Request BEDS number from Office of New Schools	Aug 2015	OM
Submit Consolidated Application for Title I Funding	Aug 2015	DO
Enter student information in ATS	Sept 2015	BM

Collect Free/Reduced lunch forms	Sept 2015	OM
Mail memo to parents with bus stops and schedule	Sept 2015	OM
Complete Transportation Request Form for OPT	Sept 2015	OM
Receive all student IEPs	Sept 2015	OM
WELCOME STUDENTS TO G.O.A.L. ACADEMY CHARTER SCHOOL	Sept 2015	ALL

Head of School= HOS	Director of Curriculum & Instruction = DCI	Director of Operations = DO	Business Manager = BM	Office Manager = OM
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Dissolution Plan: G.O.A.L. Academy Charter School will work closely with appropriate representatives of the New York City Department of Education (NYC DOE) to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards. Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children, including New York City district schools, charter schools and nonpublic schools. The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the New York City School District as designated by the Board.

a) **Public Meetings:** As dissolution is a highly disruptive event for the parents, students, staff and local community, the decision to close would be taken with extreme care. G.O.A.L. is committed to providing a smooth exit for the benefit of our students, parents, staff and local community. Prior to any decision, and in accordance with the New York Open Meetings Law, the Board of Trustees will post notification of its meetings to the community, and any known issues or concerns will be addressed at those points. Furthermore, as required by §2851 (2) (t) of the New York Charter Schools Act and Education Law §219 and §220, G.O.A.L. has set forth procedures in the event that G.O.A.L. either dissolves or chooses to close. Within five days of the decision to close, a Trustee will be appointed by the board to manage the dissolution, and its impact on all parties. By the 10th business day after the date of dissolution, the Trustee will coordinate public Board Meetings to provide all parties, especially parents, with an official statement and a timeline of the planned steps leading to a seamless dissolution, as well as updates on the transition.

b) **Transfer Student Records:** The Trustee will provide the district with files of all students currently enrolled at G.O.A.L. Copies of such files will be given to parents or guardians at the school's expense.

c) **Student Transfer Logistics:** The Trustee will also work with the home District to transfer all current students to local schools as per typical regulations. G.O.A.L. will work with the district to ensure that all students are transferred to the applicable public or non-public school.

d) **Transfer School's Assets Consistent:** With the timeline, the Trustee will begin locating possible buyers or renters of G.O.A.L. non-financial assets, including fixed assets. All remaining assets will be liquidated and all debt obligations will be fully repaid, as much as possible. After satisfaction of outstanding debts and pursuant to Education § 220, all remaining assets shall be transferred to another charter school within the NYC district or directly to the NYC school district.

Attachment 1: Admissions Policies and Procedures

All students who reside in the state of New York are eligible to attend G.O.A.L. Academy Charter School (G.O.A.L.). The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools. There are no financial or academic requirements for admission to G.O.A.L.; admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply. In order to maintain school culture, the school intends to admit new students into kindergarten through 2nd grade each year as space permits.

G.O.A.L. will engage in extensive efforts to inform families in the East Bronx and its neighboring communities about the new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to local schools, community-based organizations, businesses and religious organizations to raise awareness in the community. We will conduct open houses at the school; disseminate materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, after school programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. Our marketing will highlight our services for students with disabilities and English language learners and the ways our blended-learning model individualizes education for all students.

To apply to G.O.A.L., it is only necessary that the school receive a completed application for the child. Applications must be submitted by April 1st by families of students interested in attending the school. Applications must be hand delivered, mailed or e-mailed, and received no later than the admission period deadline listed on the form. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

The G.O.A.L. application seeks only information necessary to admit new students and is not considered a pre-registration form. Our application form will be designed in accordance with the State Education Department guidelines. The school will adapt the uniform application form within the following allowable parameters: print the application form with the school's letterhead and/or logo; brand the application form by including the school's mission statement and explanatory information about the school, and request additional information. All data elements that may be required to be submitted by the applicant will be marked with asterisk and the form will include the following notation: “

The following statement will also be included in the application form:

Non-Discrimination Statement: *A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school. However, G.O.A.L. provides an academic program specifically designed for to meet the needs of low-income students. These preferences have been approved by the school's authorizer and are permissible.*

The application will request information about students' eligibility for free- and reduced-price

lunch, but will not require that information. G.O.A.L. will use the following preferences to enroll new students:

- Siblings of students enrolled in the school will have an absolute preference.
- Students residing within the district of location will receive an absolute preference, i.e., will be drawn before students living outside the district.
- Low-income students will receive a weighted preference; they will be entered twice (2x) in the lottery to increase their likelihood of being selected. Families that choose not to note their eligibility for this preference will not be weighted in the lottery.
- When a student in the lottery with sibling(s) in the lottery is drawn, that student's sibling(s) will be added next to the list.

If the number of applicants exceeds the school's capacity, a random selection lottery process will be conducted on or about April 15, but no earlier than April 1. The lottery will be conducted by the Head of School, a board member and a third adult who has no affiliation with the school. The actual process will be open to the public. After checking the birth dates to make sure that the application is the appropriate age for the entering grade, the child's name will be entered into the lottery. The following will also be noted for each child entered into the lottery:

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying.
- The place of residence will be noted so that preference can be given to students living in CSD 8.
- The student's eligibility for free or reduced price lunch will be noted so that preference can be given for low-income students.

The lottery will follow these steps for each grade:

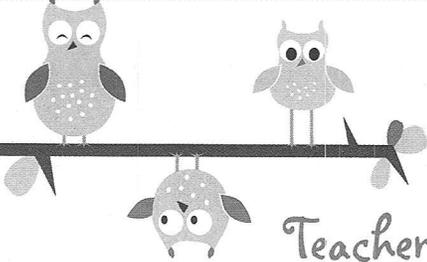
1. Siblings of students already enrolled in the school will be drawn.
2. Students who reside within CSD 8 will be drawn
3. Students who reside outside CSD 8 will be drawn

Once the number of students equal to the number of available seats has been drawn, the remaining applicants will be drawn and placed on the waitlist in the order in which they are drawn. After all the names have been chosen, the parents will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be provided, specifically an original birth certificate, social security card, immunization records and proof of address, and an appointment time to meet with school administrator to turn over the forms.

Parents/guardians will be expected to document residence at the time of registration following our lottery; acceptable documentation will include a lease and/or utility bill. For children not selected, the letter will indicate their number on the wait list, and will describe the steps that will take place if a space becomes available. That wait list will be maintained for the entire year. If a student withdraws, the next applicant on the wait list in that grade will be called and offered the space. Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The wait list will expire annually at the lottery drawing for the next school year.

After the first year, students returning to the school will be considered to be enrolled in each

successive year through the completion of 5th grade. Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.



Teacher's Stuff, Inc.
1545 Crosby Ave. Bronx, N.Y. 10461
www.teachersstuffshop.com

Director Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

Dear Mr. Chuang,

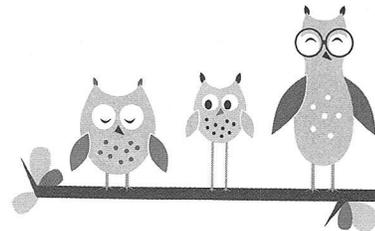
I am writing in support of the charter school application submitted for G.O.A.L. Academy Charter School. I wholly support the school's application to serve students of the East Bronx where I am sure they will have a positive impact.

Though opening schools is an ambitious project, I am confident that G.O.A.L. will have the resources needed to excel in this endeavor. Their staff is dedicated to students, families and the community and I am excited to see the development that will occur over the course of this project. Their commitment to serve low-income students in the Bronx will help bring positive change in the neighborhood and community and provide more options for students and their families who seek a strong education. There is a sobering achievement gap in the education of low-income students and their wealthier peers, and a school like G.O.A.L. will work towards closing this gap and providing a great opportunity for students.

We look forward to G.O.A.L. serving the community. I know there are hundreds of students who would benefit from a school like G.O.A.L. I fully support the opening of this school partnering and providing a much needed service to the East Bronx.

Sincerely,

Lolita Paula
Owner, Teacher's Stuff Inc.
1545 Crosby Ave.
Bronx, NY, 10461
(718) 931-9069



ATTENTION ALL PARENTS,

GRANDPARENTS, GUARDIANS !!!!!

A proposed charter school beginning with Kindergarten and 1st grade would like to open in the area in September 2015. We are offering parents a real choice in their child's education.

Community Meetings will be held at *The New York Public Library* located @ 3060 Middletown Road, 10461 Bronx, NY, on the following dates: **May 16, May 23, May 30, June 6, and June 13**

The meetings will be held from **5:45-6:30** for each session.

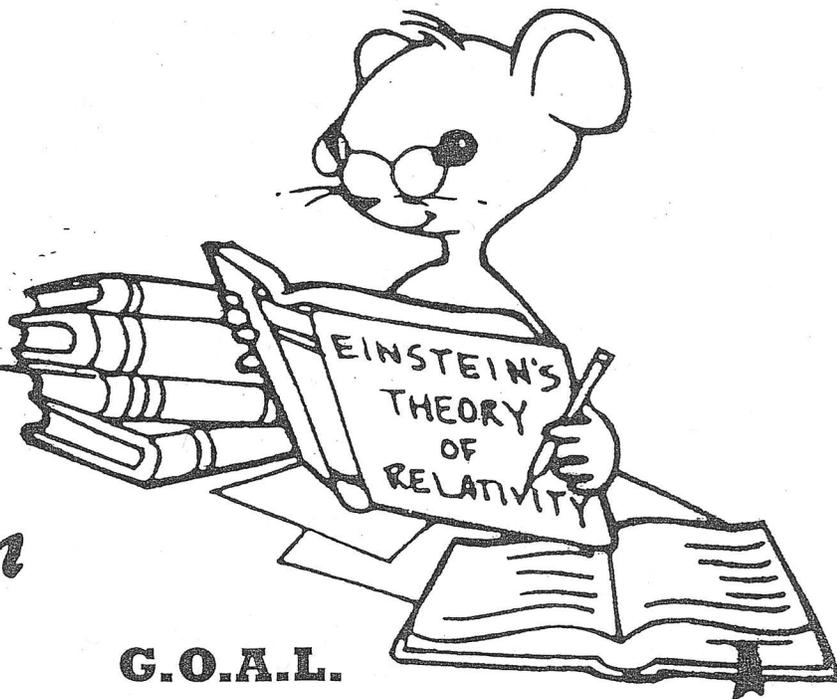
Please contact us if you will be attending—goalacs@optonline.net

We are looking forward to seeing you there.

"The energies of the mind are the essence of life." (Aristotle)
and **"Learning never exhausts the mind." (Leonardo DaVinci), SO...**

**Get
Out
And
Learn**

$$E = mc^2$$



**G.O.A.L.
Academy Charter
School**

G.O.A.L. ACADEMY CHARTER SCHOOL MISSION STATEMENT

G.O.A.L. stands for **Get Out And Learn**

Every child was born to learn, achieve and succeed. By developing a life-long love of learning, our students will rise as high as their individual talent, potential and determination promise. By rising to their best, they will stand as heirs to the legacy of America: the pursuit of happiness and independence.

G.O.A.L. Academy Charter school is fully committed to the crucial task of preparing our children to become independent, self-directed, active learners and individuals with the skills and character to become the thinkers, creators, producers, problem solvers and risk takers of the future. Through a safe, rigorous, structured, and supportive environment, we expect and will prepare our students to compete and to excel in the most challenging academic institutions at all levels.

IMPORTANT COMMUNITY MEETING ABOUT SCHOOLS IN THROGS NECK/PELHAM BAY

G.O.A.L. ACADEMY CHARTER SCHOOL WOULD LIKE TO OPEN UP IN COMMUNITY SCHOOL DISTRICT 8 IN THE THROGS NECK/PELHAM BAY AREA OF THE BRONX!!

CURRENTLY, THERE ARE NO CHARTER SCHOOLS IN THE AREA. SCHOOLS ARE OVERCROWDED AND NOT PERFORMING UP TO TASK. WE ARE OFFERING AN ALTERNATIVE TO THE TRADITIONAL PUBLIC SCHOOLS.

G.O.A.L. ACADEMY CHARTER SCHOOL WILL BE A K-5 PUBLIC SCHOOL OF CHOICE THAT PLANS TO OPEN UP IN SEPTEMBER 2015.

**WE WILL BE HOLDING OUR NEXT INFORMATIONAL MEETINGS ON JULY 10, JULY 17, AUGUST 4, AND AUGUST 14, 2014 FROM 5:30-6:45 @ These Our Treasures
2778 Bruckner Road
Bronx, New York 10465**

PLEASE JOIN US—REFRESHMENTS WILL BE SERVED. GIVE YOUR CHILD A CHANCE AND A CHOICE FOR THE EDUCATION AND THEIR FUTURE.

G.O.A.L. ACADEMY CHARTER SCHOOL WILL OFFER:

- **SMALL CLASS SIZES**
- **A SAFE LEARNING ENVIRONMENT**
- **CHALLENGING ACADEMICS**

If you are going to attend, please contact us goalacs@optonline.net

We look forward to seeing you there.

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PUBLIC SCHOOL OF CHOICE THAT PLANS TO OPEN UP
IN SEPTEMBER 2015.**

**WE WILL BE HOLDING OUR NEXT INFORMATIONAL
MEETINGS ON MAY 9, MAY 16, JUNE 13, AND JUNE
20, 2014 FROM 5:30-6:45 @
THE PELHAM BAY PUBLIC LIBRARY LOCATED
@ 3060 MIDDLETOWN RD. (NORTH OF CROSBY AVE.)
BRONX, NY, 10461**

**PLEASE JOIN US—REFRESHMENTS WILL BE SERVED.
GIVE YOUR CHILD A CHANCE AND A CHOICE FOR THE
EDUCATION AND THEIR FUTURE.**

G.O.A.L. ACADEMY CHARTER SCHOOL WILL OFFER:

- **SMALL CLASS SIZES**
- **A SAFE LEARNING ENVIRONMENT**
- **CHALLENGING ACADEMICS**

**If you are going to attend, please contact us goalacs@optonline.net
We look forward to seeing you there.**

OVERCROWDED SCHOOLS ARE AN ISSUE IN THE AREA !!!!!

IF THIS IS A CONCERN OF YOURS, PLEASE COME TO THE PELHAM BAY PUBLIC LIBRARY TO HEAR ABOUT A REAL SOLUTION TO THIS SITUATION. The library is located @ 3060 Middletown Road (north of Crosby Ave.) Bronx, NY, 10461

THE PUBLIC MEETINGS ARE SCHEDULED FOR *MAY 16,* MAY 23, MAY 30, JUNE 6, & JUNE 13 FROM 5:45-6:30-- *Refreshments will be served*****

GOAL ACADEMY CHARTER SCHOOL (K-5) IS A PROPOSED SOLUTION TO THIS GROWING PROBLEM.

WE WILL OFFER PARENTS A CHOICE IN THEIR CHILD'S EDUCATION:

- **SMALL CLASS SIZES**
- **A SAFE LEARNING ENVIRONMENT**
- **CHALLENGING ACADEMICS**

*******If you are going to attend, please contact us at goalacs@optonline.net. We look forward to seeing you there.*******

IMPORTANT COMMUNITY MEETING ABOUT SCHOOLS IN THROGS NECK/PELHAM BAY

**G.O.A.L. ACADEMY CHARTER SCHOOL WOULD LIKE TO
OPEN UP IN COMMUNITY SCHOOL DISTRICT 8 IN THE
THROGS NECK/PELHAM BAY AREA OF THE BRONX!!**

**CURRENTLY, THERE ARE NO CHARTER SCHOOLS IN
THE AREA. SCHOOLS ARE OVERCROWDED AND NOT
PERFORMING UP TO TASK. WE ARE OFFERING AN
ALTERNATIVE TO THE TRADITIONAL PUBLIC SCHOOLS.**

**G.O.A.L. ACADEMY CHARTER SCHOOL WILL BE A K-5
PUBLIC SCHOOL OF CHOICE THAT PLANS TO OPEN UP
IN SEPTEMBER 2015.**

**WE WILL BE HOLDING OUR NEXT INFORMATIONAL
MEETINGS ON OCTOBER 3 AND OCTOBER 17, 2013
FROM 5:30-6:45 @
THE PELHAM BAY PUBLIC LIBRARY LOCATED
@ 3060 MIDDLETOWN RD. (NORTH OF CROSBY AVE.)
BRONX, NY, 10461**

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G.O.A.L. ACADEMY CHARTER SCHOOL WILL OFFER:

- **SMALL CLASS SIZES**
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- **CHALLENGING ACADEMICS**

**If you are going to attend, please contact us goalacs@optonline.net
We look forward to seeing you there.**

General questions that were asked over the course of our community outreach

Will the school teach special education children?

Our school embraces all learner and children with special needs. GOAL will certainly be teaching students who require special education services. It is not merely a matter of following the letter of the law but a principle which guides our educational approach and philosophy. We expect all of our students to succeed whether general ed, special ed, ELLs, and students with disabilities.

Why aren't there any charter schools in our area?

We can't explain that other than we are trying to open one up here in Throgs Neck/Pelham Bay. We are trying to stay focused on the fact that we would be honored to be the first charter school in the community. We are trying keep focused not on the fact that there are none, but that someday, there will be one (and hopefully more) in the very near future. The fact that schools are overcrowded and not performing up to its promise only motivates us at GOAL to try our honest best to help solve this problem in the community. We believe that it is YOUR school just as much as ours—it's a collaborative effort. It's all done for the betterment of our children.

What is a charter school?

A charter school is a public school of choice. This means that children are zoned for certain local public schools depending on there address. They are forced to attend that school. We don't believe this is fair to students or their parents. We believe that parents and children ought to have a choice in their child's education and not be shackled by their address. A charter school plays by a different set of rules than traditional public schools. A charter is an agreement with the state that says in exchange for this opportunity to open and operate a charter school, we must meet certain educational goals. If we do not, our charter can be revoked.

Who funds your school?

We are funded the same way that public schools are. However, we actually have to do more for less. The cost to educate the average student in a traditional public school is approximately \$18,000 (give or take). In a charter school, we receive about \$4,500 less than the average public school student.

When will you open up? What grades will you serve?

We plan to open up in September 2015 to 120 students in K and 1.

Are you affiliated with any politicians?

We have no political connections with any politicians of any persuasion. We don't believe that politicians impact on our children; only parents, teachers, and the children themselves do.

How many students will you teach in each class?

We will emphasize small class size to help maximize our students' education. We hope to enroll no more than 20 students per class.

What is multisensory education?

Multisensory education is a method of teaching that encompasses all of the senses regardless of the learning styles of the children. Although a child might be naturally equipped to learn easier using one style, does not mean that it is the only style that child can learn from. Nor does it mean that a child

can't be taught to learn other ways. In fact, studies have shown that comprehension and academic ability benefit greatly from multisensory education.

Multisensory techniques are frequently used for children with learning differences. Using a multisensory teaching technique means helping a child to learn through more than one sense. Most teaching techniques are done using either sight or hearing (visual or auditory). The child's sight is used in reading information, looking at text, pictures or reading information based from the board. The hearing sense is used to listen to what the teacher says. The child's vision may be affected by difficulties with tracking or visual processing. Sometimes the child's auditory processing may be weak. The solution for these difficulties is to involve the use of more of the child's senses, especially the use of touch (tactile) and movement (kinetic). This will help the child's brain to develop tactile and kinetic memories to hang on to, as well as the auditory and visual ones. When students are taught using techniques consistent with their learning styles, they learn more easily, faster and can retain and apply concepts more readily to future learning. Most students, with a difficulty or not, enjoy the variety that multisensory techniques can offer.

If a child is not learning in the way you teach, change your teaching strategy and teach the child in the way he learns

How do you get students to enroll at your school?

Students will enroll in a lottery and if their name is chosen, they get to attend GOAL.

How long will the school day be?

The school day will last from 7:45 to 3:30 with a voluntary after school program that will available till 6 PM.

Do kids below 3rd grade have to take tests like the ones 3rd graders do?

We will test students in all grades that we teach for our students benefit as well as evidence that GOAL is reaching its benchmarks as detailed in our charter agreement. Students in 3rd grade and above will take mandatory NYS Exams in all subject areas respective to their grade. So for example, in 4th grade, students will take the NYS ELA, MATH, and Science exams required by NYS.

How will children get to the school?

It depends on the child and the choices of the parents. Some may opt to walk, be driven, take public transportation, etc. For those students who require bus service, it will be provided to those particular students.

Cynthia M. Javier

Christine Avelares

Tanya Duprey

Toxjocna Dupi

Elizabeth Gonzales

Deletha Hodges

Deena Lopez

Albert Davis (91)

Ryan Androglosi

Abdul Fox

Jessica Navarez

Nigel Amengol

Olivia Haber

Cindy Davis

Melny Ayra

Bishop Garland

Vanessa Andronico

Hanna Ford

Luz DeJesus

Roy DeJesus

Emmette Santos

Dina Nicole

Thomas Mc Gee

David Albert 914

Cameron Abid

Alex Rush

Anna D'Amico

Jezeel Alex

Alice Mae

Lucy Alma (7)

Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 5/16/14

Beyonce Abankwa

Joshua Wokpeta

Alex Maxwell Heredia

Ahdoulaye Traore

Alyssa Alway

Brian Hunt

Leanne Julie Torres

Stephenson Ansel

Selina Balla

Rachelle Apenteng

Dussoko Dalimata

S. Batey

Grain Ladames Roberts

Winston Hernandez

Erik Horsch

Mauveen Howard

Michael Yanik

Roy Alexander (646)

Crystal Lee

Carolyn Lee

Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 5/9/14

Tomero Johnson

Benton Awaie

Jayden Sanchez

Yadiel Allen Javier

Jancarlos Fria

Clifford Amoah

Katounata Sissok

Heredia Fabr

Harley Vuelto

Dylan Boehene

Jaclyn Rodriguez

Angel Polanco

Isa Alston

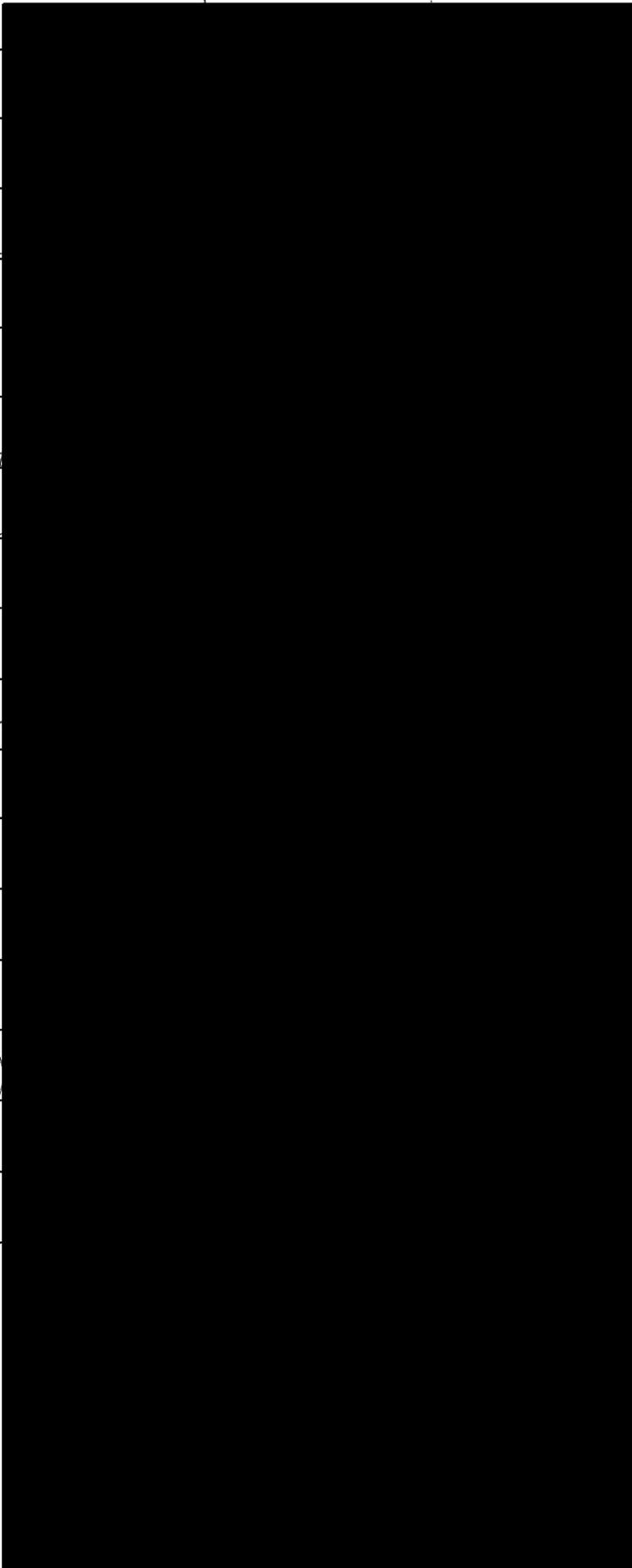
Sultana Yasmin

Dylan Prado

Mauraine Sumah (918)

Leonil Egason

Cyridel Hernandez



5

Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 6/20/14

Saba Vivaldi

Lynne Rusley

Munter Glass

Walter K. K. K. K.

Moira Gallegan

Chad Form

Lisa Gomez

Eugene Kwaku Aboagy

Naveed Rahman

Pat Hayes

Sherry Watsch

Angel Santiago (94)

Joe Lyons 914

Kina Rober

Paeje Greenwood

Malcolm Greenwood

Patricia Totete

Ed Taylor

Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 10/3 /13

Darren Pastor

Gammali Gonzalez ([redacted])

Claire Gutboard ([redacted])

Micki Kolf 3

Luis Lockhart (34

Erika Estrada Lynch

Nathan Subramanian

Garry Zimmer (718

Randy Rosa 917- [redacted]

Jadal Higgins ([redacted])

Emperatriz Osorio (9 [redacted]

Dawn Romberg ([redacted])

Joseph Selch 718 [redacted]

Mark Love

Leon Egason 9 [redacted] [redacted]

Patricia Quintero ([redacted])

Kevin Nunez - (212)

Dannal Ford (3

Maria Hoqman [redacted] [redacted]

Lindy Liny
Anne Yosthill
Edward Edm
Guy Watson
Richard Thom
Joseph Orsosta
Arthur Egan
Cassia Torr (347)563-
Frank Sal
Jenera Kim
Judy Tren
Andrea, Mar
Eileen West
Drunia O
Michelle Mer
Vicente P
Jimmy Martm
Wanda Sa



Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 5/16 /12

Leigh [redacted]
Radames [redacted]

Isis Marie [redacted]

Colvin [redacted]

Erin Garcia (718)

Julie Leonard

Cait Sleight

Audrey Wright

Lin K Blake

Marlyni Oberre

Niki Sniscallch

Kate Logan (718)

Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 6/13/14

Amiya Stuart

Amara Brucore

Isaiah Flores

Sofia Meza

Leahni Fick Jr.

Ethika / Khon

Alison Haley M

Temis Gar

Josid Amoo

Komen Mejia

Genea Fel

Nushona Blair

Joseph Osoto

Haylee Trig

Jesus Rayn

Arafat Valia

G.O.A.L. Academy Charter School Presentation 5/23/12

first and last name (required),

Maria Amaya

Frankie Ortiz

Marie Milord

Kareem Brown

LISA NIEVES

Angie Rosado

Amy Roda

Frank McAdam

Erika Esquivras

Pat Dwyer

Jeanine Judge

Erika Lam

Dee Dee Smith

Sign in sheet for G.O.A.L ACADEMY CHARTER SCHOOL 6/13 /12

Corey Ferguson
Randy Rosa



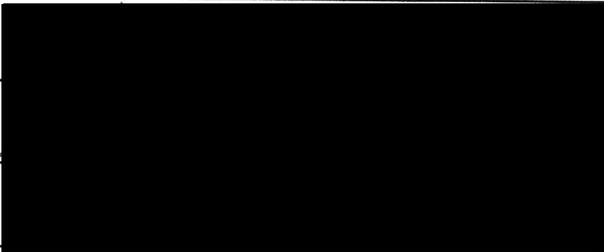
Stacie Brown



Luis Garcia
Desiree Garcia



Ed Taylor
Melissa Gamelza
Michelle Gamelza



Jack Schares



Brian Lamb



Melissa Lamb same as above

ATTACHMENT 3a
Grade 1

Sample Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting
8:00-9:30	ELA	ELA	ELA	ELA	ELA
9:30-11:00	Math	Math	Math	Math	Math
11:00-12:00	Phys. Ed.				
12:00-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:45	Science	Science	Science	Science	Science
1:45-2:45	Social Studies				
2:45-3:30	Art/Music	Art/Music	Art/Music	Art/Music	Art/Music
03:30-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:30-6:00	After School Program				

Grade 5

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting
8:00-9:30	ELA	ELA	ELA	ELA	ELA
9:30-11:00	Math	Math	Math	Math	Math
11:00-12:00	Phys. Ed.				
12:00-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:45	Science	Science	Science	Science	Science
1:45-2:45	Social Studies				
2:45-3:30	Art/Music	Art/Music	Art/Music	Art/Music	Art/Music
03:30-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:30-6:00	After School Program				

Teacher's Schedule Sample (7:45-3:30, except Thursdays 7:45-5:00 which is reserved for Professional Development)

Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting
8:00-9:30	ELA	ELA	ELA	ELA	ELA
9:30-11:00	Math	Math	Math	Math	Math
11:00-12:00	Phys. Ed./ intervention				
12:00-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:45	Science	Science	Science	Science	Science
1:45-2:45	Social Studies				
2:45-3:30	Art/Music	Art/Music./ intervention	Art/Music	Art/Music./ intervention	Art/Music
03:30-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:30-6:00	After School Program				

Grade 5	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting	Breakfast/ Morning Meeting
8:00-9:30	ELA	ELA	ELA	ELA	ELA
9:30-11:00	Math	Math	Math	Math	Math
11:00-12:00	Phys. Ed./ intervention	Phys. Ed.	Phys. Ed./ intervention	Phys. Ed.	Phys. Ed.
12:00-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:45	Science	Science	Science	Science	Science
1:45-2:45	Social Studies				
2:45-3:30	Art/Music	Art/Music./ intervention	Art/Music	Art/Music./ intervention	Art/Music
03:30-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:30-6:00	After School Program				

Summer School Schedule 2016

M-TH 8:30-12:00

90 minute block of ELA (8:30-10:00), , snack/recess (10:00-10:30), 90 minute block of Mathematics (10:30-12:00)

G.O.A.L. ACADEMY CHARTER SCHOOL CALENDAR (2015-2016)--FIRST YEAR

First day of school: Tues., Sept. 8, 2015

September: 17 days (holiday: Rosh Hashana Mon. & Tues., Sept. 13-14, school closed, Yom Kippur Wed. & Thurs., Sept. 23-24)

October: 22 days (holiday: Columbus Day Mon., Oct. 12, school closed)

November: 17 days (holidays: Veterans' Day Wed., Nov. 11, Thanksgiving Thurs. & Fri., Nov. 26 & 27, school closed)

December: 17 days (holiday: winter break Thurs. Dec. 24-Jan.1, school closed—students return Mon. Jan. 4, 2016)

January: 18 days (holiday: Martin Luther King Jr., Mon., Jan. 19, school closed)

February: 19 days (holiday: President's Day, Mon. Feb. 15, school closed)

March: 22 days (no holidays)

April: 16 days (holiday: Spring Break Fri., Apr. 3-Apr. 10, school closed—students return Mon., Apr. 13, 2015)Easter

March 27 (good friday on the 24th, Passover Apr. 22***

May: 20 days, (holiday: Memorial Day Mon. May 30, school closed)

June: 15 days (no holidays) last day of school: June 17

Total school days = 186 days

Snow days, or natural disasters (if any) to be made up during the week of June 19-June 24

Summer School Schedule for 2016 (first Monday after school ends, June 20 lasting four weeks):

90 min. ELA

snack/recess 30 min.

90 min. Mathematics

****If days need to be made up due to snow days, or natural disasters, summer school will begin the following day after any respective day has been used for this purpose.***

Attachment 4: Student Discipline Policy

Mission: The primary focus at G.O.A.L. ACADEMY CHARTER SCHOOL is on the academic success of every student. We seek to build within each child a love of learning, a sense of responsibility, self-discipline, a positive self-image, and respect for others. Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

PHILOSOPHY

School discipline is a collaborative effort by the parents, guardians, students, and staff. The focus of the G.O.A.L. Discipline Policy is to promote positive behavior choices by recognizing students who engage in consistent positive behavior. However, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and with property. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

STUDENT STANDARDS OF BEHAVIOR

In order to show respect, maintain safety, and focus on learning, I will:

1. Follow directions the first time.
2. Speak using polite language, volume, and tone.
3. Keep hands, feet, and objects to myself.
4. Be where I am supposed to be.
5. Take care of school property and personal belongings.
6. Walk quietly in the hallways so I do not disturb other classes.

DISCIPLINARY ACTIONS

While most students consistently observe these standards and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. When these strategies are not successful in changing that behavior and/or serious incidents occur, it is necessary for additional action to be taken. The following pages outline those disciplinary actions.

Please Note: Careful consideration is given to individual situations, so that the school's response to the student is appropriate. Consequences may be increased in cases of repeat offenses. Suspensions will be considered when behavior is disruptive and detrimental to the operation of the school.

Description of Expectations:

Classroom Behavior

Students are expected to listen and follow all teacher directions.

Possible consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior in Halls

Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the instructional school day and with consideration for others who are working.

Possible consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior in Restrooms

Students are expected to respect the rights of others and act responsibly in restrooms. Any misuse of towels, toilet paper, soap, defacing of restroom facilities, and the like, constitutes destruction of property.

Possible consequences: Staff/student conference, loss of independent restroom privileges, supervised restroom visits, referral to the administration, fines for damages, loss of recess privileges, parent/guardian contact, parent/guardian meeting, in-school suspension, suspension

Behavior in Lunchroom

The lunchroom should be a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must keep voices low while enjoying their lunch, stay seated unless given permission to move by an adult, keep their eating space clean, and practice good manners. For health reasons, children are not allowed to share food of any kind with others.

Possible Consequences: Verbal warning, move to an assigned seat, exclusion from the lunchroom; suspension

Behavior on Playgrounds/Recess

The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, use the equipment responsibly, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge.

Possible Consequences: Verbal warning, recess privileges contained to an assigned area, staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior on Bus

The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school buses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not

distract the bus driver.

Possible Consequences: Staff/student conference, referral to the administration, loss of recess privileges, parent notification, parent/guardian meeting, assigned bus seat, loss of bus privileges, in-school suspension, and suspension
Behavior During School Sponsored Activities/Field Trips

Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies.

Possible Consequences: Staff/student conference, removal from activity, referral to the administration, parent/guardian notification, loss of recess privileges, in-school suspension, exclusion from future activities, suspension

Excessive Tardiness, Truancy, Leaving School Without Permission

Students must be on time for school and in their classrooms by 8:50 a.m.; missing the bus and oversleeping are not excused reasons for being late to school. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.

Possible Consequences: Parent/guardian notification, referral to the administration after three unexcused tardies within a marking period, verbal notification, written parent notification, parent/guardian conference at school, in-school suspension, referral to pupil personnel worker, referral to law enforcement

Fighting/Physical Aggression

This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation.

Possible Consequences: Staff/student conference, removal from situation, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Cheating or Plagiarism

This is defined as using the work of others as your own.

Possible Consequence: Staff/student conference, no credit for the work, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Inappropriate Use of the Computer Systems

This is defined as accessing or using inappropriate materials including copying or transferring copyrighted materials and software without permission, sharing access to one's personal account, using unauthorized e-mail such as chain letter advertising, instant messaging and chat rooms, cyber bullying, or tampering with any files of another student or staff member

Possible Consequences: Staff/student conference, parent notification, referral to the administration, loss of recess privileges, parent/guardian meeting, in-school suspension, suspension, recommendation for expulsion, referral to law enforcement

Incendiary Devices

This is the possession of firecrackers, matches, lighters, caps or any other object which has potential to start a fire.

Possible Consequences: Staff/student conference, confiscation of item, referral to the fire marshal or law enforcement, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

Physical Attack on Staff or Fellow Student

This includes any aggressive physical battery on staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc..) in an aggressive manner with the intent to do harm.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

Threats and/or Verbal Abuse

This includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, suggesting property destruction, and the like.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

Teasing, Verbal or Non-Verbal

This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures.

Possible Consequences: Staff/student conference, referral to the administration, personal apology to student who was teased-- a letter of apology from the teaser must be signed by the teaser's parent(s) and returned to school the next day, loss of recess privileges, in-school suspension, suspension

Malicious Pranks and Pseudo Threats

This includes any act or substance used to cause disruption, panic, or an unsafe situation. This also includes deliberately misrepresenting substances as something they are not.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to the fire marshal or law enforcement, recommendation for expulsion

Acts of Hate / Violence

This is any act of hate/violence including, but not limited to, verbal abuse, slurs (including ethnic, religious, or gender-based,

physical challenges, etc.), threats, physical violence or conduct, vandalism or destruction of property directed against any person.

Possible Consequences: Referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

Inappropriate Language/Gestures

This is the use of profanity, obscene language, or gestures, which are not acceptable in school or on the school grounds. All students and staff are entitled to an environment free from profane, hateful, racist, prejudice or obscene language and gestures.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Sexual Harassment

Sexual harassment is defined as unwelcome advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct.

Possible Consequences: Referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, transfer to another class, in-school suspension, suspension, recommendation for expulsion

Theft/Extortion

Extortion is an act of attempting to secure money, property, or favors through a threat or implied threat of physical or psychological harm.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges,

in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

Theft/Burglary

This is taking something, which does not belong to you. Students must demonstrate a respect for the property of others. Any found articles must be returned to the office or the rightful owner.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, full restitution.

Insubordination/Disrespect

This is willingly refusing to obey a lawful request of a staff member (e.g., principal, teacher, secretary, building service worker, bus driver, etc.). This includes not removing a hat when asked to do so, chewing gum when not allowed, bringing inappropriate items to school (all toys and games, to be returned only to an adult), or refusing to identify oneself.

Possible Consequences: Staff/student conference referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, detention, in-school suspension, suspension

Destruction of Property/Vandalism

This includes breaking, damaging or defacing school or private property, including graffiti. This also includes misuse of materials or equipment that results in damage to school or personal property.

Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, restitution, recommendation for expulsion, referral to law enforcement

False Fire Alarm

False Fire Alarm is activating or causing the fire alarm to sound when there is no real evidence or sign of fire. Falsely reporting a fire endangers the safety of all.

Possible Consequences: Administration/student/parent/fire marshal conference, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

Weapons

This is unauthorized storing, possessing, or carrying firearms, knives, or any other object (including look-alike or pretend weapons) which could be used as a weapon. This is a very serious offense and is strictly prohibited

Possible Consequences: Staff/student conference, confiscation of weapon, referral to the administration, parent notification, parent/guardian meeting, return or replace the value of the item taken, loss of recess privileges, in-school suspension, suspension, referral to law enforcement, recommendation for expulsion

Possession of Communication and Other Electronic Devices

Beepers, electronic paging devices, tablets, IPODS, IPADS etc., and cellular phones or personal radio devices are not allowed. Laser pointers and other disruptive devices will be confiscated

Possible Consequences: Staff/student conference, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Possession and/or Trading/Selling of Non- School Related Items

This includes students having personal toys, trading cards, dolls, IPODs, and other electronic gaming devices. The school is not responsible for the loss of these items. These items are not allowed in school and are best left at home.

Possible Consequences: Staff/student conference, referral to the administration, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Possession or Use of Destructive or Harmful Substances

This is possession of matches, fire crackers, snaps, tobacco products, smoke bombs, stink bombs, pepper spray, or any other destructive or harmful substance.

Possible Consequences: Staff/student conference, referral to the administration, confiscation of device for parent to pick up, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, referral to the fire marshal or law enforcement, recommendation for expulsion

Possession, Use, or Distribution of Illegal Drugs/Intoxicants/Inhalants/Smoking Materials

This is possession of intoxicants, inhalants, smoking materials or controlled substances which are prohibited.

Possible Consequences: Confiscation of substance, administrator/student/parent conference, referral to law enforcement, suspension, recommendation for expulsion

Dress Code: G.O.A.L. has a primary objective of developing a community of learners, dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and one's responsibility to that group. Uniforms also allow parents to save money by not having to buy an entire wardrobe of school clothing and they minimize learning distractions in the school. While the school will identify an inexpensive uniform provider, it understands that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. The school will keep reserves on hand to assist families who cannot afford the uniform.

The following dress code guidelines apply to all students:

1. Students are to wear the G.O.A.L. Academy Charter School uniform every day.
2. All G.O.A.L. shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Pants may not be excessively baggy and may not cover the shoes.
5. Students may not wear jeans, jogging pants, sweat pants or shorts. Shorts are permitted if the weather is above 85 degrees and must be of appropriate length.
6. Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
7. Students may not wear inappropriately tight clothing.
8. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees). Girls are encouraged to wear shorts under their skirts as we sit on the carpet a lot.
9. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
10. For safety reasons the following jewelry will not be permitted at G.O.A.L.: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). Students are permitted one bracelet and one ring to be worn in school. One necklace may be worn but must remain tucked in at all times.
11. Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
12. Students cannot wear shoes that show their toes or heels.
13. Students may not use nail polish or fake fingernail tips.

Possible Consequences: Staff/student conference, parent notification, referral to the administration, change of clothes, loss of recess privileges, parent notification, parent/guardian meeting, in-school suspension, suspension

- In-School Suspension: G.O.A.L. Academy Charter School may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the Principal and are used only for serious or persistent infractions of school rules. Students, who have received an in-school suspension, must spend the school day supervised by a staff member in one of the school offices doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership team, before he or she can be dismissed.

- Out of School Suspension and Expulsion: To create and maintain a safe, supportive, fair and reliable school community, G.O.A.L. will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Head of School. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established as soon as possible no later than the day after the suspension or expulsion is effective.

Below is a list of possible infractions and their potential consequences. This list is not exhaustive and teachers and staff can supplement these rules with their own rules for classes and events. All discipline will take into account the history, specific context and severity of the negative behavior. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police Department or other authorities.

Disciplinary Procedures and Due Process: Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school

has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

- Short-Term Suspension: A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. The Head of School may impose short-term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Head of School or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Head of School may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language or translation will be made.

- Long-Term Suspension: A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes a long-term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice must be provided to the Head of School no less than 2 days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The Head of School or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Head of School will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

- Expulsion: An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Head of School decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Head of School will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

Students with Disabilities: The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDEA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will contact the CSE for reconsideration of the student's educational placement. Such student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in

placement.

G.O.A.L. will work with the CSE to ensure that it meets within seven days of notification of any of the following:

The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;

The commission of any infraction resulting from the student's disability; or

The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of ten days.

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend. The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines. Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP; or (b) in cases where the child:

(i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;

(ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or

(iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days. If a student does not currently have an IEP but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Alternative Instruction: Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the duration of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teacher to ensure that the coursework and homework is gathered and

provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

Bus Policy: Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

- 1st incident: a warning is issued
- 2nd incident: the student will not be allowed to use the bus for one day
- 3rd incident: the student will not be allowed to use the bus for an entire school week
- 4th incident: the student will be prohibited from using the bus.

Gun-Free Schools: Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. 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. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

School Trustee Background Information

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

Name: *Juana Rema*

Charter School Name: *G.O.A.L. Academy Charter School*

Charter School Address: *TBD—CSD 8*

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

Board Member

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of G.O.A.L. Academy Charter School through a mutual acquaintance who told me about the school. I was then introduced to one of its founders, Paul Modell. I was then asked whether I wanted to join the Board.*
5. Please explain why you wish to serve on the board. *Serving on G.O.A.L. Academy Charter School's Board is a natural segue to conceiving G.O.A.L.'s educational concept, researching best practices in education, building community connections, and delving into all aspects of school start-up. On the Board, I can transfer my efforts from planning to implementation, idea to reality, and creation to governance. I can continue to guide the school's practices toward the*

fulfillment of its mission, ensuring a stellar education for its students and continuous growth within the organization.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the

relationship of the person to the corporation, business or entity involved:

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

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would act immediately in such an instance. The steps I would take would be to first approach the board member in question and ask them to disclose the activity or dealing with the rest of the Board. This would enable the remaining board members to evaluate the situation independent of the potentially conflicted board member(s). Additionally, I would then contact other Board members to discuss the issue. In a situation where the person in question was unwilling to disclose the activity or dealing, I would do so.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *G.O.A.L.'s mission is to encourage academic success for its students in order to prepare them to excel in the most challenging academic institutions at all levels. G.O.A.L. will provide students with the necessary knowledge, tools and skills needed to develop superior levels of achievement employing a multisensory curriculum. Through a safe, rigorous, structured, and supportive environment G.O.A.L. will strive for academic excellence by providing a quality and challenging curriculum and foster an atmosphere of self-discipline in a positive learning culture. Students of G.O.A.L. Academy Charter School will be able to maximize their potential for successfully ascertaining their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to society.*

19. Please explain your understanding of the educational program of the charter school. *G.O.A.L. Academy Charter School's educational program is an academically focused educational program with a phonics-based, multisensory Language Arts approach at its core. The school's educational program will be interdisciplinary and hands-on, and at the same time provide remediation and direct instruction where necessary. The program stresses excellence in Mathematics, Reading, Writing, Spelling, Grammar, Literature, History, and Science which will enable students to acquire the crucial knowledge and skills to build a strong foundation for independent thinking and academic achievement.*

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *In order for G.O.A.L. to achieve and maintain success, the first step for the Board is to make sure the mission and vision as described in the school's charter is carried out and implemented faithfully. 2. The next step is to make good hiring decisions. Hiring is probably the most important task for the board. If the Board hires good people, those good people will help to create a good and positive school. 3. The Board must ensure that key elements of the school community are involved in helping to carry out the mission of the school. Parents and community groups need to be encouraged and made to feel like active participants in the school direction. 4. The Board must ensure that there is accountability throughout the organization. Make sure that those who are doing a good job are encourage and their efforts are applauded, while others who are not acting in accordance with the school's mission are made accountable for their actions. 5. The Board must provide guidance to the Executive Director of the school. The Board is assembled because of its broad experience. That*

experience must be shared with the Executive Director and she must be made to feel that she is both held accountable and supported by the Board. 6. Help the school secure needed funds if funds are needed.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *The role of a G.O.A.L. Board member is to actively help the school succeed in its mission. The role of the board is to govern the school by its bylaws, execute and support the mission with integrity and fidelity, ensure for the financial support for the school, provide proper and clear guidance and direction for the head of school, provide financial and educational oversight, and offer the skills we have to the service of the school.*

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

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

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

STATEMENT OF ASSURANCE

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

Juana Rema
Signature

July 7, 2012
Date

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:

Juana Reina



Overview

Nearly thirty years of progressively responsible experience in higher education administration. This work is distinguished by its application in a number of sectors including allied health, four-year public and private institutions, community colleges and the Ivy League. My management style is most often characterized as open and collegial. It has resulted in a track record of productive and harmonious relationships with students, faculty, staff, administrators and external communities. My work history illustrates consistency in achieving goals in a shared governance framework. Significant success has been achieved in aligning student affairs initiatives with institutional goals. This has been accomplished by developing an outcomes based, operational focus derived from strategic vision and informed by sound fiscal management. I am committed to linking student development and academic outcomes to help instill in students intellectual inquisitiveness, an appreciation for reflection, a desire for excellence and a commitment to stewardship for our diverse and inter-connected world. My work has been informed by insights gained from over twenty years as an evaluator for the Middle States Commission on Higher Education where my primary assignment is student affairs.

The City College of the City University of New York

New York, New York

2011 - Present

Vice President

Division of Student Affairs

Primary Functions

Oversight and institutional leadership for Student Affairs at a comprehensive teaching, research and service institution that enrolls 16,000 undergraduate and graduate students. Direct oversight for the following operations: Student Professional Development Institute, Student Life and Leadership, Judicial Affairs, Health Services, Counseling, Accessibility, International Student Services, Residence Life, Athletics, Auxiliary Enterprises, Veterans Affairs, the Child Development Center and New Student Orientations.

Institutional Activity

President's Cabinet, Steering Committee for the Middle States Commission on Higher Education's Periodic Review Report (PRR).

Westchester Community College

Valhalla, New York

2007 – 2011

Vice President and Dean

Division of Student Development and Support Services

Primary Functions

Oversight and institutional leadership for enrollment processes, student development and support services at a comprehensive community college that enrolls over 12,000 credit students and 12,000 continuing education students with an annual budget of over \$110,000,000 and \$31,262,000 in endowment assets. Direct oversight for a budget of \$6,000,000, 100 staff consisting of 29 faculty and the following operations: Admissions, Financial Aid, Registrar, Student Affairs, Counseling and Student Development, Career Center, Transfer Services, Academic Advising, Opportunity Programs, Health Services, Disabilities Services, Athletics, Student Discipline and a nationally and state accredited Children's Center. Also included in the division is a county funded partnership that provides skills training and academic preparation for TANF residents to foster their financial self-sufficiency. In addition, I coordinate the College's response to complaints students submit to external entities.

Performance Highlights

Led the division's development of its vision, mission and goal statements to support the institution's strategic plan and linked annual goals to departmental budgets. Created a more strategic approach to enrollment management by monitoring in real time, each and every stage of the process. This enabled staff to reach out to prospective and continuing students proactively to encourage registration and reactively to close gaps in yields. A coordinated email and phone approach was added to organize the delivery of enrollment information according to the relevancy of the message to specific prospective and continuing student populations. This reduced the volume of communication to students to messages targeted more directly to their needs. This strategy promoted interaction between students and the college. Initiated the overhaul of the Code of Student Conduct policy and procedure to reflect community standards for a comfortable and supportive learning environment. It is learning based and features restorative approaches to addressing infractions. The new Code reflected the thoughts of all major campus constituencies. It was formally approved by the Faculty Senate, SGA and the President's cabinet.

Institutional Activity

President's Cabinet, Steering Committee for the Middle States Commission on Higher Education's Periodic Review Report (PRR) and PRR Chair for two Subcommittees: Enrollment/Financial Projections and Opportunities and Challenges and a member of the three person Subcommittee on Succession Planning, Alumni Association Board member and the President's representative to the New York Association of Two Year Colleges. Represented the college on the SUNY strategic planning committee: Seamless Education Pipeline.

Middlesex County College

Edison, New Jersey

Dean

Division of Student Development

2002 – 2007

Primary Functions

Founding Dean, Division of Student Development. Primary responsibility for providing institutional leadership in a shared governance and collective bargaining construct for retention, student development, educational technology and transfer. Direct oversight for the following operations: the Library, instructional design, technological and pedagogical support for distance education, media services, academic support programming, structured academic counseling, psychological services, career services, transfer articulation and counseling, job placement, services for students with disabilities, academic support programming for students with learning differences, adaptive technology, opportunity student enrollment, programming and financial aid, minority student affairs, student activities, campus-wide and student event planning, student leadership training, student governance, new student and family orientation, athletics and judicial affairs. Responsible for the following facilities: Library, College Center Physical Education Center and classroom technology.

Performance Highlights

The installation of the SIRSI Library system and Information Commons, the launching of the new ePortfolio project designed to help students to electronically present their academic and experiential learning achievements, the introduction of strategic academic success programming specifically designed to support athletes and at risk students, significantly enhanced faculty/administration collaboration on the development of articulation agreements, the establishment of a developmental approach for assisting students to identify career and educational goals, notable enhancements to new student and family orientation, the establishment of Chi Alpha Epsilon (the national honor society for students who start post-secondary education with developmental courses and maintain high levels of achievement), the development of training and consultation services to help faculty and staff to better manage challenging student behaviors and the implementation of the highly effective and well received bi-monthly clinical supervision group for student affairs professionals whose primary responsibility is direct and confidential work with students. Also, introduced a new college-wide format for division and annual reports.

Institutional Activity:

Deans Council, College Assembly, Chairperson of the Steering Committee for the CAEL Adult Student/Institutional Assessment Project, Strategic Planning Committee on Student Success, Honors Program Committee, Advisory Board for the NJ STARS program, College Assembly Task Force on Services for Students with Disabilities, Advisory Board for the College's NJCATE STEM TechXploration program (NSF funded National Center for Advanced Technological Education's science, technology, engineering and

mathematics program to encourage female teen interest in engineering), Title III Steering Committee

Middlesex County College is a comprehensive suburban and multicultural community college that serves over 12,000 students.

University of Pennsylvania
Philadelphia, Pennsylvania
Associate Vice Provost
Division of University Life
1999 – 2002

Primary Functions

Primarily responsible for coordinating institutional response to student emergencies and student advocacy/disruption activities in significant partnership with the Office of the President, Legal Counsel, Penn Police, Risk Management, Public Relations, Psychological and Health Services, Residential Life and Judicial Affairs. Responsible for campus-wide training on student emergency response and university/community collaboration on challenging student/city interactions. Provided direct oversight for the following operations: career services, job placement, student development, Penn's Women's Center, La Casa Latina - an academic excellence program for Latino students, Lead – a summer program for highly talented post 11th grade minority high school students designed to engage them in exemplar special projects and reinforce their interest in enrolling at Penn, tutoring, opportunity programming and pre-college programs such as Upward Bound. Also, shared oversight with the Provost for the Ronald McNair undergraduate research program. Shared oversight with Residence Life for the enhancement of academic support programming in Penn's living and learning communities. Shared oversight with the Affirmative Action Office for services for students with disabilities. Senior member of the Division of University Life's, Critical Resource Management Team responsible to the Vice Provost for building a comprehensive living and learning community for 22,000 students, with more than 400 staff and an annual budget of over \$25 million.

Performance Highlights

Establishment of a university-wide understanding and acceptance of protocols to manage challenging student behaviors and emergencies. Created collaborative and harmonious partnerships among University Life, the Penn Police, Legal Affairs, Risk Management, Judicial Affairs and faculty. Developed a highly effective and praised system for managing student advocacy activities.

University of the Sciences in Philadelphia

Dean of Students

Division of Student Affairs

1994-1999

Primary Functions

Promoted to Chief of Student Affairs Officer in 1997. Responsible for providing executive vision, fiscal oversight and outcomes assessment for the division of student affairs. Added the following operations to those assigned while serving as the Associate Dean: student health, student activities, residential life, fraternity and sorority life, international student affairs, student community service, town/gown student relations, new student orientation, judicial affairs, athletics and student emergency response.

Institutional Activity: President's Administrative Group, Dean's Council, the University Marketing Group, the Campus-wide Planning Group for Facilities and Space, Chair of the Institutional Report to the Board of Trustees on the University's Strategic Plan, Chair of the Task Force to Revise Faculty Grievance Policies, Task Force on Financial Aid, PREP Task Force (opportunity programming), Service Learning Group and the Pharmacy Planning Committee.

Performance Highlights

Established a year-long psychology and social work internship in the university's Psychological Services department. The following distinguished colleges and universities made frequent use of the USP clinical supervision site: Bryn Mawr, Immaculata College, Temple and Widener Universities. Established a widely praised partnership with the internal medicine group at Thomas Jefferson University Hospital. This innovative collaboration yielded an increased number of on-campus (USP) clinical hours, offered greater choice of physicians, increased access to specialty care and, most notably, greatly improved the students' satisfaction with their health services at a significantly reduced cost to the University.

Associate Dean of Students

1986-1994

Primary Functions

Primarily responsible for establishing student services that would help to transform the University from a largely commuter campus to a vibrant residential community, developing a strategy to enroll and retain students from historically underrepresented backgrounds with particular emphasis on the College of Pharmacy and establishing a student/employee assistance program for issues of substance abuse. Founded the

following student affairs operations: psychological services, faculty/administrator staffed developmental academic advisement, tutoring, educational opportunity programming, and pre-freshmen skill building programs in the sciences. Reformatted new student orientation and added a full day parent orientation program. Created the highly praised Peer Counseling Program which was widely recognized by Philadelphia healthcare employers as an excellent recruitment source.

Performance Highlights

Co-authored with the Associate Dean of Pharmacy the highest cost per student award from the Fund for the Improvement of Post-secondary Education (FIPSE, 1990) to establish a student-based research institute on issues of substance abuse, obtained significant renewable grants from the U.S. Department of Health and Human Services and the Commonwealth of Pennsylvania to increase the enrollment and graduation of students from disadvantaged backgrounds. Founded the USP/ACT 101 program, a state funded academic support program for disadvantaged students, graduated for a time more Black students into the profession of pharmacy annually than any non-HBCU, charter member of the Small College Counseling Consortium in Philadelphia, developed and co-taught a course entitled, *Alcohol and Chemical Dependency*.

Burlington County College,
Pemberton, New Jersey

Director, Educational Opportunity Fund
1981-1986

Responsible for the administration of a state-funded enrollment, academic advisement and financial aid program designed to graduate significantly increased numbers of students from educationally and financially disadvantaged backgrounds. Developed and taught course, *Critical Thinking Skills*.

Director, Office of Special Student Services
1981-1983

Compliance officer for section 504 of the Rehabilitation Act of 1973. Responsible for developing academic support and career planning services for students with disabilities. Worked closely with the New Jersey Department of Vocational Education to secure services, equipment and funding to assist qualified students. Secured and administered the Charlotte Newcombe Grant. Also served on the President Ronald Reagan's Select Committee for the Handicapped.

Counselor, Educational Opportunity Fund
1980-1981

Responsible for developing individual learning plans for students who enrolled in this educational opportunity program. Provided individual and group counseling on issues of achievement motivation, achieving behaviors, personal growth and, career development.

Research Foundation of the City University of New York-Brooklyn College, Brooklyn, New York
Counselor/Lecturer

1979-1980

Developed an academic success course for pre-freshmen, disadvantaged students. Assisted core faculty in developing gateway courses designed to use a portion of the content of the summer program curriculum to reinforce reading and writing skills and to develop effective study strategies. Provided academic advisement for program students.

Honors

Middle States Association of Colleges and Schools/Commission on Higher Education,
Philadelphia, Pennsylvania

1986-Present

Evaluation Team Member responsible for all aspects of student services and periodic assignments in Institutional Effectiveness, Governance and Integrity. Served on experimental and challenging assignments including the initial accreditation of a new medical college in Puerto Rico, a joint American Pharmacists Association (APHA)/MSCHE visit and early visits to proprietary colleges. 2000 Middle States Commission on Higher Education Annual Meeting Panelist - *Campus Safety: Environments for Learning and Student Life.*

New Jersey Deans of Students Association
NJ Council on Community Colleges, New Jersey

Academic Officers Liaison 2006-2007
President, 2005 - 2006
President Elect, 2004 - 2005
Secretary 2003 - 2004

Tri-State Consortium of Opportunity Programs in Higher Education
New Jersey, New York and Pennsylvania

Promotion of professional development and research among educational opportunity programs staff in higher education and advocacy for educationally disadvantaged and minority students in the states of New Jersey, New York and Pennsylvania in partnership with the NJ Commission of Higher Education, SUNY System-wide Office of Special Programs and the Pennsylvania Department of Education.

President Emeritus - 2003
Award of Excellence - 2003
President - 1998
First Vice President - 1994
Conference Chair - 1993
Charter Member of Board of Directors - 1991

Former New Jersey Department of Higher Education in cooperation with the Woodrow Wilson National Fellowship Foundation and the American Council on Education

Hispanic Leadership Fellow
1983-1984

Completion of a rigorous, year-long fellowship designed to identify and prepare mid-level administrators for executive-level positions in higher education. Completed three internships: Office of the President at Stockton State College, Former NJ Department of Higher Education and the Educational Testing Service (ETS) sponsored in partnership with Princeton University.

Education

Temple University

Philadelphia, Pennsylvania

Ph.D. Political Science, 33 credits

The College of New Jersey

Trenton, New Jersey

M.Ed. Student Personnel Services (Guidance and Counseling), 1979

BA, Political Science, 1977

Urban Development (minor)

School Trustee Background Information

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

Name: Matthew Garth

Charter School Name: G.O.A.L. Academy Charter School

Charter School Address: TBD—CSD 8

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

Board Member

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I have known Paul Modell my entire life. When I first heard of Paul’s idea to start a charter school in a community which currently has no viable public school alternatives, I wanted to lend a hand with my background in executive management. Ever since then, we have been working together to develop the school concept and help build the G.O.A.L. Founding Team.*
5. Please explain why you wish to serve on the board. *I wish to serve on the board because I believe all kids ought to have the opportunity to attend a great public school. This choice needs to be extended to parents and children. In our case it will be in an area that has no charter*

schools. In my opinion, G.O.A.L. is going to be the kind of school to help support the right of all children to attend a good/excellent public school. As a Board member, I want to help in all possible ways to help shape and focus the primary aims and success of the school. Lastly, I will work diligently with the Board, and school staff to help ensure that the vision we have is carried out with fidelity and in as successful a fashion as possible.

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

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
My wife and I know Jay Sweifach (potential Board Member). We were introduced to him by Paul Modell years ago.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here: ***My wife and I know Paul Modell for many years.***
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee,

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *As a Board, you have a very public and important role as the highest local administrative body representing the school. Every Board member is responsible to uphold the integrity of the school. If our integrity as a Board is compromised, it affects the school's ability to conduct its mission. If there were a conflict of interest as described above, the first thing I would do is to make sure the entire Board knows about the issue and to make sure the issue is resolved and made public in a manner that is honest and straightforward.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *G.O.A.L.'s mission and philosophy starts with the belief in every child's ability to learn, achieve and succeed. By providing the best quality public school education, G.O.A.L. will engender in its students a life-long love of learning where our students will rise as high as their individual talent, potential and determination promise. Also intends to close the achievement gap, and to integrate students with disabilities and English Language Learners to the greatest extent possible. To achieve this objective, a safe, rigorous, structured, and supportive environment, employing a multisensory curriculum, will prepare students to achieve mastery and proficiency of New York State Standards and to compete and to excel in the most challenging academic institutions at all levels.*
19. Please explain your understanding of the educational program of the charter school. *G.O.A.L.'s educational program is to promote high academic achievement through the lens of a hands-on, multisensory oriented curriculum. The focus of the curriculum is to develop in students the ability to think independently and possess strong academic skills. This is for the explicit purpose so the students will become both highly educated with the ability to think, as well as to acquire, sharpen, and expand the skills that are so fundamental for success in life. Additionally, the school's educational program will be interdisciplinary and hands-on, and at the same time provide remediation and direct instruction where necessary.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *Successful schools are built around great teachers, a great curriculum and secure finances. This means supporting the teachers in as many ways as possible, from scheduling a humane workload, to providing quality professional development, and creating a collegial, respectful environment. We will also support all students so that their academic and social needs are addressed, by providing an engaging curriculum and an inclusive, developmentally appropriate school climate. We will use ongoing data analysis to monitor the success of the educational approach and modify as necessary. We will also have strong financial oversight by the board, and will draw on the solid financial background of many of the proposed board members to ensure that the school remains on secure economic grounds. I believe the board of a charter school plays a key role in its success. The board is responsible for helping to set the long term goals of the school and holding the school's management team accountable to those goals; helping to*

secure the school's facilities; and ensuring that the school remains in financial good standing such that it can attract and retain the best possible faculty and arm them with the best possible resources. I believe each of these factors need to be present in order to maintain the long term success of a charter school.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *I believe the appropriate role of a public charter school board member is as follows: a. to help govern the school in accordance with its by-laws and keep it focused on its mission, b. select the school's Executive Director, support that person and review his/her performance, c. assist school management with setting long term goals and hold management accountable to those goals, d. monitor the securing and deployment of the school's resources, and the sufficiency thereof, e. ensure that the school's programs are promoting the school's mission and goals, f. select additional board members and ensure that the current members are in good standing, g. make sure the school and board are operating ethically and legally, and h. assist with certain operational functions, including buying property, entering into leases and other contracts, administering funds, etc.*

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

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

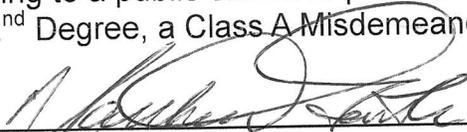
23. Please provide any other information that you feel is pertinent to the Department's review.

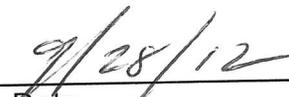
A Statement of Assurance must be signed by and submitted for each proposed

Board Member

STATEMENT OF ASSURANCE

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


Signature


Date

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:

Matthew E. Garth

Professional Experience

Alcoa Inc., New York, New York

- 2011 - Current **Vice President, Finance** Alcoa Global Packaging
Promoted to newly created role to develop and lead finance, strategy and operating initiatives for Alcoa's new Global Packaging business
- Chief Financial Officer for \$4 billion, 8,500 employee global food and beverage can sheet business; Leadership Team member overseeing talent management, capital deployment and strategic direction.
 - Working capital reduction leader for Global Rolled Products group accountable for 4.5 DWC reduction in 2012 and 6 DWC reduction by 2014, both versus 2011 year end of 37.6 days.
 - Lead ~200 person finance organization with headquarters in Brazil, China, Saudi Arabia, Russia and the United States.
 - Develop and implement action plan to increase profitability by 100% over three year period.
- 2010 - 2011 **Vice President, Finance** Alcoa North American Rolled Products
Promoted to role to drive market strategies, organizational capabilities, capital programs and customer initiatives aimed at capturing profitable growth
- Chief Financial Officer for \$5 billion, 5,700 employee flat rolled products business serving the Aero, Auto, Ground Transportation, Industrial and Packaging markets; Leadership Team member.
 - Led ~150 person organization encompassing Compliance, Finance, Information Technology, and Metal Risk.
 - Achieved ~30% year-over-year profitability improvement, managed launch of \$300 million capital expenditure program, reduced working capital by one day during growth phase, and achieved Good audit scores in every discipline.
 - Led leadership communication program that doubled employee engagement.
- 2009 - 2010 **Director, Investor Relations**
Promoted to role in the midst of the greatest aluminum market decline in history to establish stability in investor relationships and to increase Alcoa's credibility and transparency.
- Led proactive investor engagement strategy; named best Investor Relations Professional Metals & Mining in *Institutional Investor* magazine's annual survey of investors.
 - Developed new, comprehensive resource tool encompassing key data and messaging for the economy, Alcoa's key end-markets, operations and strategic initiatives.
 - Served on Alcoa's Disclosure Committee setting guidelines and thresholds for disclosure.
- 2007 - 2009 **Director, Corporate Treasury**
Executed program to strengthen overall financial health at the outset of financial crisis through capital markets and operational initiatives.

Matthew E. Garth

- Led issuance of \$1.4 billion equity and equity linked securities and strategy to reduce dividend by 80% while protecting share price during the financial crisis.
- Led issuance of \$1.5 billion senior debt and \$800 million in forward starting swaps.
- Established share repurchase strategy and executed \$3.5 billion in repurchases.
- Leader of all aspects related to cash flow model including operational and strategic scenarios.

2006 – 2007

Manager, Corporate Strategy

- Strategic and financial advisor to the CEO and the CFO in proposed \$33 billion acquisition of Alcan, a leading competitor. Offer ultimately withdrawn.
- Strategic advisor to the CEO and the CFO on portfolio enhancement opportunities and shareholder return initiatives.

2005 – 2006

Manager, Corporate Analysis

- Analyzed Packaging & Consumer segment performance and led group target setting process.

2002 – 2005

Manager, Investor Relations

- Redesigned Alcoa's investor relations program, winning Institutional Investor Magazine's Best Investor Relations Program – Metals & Mining in the 2003 survey of the investment community.

Thomson Financial, New York, New York

1996 - 2002

Corporate Advisory Leader

- Advised publicly traded companies on valuation optimization, mergers and acquisitions, dividend policy, share buybacks and other shareholder return initiatives.

Education and Professional Accreditation

2010 **Alcoa Executive Development Program** - selected as one of 20 top Alcoa leaders for program

2005 **Columbia Business School** Master of Business Administration

1996 **University of Delaware** Bachelor of Science in Accounting

Voted **Top Investor Relations Professional – Metals & Mining** in *Institutional Investor Magazine's* 2010 survey of the investment community.

Named to *Treasury & Risk Magazine's* 2009 **40 Under 40** list recognizing top finance executives under 40 years of age.

Voted **Best Investor Relations Program – Metals & Mining** in *Institutional Investor Magazine's* 2003 survey of the investment community.

School Trustee Background Information

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

Name: *Nicole Connell-Clarke*

Charter School Name: *G.O.A.L. Academy Charter School*

Charter School Address: *TBD—CSD 8*

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

Board Member

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of G.O.A.L. after an acquaintance introduced me to one of its founders, Paul Modell. I learned of its mission to bring a charter school to an underserved area of the Bronx which currently has no elementary charter schools.*
5. Please explain why you wish to serve on the board. *I wish to serve on the Board because I believe that public schools can do a better job than they currently are. Every child has a right to a top-quality public school education. I believe that charter schools are just such an endeavor that can help accomplish this objective. Bringing an elementary charter school to an area that currently has none is a way to help expand public school choice to parents and children who*

don't have one at this point in time. G.O.A.L.'s vision is one that I agree with. I also have a daughter who attends a charter school in the Bronx and I believe in the mission of charter schools. They offer a viable alternative to traditional public schools.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would first approach the Board member in question and ask them to present the situation to the Board. If the board member(s) does not, I would then present my opinion to the full Board or Executive Committee, depending on which seemed more appropriate to hear the information. If I did not feel the Board took the case seriously I would contact the governing agency.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *The fundamental objective of G.O.A.L. is to prepare its students academically by achieving mastery and proficiency of New York State Standards and to compete and to excel in the most challenging academic institutions at all levels. This will enable the children it serves to face a lifetime of challenges with the knowledge and skills to achieve their full potential in life*

19. Please explain your understanding of the educational program of the charter school. *G.O.A.L. will be a student-centered, success oriented Charter School. Not all people learn in the same way or on the same day, so G.O.A.L. is going to implement a multisensory educational program for its students. Since every child was born to learn, achieve and succeed, G.O.A.L. will strive to be aware of every possible learning opportunities that can be utilized. The important aspect of this is that multisensory methods reach all types of learners by respecting, valuing, and recognizing these diverse differences. G.O.A.L. will also be offering choices to students such as elective courses and small class size.*

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *To be successful, a charter school needs a strong unifying educational vision and a strong administrative structure to ensure its stability. To maintain and sustain this, the Board needs to provide the necessary funds and materials and seek out and hire a strong staff. The Board then needs to ensure accountability to our ultimate stakeholders—our students. The Board must never forget that it is their success that is our ultimate measure and to support the school to create the greatest opportunity for success and to constantly make sure that success is occurring.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *Charter school Board members are responsible for the oversight of the school, ensuring its financial and programmatic viability. As a Board member, I would support the Executive Director in every way possible to ensure that the school remains true to its mission, and receives the resources and guidance it needs to do so.*

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

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

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

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

Board Member

STATEMENT OF ASSURANCE

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

Nicole Connell-Clarke

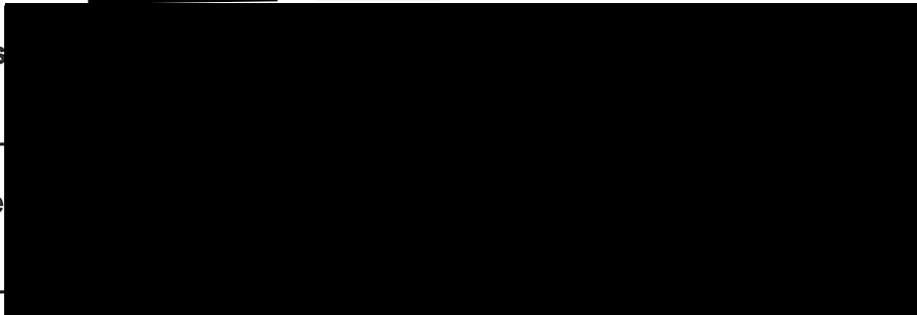
Signature

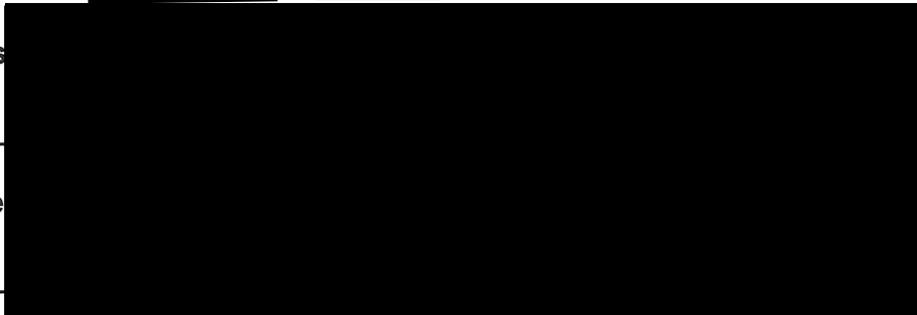
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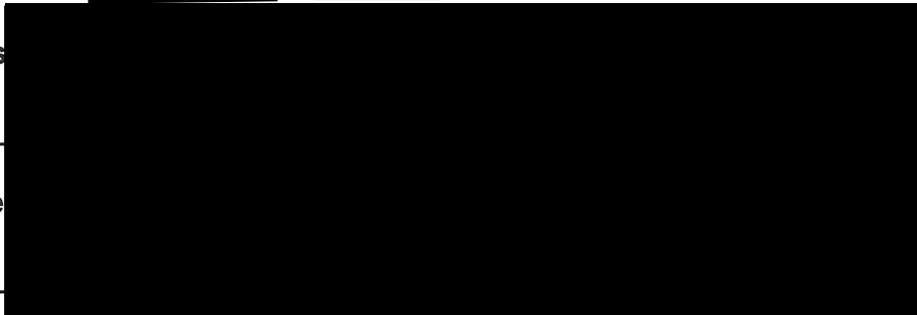
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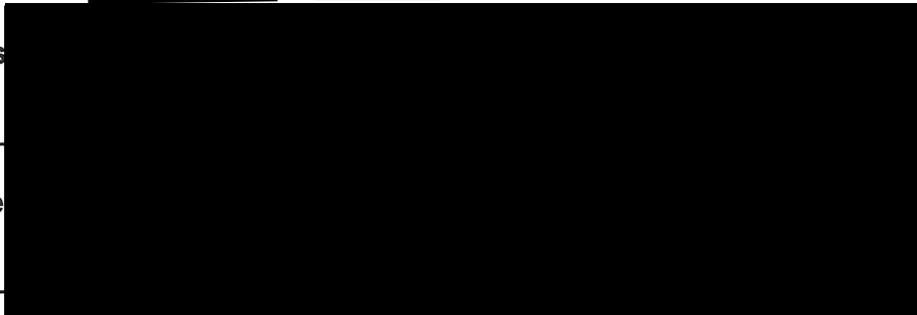
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address:  corn

Home Telephone: 

Home Address: 

Nicole N. Connell-Clarke

Financial professional with over fifteen years experience in banking and sales with a concentration in management and sales. My strengths include an ability to set priorities, manage projects, develop procedures and mentor team members.

EMPLOYMENT HISTORY

- BRANCH MANAGER**, Capital One Bank, Bainbridge, Bronx, NY 04/09 - Present
- Inspiring and creating a motivating environment through activity-based coaching and performance development
 - Leverage workforce plan
 - Organized training sessions at various branches, educated staff on system upgrades
 - Responded to all customer inquiries either through direct personal action or department referrals
 - Effectively managed and enhanced customer relationships in order to maximize new business opportunities and strengthen customer service
- CLUSTER ASSISTANT BRANCH MANAGER**, North Fork Bank, Pelham Parkway, Bronx, NY 05/07 – 04/09
- Supervised a team of tellers and customer service representatives (Business Specialist)
 - Coached and developed internal teams; responsibilities included conflict resolution and preparing annual personnel evaluations
 - Resolved customer and employee concerns before they were escalated to the branch manager
 - Delegated tasks to team members based on workload and skill set
 - Acted on behalf of branch manager in his absence
- ASSISTANT BRANCH MANAGER**, North Fork Bank, Bainbridge, Bronx, NY 05/04 - 05/07
- Managed operational functions including loss control, compliance, and customer retention and audit standards
 - Managed a deposit base of 63+ Million and an internal staff of 15+
 - Deepened customer relations through comprehensive needs based selling of investment products
- ASSISTANT BRANCH MANAGER**, Bank of America, Long Island, NY 01/04 - 05/04
- Supervised ten team members
 - Handled moderately complex aspects of operation
 - Performed daily transactions and processed related work
 - Assisted in tracking data to measure the effectiveness of sales programs and overall service and sales performance
 - Acted as team leader to develop tasks, projects, coaching and feedback for other team members
- SENIOR SALES REPRESENTATIVE**, Fleet Bank, Yonkers, NY 05/02 – 12/03
- Coordinated Sales team and planed campaigns to increase sales and revenue
 - Provided referrals to Financial Sales Consultants and Mortgage Representatives
 - Supervised staff and branch operations in the absence of management
-

EDUCATION

- ◆ Bachelor Degree in Business Management
MERCY COLLEGE, New York 09/02 – 08/04
- ◆ Associate Degree in Business Administration
KATHARINE GIBBS, New York 01/00 – 12/01

LICENCES

- ◆ Health & Life License, Series 6 License, Pending 63 License

COMPUTER SKILLS

- ◆ Microsoft Word, PowerPoint, Excel; Adobe Photoshop; Comfortable working in Windows and Macintosh platform

Nicole N. Connell-Clarke

Financial professional with over fifteen years experience in banking and sales with a concentration in management and sales. My strengths include an ability to set priorities, manage projects, develop procedures and mentor team members.

EMPLOYMENT HISTORY

BRANCH MANAGER, Capital One Bank, Bainbridge, Bronx, NY **04/09 - Present**

- Inspiring and creating a motivating environment through activity-based coaching and performance development
- Leverage workforce plan
- Organized training sessions at various branches, educated staff on system upgrades
- Responded to all customer inquiries either through direct personal action or department referrals
- Effectively managed and enhanced customer relationships in order to maximize new business opportunities and strengthen customer service

CLUSTER ASSISTANT BRANCH MANAGER, North Fork Bank, Pelham Parkway, Bronx, NY **05/07 – 04/09**

- Supervised a team of tellers and customer service representatives (Business Specialist)
- Coached and developed internal teams; responsibilities included conflict resolution and preparing annual personnel evaluations
- Resolved customer and employee concerns before they were escalated to the branch manager
- Delegated tasks to team members based on workload and skill set
- Acted on behalf of branch manager in his absence

ASSISTANT BRANCH MANAGER, North Fork Bank, Bainbridge, Bronx, NY **05/04 - 05/07**

- Managed operational functions including loss control, compliance, and customer retention and audit standards
- Managed a deposit base of 63+ Million and an internal staff of 15+
- Deepened customer relations through comprehensive needs based selling of investment products

ASSISTANT BRANCH MANAGER, Bank of America, Long Island, NY **01/04 - 05/04**

- Supervised ten team members
- Handled moderately complex aspects of operation
- Performed daily transactions and processed related work
- Assisted in tracking data to measure the effectiveness of sales programs and overall service and sales performance
- Acted as team leader to develop tasks, projects, coaching and feedback for other team members

SENIOR SALES REPRESENTATIVE, Fleet Bank, Yonkers, NY **05/02 – 12/03**

- Coordinated Sales team and planed campaigns to increase sales and revenue
 - Provided referrals to Financial Sales Consultants and Mortgage Representatives
 - Supervised staff and branch operations in the absence of management
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EDUCATION

- ◆ **Bachelor Degree in Business Management**
MERCY COLLEGE, New York **09/02 – 08/04**
- ◆ **Associate Degree in Business Administration**
KATHARINE GIBBS, New York **01/00 – 12/01**

LICENCES

- ◆ **Health & Life License, Series 6 License, Pending 63 License**

COMPUTER SKILLS

- ◆ **Microsoft Word, PowerPoint, Excel; Adobe Photoshop; Comfortable working in Windows and Macintosh platform**

School Trustee Background Information

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

Name: Jay Swelfach

Charter School Name: GOAL Academy Charter School

Charter School Address: TBD - CSD 8

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

Board Member

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached no
1. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
1. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute I affirm.
1. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I became aware of GOAL after Paul Modell and I were speaking about charter schools. I learned of its mission to bring a charter school to an underserved area which, surprisingly, has none.**
1. Please explain why you wish to serve on the board. **I wish to serve on the board of GOAL because I have been witness to the effectiveness of charter schools. Charter schools offer parents and children a choice in their own education. Charter schools encourage choice and any time we have a choice to better our children's lives, it**

has my unrelenting support. This is especially true of parents who don't have such choices like in Throngs Neck/Pelham Bay. That seems inherently unfair to me. I want to help expand public school choice.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

My wife and I know Matthew Garth. We were introduced to him by Paul Modell many years ago.

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

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

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

My wife and I know Paul Modell for many years.

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

lease of real or personal property to the charter school.

No Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **Board members have a very important and public role as the representative of the highest level for GOAL. A chain is only as strong as its weakest link. Every Board member therefore as a matter of duty, is responsible to uphold the integrity of the school. If this is compromised, the mission of the school is jeopardized and compromised. If any such conflict were to arise as described above, I would immediately make sure the entire Board was informed about the issue and to make sure the problem is resolved and made public in a manner that is transparent, honest, and straightforward.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **GOAL's mission and philosophy begins with the simple premise that all children can learn, achieve, and succeed. GOAL, in knowing that all children can learn, intends to close the achievement gap, and to integrate English Language Learners, Students with Disabilities, to the greatest extent possible. This will be achieved within a safe, structured, supportive, and rigorous environment that employs a multisensory curriculum. By working independently and within groups, children could reach new levels of autonomy and become self-motivated to reach new levels of understanding. Children as individuals and treating them with respect, tenderness, and understanding, yield better learning and fulfilled potential in each particular child. This will translate into achieving mastery and proficiency of NYS standards.**
19. Please explain your understanding of the educational program of the charter school. **Through a multisensory education, GOAL's educational program is to promote academic success. The primary goal of GOAL is to develop in its students the ability to think independently, be armed with the skills to face a lifetime of challenges. This is for a better and more successful life. The school has an educational plan and program to provide remediation to those in need of it, as well as to cater to those whose needs may be at a more accelerated pace.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **Great teachers make great schools, a top notch curriculum, and secure finances. A school must provide high quality professional development, and creating a collaborative culture that is respectful towards all. We will support all students so that their academic, emotional, and social needs are met. We will have a curriculum that is developmentally appropriate and inclusive. We will use data to inform lessons, monitor success, and provide the basis for modifications as is necessary.**
We will also have a solid financial oversight by the Board, and will draw on the solid financial background of our proposed Board members to ensure that the school remains on secure economic feet. I believe the board of a charter school

plays a crucial role in its success. The Board is responsible for helping to set the goals of the school and holding the school's management team accountable to those goals; helping to secure its facilities, as well as ensuring that the school remains on solid financial grounds such that it can attract and retain the best possible faculty with the best possible resources at their disposal.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **I believe that the appropriate role of a public charter school board members is to help properly govern the school in accordance with its by-laws and to keep it focused on its mission. In addition to that, it is to select the school's management such as the Head of School, and to support that individual and review his/her performance. Another aspect of the appropriate role of a public charter school board member is to assist the school's management with setting the long tem goals of the school and hold that management accountable to those goals. Furthermore, the role I speak of is to monitor the securing and execution of the school's resources properly. The role also encompasses selecting additional board members and to ensure that the current members are in good standing, as well as to make sure the school and the board operate in an ethical and legal manner. Lastly, the role of a board member is to aid with certain operational endeavors, including entering into leases and contracts, administering funds, and even buying property for the school.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the chart school application, the charter school board's by-laws, and proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review.

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

Board Member

STATEMENT OF ASSURANCE

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

Signature

Date

7/7/12

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Curriculum Vitae

Jay S. Sweifach, DSW
[REDACTED] [REDACTED]

Appointment:

Associate Professor, Yeshiva University, September 1998 – Present
Beate and Henry Voremberg Chair of Social Group Work
Associate Director of Doctoral Program

Education

D.S.W. (2002), Wurzweiler School of Social Work
M.S.W. (1988), Wurzweiler School of Social Work

License

LCSW (7/11/2007) - State of New Jersey

Honors and Awards

Jewish Community Center Association Scholarship, 1986, 1987
Kraft Award, 1991, Presented to young professionals with exceptional leadership qualities.
Brandeis University Sherman Fellow, 1997
Selma Frank Scholarship, 1997

Association Memberships

National Association of Social Workers (NASW)
International Association for the Advancement of Social Work with Groups (IAASWG)
Association of Jewish Center Professionals (AJCP)
Council on Social Work Education (CSWE)
School Social Work Association of America (SSWA)
New York State Social Worker Educators Association (NYSSWEA)
International Society for Third Sector Research (ISTR)
Association for Women in Psychology (AWP)
Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)
International Mental Health Institute (IMH)
National Social Science Association (NSSA)
European Society for Neurology and Psychiatry
International Society of Cross Cultural Research (ISCCR)
International Association for Child & Adolescent Psychiatry and Allied Professions (IACAPAP)

Published Papers

Sweifach, J. (1996). Condom distribution in the Jewish Community Center: A conflict in values. *Journal of Jewish Communal Service*, 72(3), 203-209.

Sweifach, J. & Schauder, S. (1997). Developing a Jewish Community Center youth program. *Shehechianu*1(1), 3-8.

- Sweifach, J. (1998). The JCC teen worker: A model for professional practice. *Journal of Jewish Communal Service*, 74(4), 280-285.
- Sweifach, J., Auerbach, C., Schnall, D., Gelman, S. (1999). JCSA today: Results of the 1999 membership survey. *Journal of Jewish Communal Service*, 76(1/2), 11-20.
- Auerbach, C., Mason, S., Weiner, A., Gelman, S. Schnall, D., Sweifach, J., (2000) Using the gender lens to understand the results of the 1999 JCSA membership survey. *Journal of Jewish Communal Service*, 76(4), 267-274.
- Sweifach, J (2002) The Jewish community center and its social work guests: A review of the literature. *Social Thought Journal of Religion in the Social Services*, 21(2), 33-56.
- Sweifach, J (2004) Social work practice: Alive and well in the JCC, *Journal of Jewish Communal Service*. (80)2-3. 160-168
- Grodner, E., & Sweifach, J. (2004). Domestic violence in the Orthodox community. *Affilia*, 19(3), 305-316.
- Sweifach, J. (2005). Social work in JCCs: A question of compatibility, *Social Work*, 50(2), 151-161.
- Sweifach, J. (2005). Jewish Community Center Personnel: Comparing the Social Work and Non-Social Work Labor Force. *Arete*, 29(1), 17-30.
- Sweifach, J. (2006). Who is a Jew?: An ethical dilemma for social workers in Jewish Community Center practice. *Social Thought*, 24(4), 89-102.
- Sweifach, J., & LaPorte, H. (2006). The role of peer leadership in HIV/sex education. *Journal of HIV/AIDS Prevention & Education for Adolescents & Children*, 7(2), 121-135.
- Sweifach, J., & LaPorte, H. (2006). Social work doctoral students and information technology. *Journal of Continuing Education*, 9(1), 13-23.
- Sweifach, J., LaPorte, H. (2007). A Model for Group Work Practice with Ultra-Orthodox Jewish Victims of Domestic Violence: A Qualitative Study, *Social Work With Groups*, 30(3), 29-45.
- Sweifach, J., & LaPorte, H. (2007). HIV/AIDS education: The role of the school social worker *School Social Work Journal*, 32(1), 29-45.
- Gibelman, M., & Sweifach, J. (2008). Acting on our values: Do human service professionals volunteer? *Social Work*, 53(1), 53-64.
- Linzer, N., Sweifach, J., & LaPorte, H. (2008). Terror and triage. *Journal of Human Behavior in the Social Environment*, 18(2), 12-24.
- Sweifach, J., & LaPorte, H. (2008). Why did they choose group work: Exploring the motivations

and perceptions of current MSW students of group work. *Social Work with Groups*, 31(3/4), 347-362.

Sweifach, J. (2009). Cross-cultural group work practice with African American and Jewish adolescents – JCC/READY. *Social Work with Groups*, 32(1/2), 109-124.

Sweifach, J., & LaPorte, H. (2009). Group work in foundations generalist classes: Perceptions of students about the nature and quality of their experience. *Social Work with Groups* 32(4), 303-314

LaPorte, H., Sweifach, J., Strug, D. (2009). Reflections about Jewish life in Cuba today: Jewish identity and continuity from an international perspective. *Journal of Jewish Communal Service*, 84(3/4), 313-324.

Sweifach, J., Strug, D., & LaPorte, H. (2010). Designing strategies for adolescent ethno-religious engagement: The curious case of Cuba's Jewish youth. *Social Thought Journal of Religion in the Social Services*, 30(1).

LaPorte, H., Sweifach, J. & Linzer, N (2010). Sharing the trauma: Guidelines for therapist self disclosure following a catastrophic event. *Best Practices in Mental Health: An International Journal*.

Sweifach, J., & LaPorte, H. & Linzer, N. (2010). Social work responses to terrorism: Balancing ethics and responsibility. *International Social Work*, 53(6), 822-835.

LaPorte, H., & Sweifach, J. (2011). MSW foundations students in the field: Reflections on the nature and quality of group work assignments and supervision. *Journal of Teaching in Social Work*, 31(3), 239-249.

Sweifach, J., LaPorte, H., & Strug, D. (2011). Jewish Identity in Modern Day Cuba: An Interplay of Continuity and Transformation. *Shofar: An Interdisciplinary Journal of Jewish Studies*, 30(1), 1-16.

Sweifach, J. (2011) Conscientious objection in social work: Rights vs. responsibilities. *Journal of Social Work Values and Ethics*, 8(2), 1-14.

Sweifach, J. (2012). Conscientious refusal in schools of social work: Rights, remedies, and responsibilities. *Teaching Ethics*, 13(1), 37-54.

Sweifach, J., Linzer, N., & LaPorte, H. (2013). A social worker's duty to care: The self-other dimension of disaster response. *Traumatology*, 19(1), 3-10.

Accepted for Publication

Sweifach, J. (In Press). Assessing use of the Standards for Social Work Practice with Groups by School Social Workers: A National Study *Social Work Practice with Groups*, 36(2/3),

Sweifach, J. (In Press). Group work education today: A content analysis of MSW group work

course syllabi. *Social Work with Groups*.

Sweifach, J. Youth services. *Oxford Bibliographies*

Book Chapters

Strug, D., Sweifach, J., LaPorte, H., & (2009). Health and mental health services in Cuba's Jewish Community. In S. Mason & D., Strug, & J. Beder (Eds.), *Community healthcare in Cuba: An enduring Model* (pp. 35-47). Chicago: Lyceum Press.

Work in Peer Review

Sweifach, J., Linzer, N., & LaPorte, H. (2012). Beneficence vs. Justice: Serving Social Work Clients in the Aftermath of Catastrophic Events. *Journal of Social Work Values and Ethics*.

Sweifach, J. (2014). Social workers in host settings: Perceptions from Within. *International Social Work*.

Sweifach, J. (2014). Mutual aid and conflict: Understanding these important dimensions of social group work today. *Journal of Teaching in Social Work*.

Work In Progress

Sweifach, J. *Emerging professional roles in social work practice*

Sweifach, J., Schauder, S. *Community service and political identity development in adolescence*.

Maidenberg, M., & Sweifach, J. (2008). The Provision of HIV/AIDS-Related Services to Haitians. *Journal of HIV/AIDS and Social Services*

Sweifach, J. *An interdisciplinary comparison of the contents of codes of ethics*.

Sweifach, J. & LaPorte, H. *Mikvah Ladies: Uncovering domestic violence in the orthodox community*

Sweifach, J. Acting on our values: Comparing social workers and other professionals on their volunteerism.

Non Academic Publications

Sweifach, J., Sweifach A., & Bazewicz, J. (1986). *Generation to generation*. Recording of Klezmer music.

Sweifach, J. Sweifach A., & Bazewicz, J. (1990). *Sounds of the shtetl*. Recording of Klezmer music.

Miller, N., Sweifach, J. Sweifach, A., & Bazewicz, J. (1997). *From Klezmer to Broadway*. Recording of Yiddish theater and Klezmer music.

Sweifach, J., Sweifach, A., & Bazewicz, J. (2000). *Internationale Klezmer Bands Helfen Kosovo*. A compilation of klezmer music, proceeds to aid in relief efforts in Kosovo. Published in Germany.

Sweifach, J., Sweifach A., & Bazewicz, J. (2001). *On 2nd Avenue*. Recording of Klezmer music.

Boeko, J., & Sweifach, J. (2001) *The Delegation*. Musical adaptation of a Shalom Aleichem story.

Agency Publication

Sweifach, J. & Schauder S. (1995). Procedures and policy for dealing with sexually active teenagers. Policy added as addendum to JCC MetroWest Policy and Procedures.

Invited Papers

Morristown Memorial Hospital (2005). The art of group facilitation. Morristown, NJ.

Jewish Community Center Association (2004). The development of a teen program: Skills, values & knowledge. Deal, NJ.

Iona College (2004). The Provision of HIV/AIDS-Related Services to Haitians. New Rochelle, NY.

AASWG (2001) Sweifach, J. & Hanken, M. Cross-cultural group work practice with African American and Jewish adolescents. Cleveland Ohio.

Conference Presentations

AJCP Teen Kindred Group. (1994). *Presentation on group ownership for NY metropolitan JCC teen directors*.

JCCA Professional Conference, Baltimore. (1995). *Presentation on creating a teen friendly environment*.

JCCA Professional Conference, Washington. (1996). *Facilitator of Teen Professionals Institute. Program development, skill building and facilitation technique*.

JCCA Biennial, New York. (1996). *Presentation to lay leaders on how to create an effective Jewish teen program*.

JCC Teen Professional staff. (1998). *On-site consultations to east coast JCC professionals and*

lay leaders on how to create effective teen programming.

JCC MetroWest Staff. (1998). Presentation on ethical conflicts in the workplace.

NJAJCS (1999). Presentation and discussion of the results of the 1999 JCSA Survey.

HIV/AIDS Conference (1999). Presentation with Michelle Maidenberg. *Haitian Culture and the Provision of HIV/AIDS-Related Services.*

Sweifach, J. & Maidenberg M. (2000). *Effective & Efficient Supervision.* New York City Chapter National Association of Social Workers. NYC. 11/30/00 & 12/4/00.

AASWG (2000). Birnbaum, M., Cicchietti, A., Frankel, A & Sweifach, J. *Developing a conference To model, promote, and celebrate groupwork.*

Sweifach, J. (2000). *Barriers to commitment.* NJ Singles Network: Singles symposium conference. JCC MetroWest.

Hillel Symposium (2001). *Jewish identity workshop.* NJ Consortium of Jewish Student/Hillel's.

Lay/Professional conference (2001). *Committee retention.* Terresa Grotta Foundation.

Yom Iyun Workshop (2001). *Pastoral Counseling.* Max Stern Division of Communal Services – REITS, New York, NY.

AASWG Invitational (2001). Sweifach, J. & Hanken, M. *Cross Cultural Group Work Practice.* Cleveland, Ohio.

NYS Social Work Education Association (2002). *Internet habits of social work doctoral students.* Buffalo, NY.

AASWG (2002). The chat 'n' chew network: Beginnings. New York, NY

AASWG (2003). Sweifach, J., & LaPorte, H. *Why did they choose group work: Exploring the motivations and perceptions of current MSW students of group work.* Boston, Mass

Jewish Community Center Association (2004). *The development of a teen program: Skills, values & knowledge.* Deal, NJ.

Iona College (2004). Maidenberg, M., & Sweifach, J. *The Provision of HIV/AIDS-Related Services to Haitians.* New Rochelle, NY.

CSWE (2004). LaPorte, H., Fast, J., Sweifach, J., Clemens, S., Docherty, J., Schaeffer, R., Rodin, R. *Enhancing community in a school of social work through a commons day program.* Anaheim, CA.

SSWA (2004). Sweifach, J., & LaPorte, H. *The role of school social workers in HIV/sex*

education. San Francisco, CA.

NASW - NJ (2004). Group Work 101: The art of group facilitation. Atlantic City, NJ.

International Society for Third Sector Research (2004). Gibelman, M., & Sweifach, J. *Volunteerism among human service professionals*, Toronto, Canada.

NYSSWEA (2004). Sweifach, J. & Laporte, H. *A Practical Guide for Working with Groups*, Syracuse, NY

AASWG (2004). *The future of group work practice*. Birnbaum, M., Sweifach, J., & Laporte, H. Detroit, Michigan

ARNOVA (2004). Gibelman, M., & Sweifach, J. *Patterns of volunteerism among human service professionals*, Anaheim, California

International Mental Health Institute of Psychiatry (2005). Sweifach, J. & Laporte, H. *Domestic Violence in the Orthodox Jewish Home: A Value Sensitive Approach to Recovery*. Kings College, London England.

International Congress Of Social Work (2005). Sweifach, J. & Laporte, H. *A Value Sensitive Approach to Domestic Violence in the Orthodox Jewish Home*. Havana, Cuba

CSWE (2006). Sweifach, J., LaPorte, H. *Group work skill and ethnic sensitivity: Two important proficiencies for working with abused ultra-orthodox Jewish women*. Chicago, IL.

Cuban Ministry of Public Health (2006). Anderson, M., Beder, J., Charlop, M., Heft-Laporte, H., Hendricks, C., Karasz, A., Mason, S., Strug, D., Sweifach, J. *Community-Practitioner Partnerships and Dialog about Health: Experiences from Cuba and New York City*. Havana, Cuba.

International Association of Applied Psychology (2006). Sweifach J. & LaPorte, H. *Group work practice with abused orthodox Jewish womens*. Athens, Greece.

Resovi International Conference (2006). Sweifach J. & LaPorte, H. *Group work and ethnic sensitivity: Skills & techniques for working with abused Orthodox Jewish women*. Montreal, Quebec

Rocky Mountain Region Disaster Mental Health Institute (2006). Sweifach J. & LaPorte, H. *Disaster and Triage: Implications for mental health professionals*. Casper, Wyoming.

World Congress of NGO's (2007). Sweifach, J. & LaPorte, H. *Disaster response and issues of confidentiality for social workers.*, Toronto, Canada.

Fifth International Conference on Social Work in Health and Mental Health (2006). Sweifach J. & LaPorte, H. *Group work with orthodox Jewish survivors of domestic violence*, Hong Kong, China.

International Society of Cross Cultural Research (2007). Sweifach J. & LaPorte, H. *Insights from Group Work facilitators who work with Orthodox Jewish victims of domestic violence*, San Antonio, Texas.

International Society on Brain and Behaviour (2007). Sweifach, J., & LaPorte, H. *Terror and Triage*, Thessaloniki Greece.

International Society of Cross Cultural Research (2008). Sweifach, J. & LaPorte, H. *Catastrophic Events and Social Work Practice: Working With People After the Disaster*, New Orleans, LA.

International Society of Cross Cultural Research (2008). Sweifach, J. & LaPorte, H. *Affiliation patterns and practice of Jewish individuals living in Cuba*, New Orleans, LA.

International Association for Child & Adolescent Psychiatry and Allied Professions (2008). *HIV/AIDS education in schools: Time for a change*, Istanbul Turkey

International Congress of the International Association for Cross Cultural Psychology (IACCP) (2008). *Cultural Identity in Cuba: A Qualitative assessment of the Jewish Community*, Bremen, Germany

Council on Social Work Education (CSWE) (2008). *Group Work experiences of first year social work students*, Philadelphia, PA.

National Conference for Academic Disciplines (2009). *Terror and Triage*, Orlando Florida.

Society for the Scientific Study of Sexuality (2009). *Sex Education: The Role of School Social Workers*, Jalisco, Mexico

American Association for the Advancement of Science (2010). *Disaster Response and Issues of Triage for Social Service Professionals*, San Diego, California

The Association for Humanist Sociology (2011). *Social Workers as first responders to man-made and natural disasters*, Santa Fe., New Mexico

World Congress of the International Critical Incident and Stress Foundation, Baltimore, MD.

London International Conference on Education. (2011). *HIV/AIDS Education: The roles that school social workers can play*. London, UK.

2nd International Conference on Religion and Spirituality in Society Registration (2012) *Who is a Jew; Ethical implications for helping professionals*. Vancouver, BC.

GROUP WORK CONFERENCE

Consultations

Board of Jewish Education of Greater New York. (Sept. 1998-Sept. 2000).

- *Outreach consultant and training.*
- *Jewish continuity with adolescents*
- *Social action program design*
- *Jewish adolescent profile*

JCCA Fellows Program. (October 1998) Washington seminar

- *Group work in the JCC*
- *Effective teen work in JCC's*

United Jewish Federation of Greater NY. (1999/2000).

- *Investigation and consultation on teen programming for North Eastern Queens.*

United Jewish Appeal of Greater NY (2001)

- *Creation of a teen program for Northeast Queens*
- *Consultation with area synagogues and JCC on program and planning*
- *Conducting focus group*

Summit Jewish Community Center (2001/2002)

- *Creation and development of a teen program*
- *Conducting focus groups*
- *Survey research*

JCC MetroWest – Department of Special Needs (2001/2002)

- *Evaluation of special needs programming*
- *Survey research*
- *Focus groups*

Special Needs PAC – Community Special Needs Services (2003/2004)

- *Evaluation of special needs programming*
- *Survey research*
- *Focus groups*

Research Projects

Jewish Communal Service Association – Survey of Membership - 2000

- *Development of survey instrument*
- *Focus Groups*
- *Development of evaluation report*

JCC MetroWest – Special Needs Department – Outcome Evaluation - 2002

- *Development of survey instrument*
- *Interviews*
- *Observations*
- *SPSS: data collection, coding, input, analysis, interpretation*
- *Development of evaluation report*

United Jewish Communities MetroWest-Special Needs Services PAC-Needs Assessment - 2003

- *SPSS: data collection, coding, input, analysis, interpretation*

- *Development of evaluation report*

Academic & Service Experience

A. Department

- Group Work Sequence Committee 2002-2014
- Chair, Essay Committee 2003-2014
- Chair, Curriculum Committee 2013-2014
- Associate Director, Doctoral Program 2013-2014

B. School

- Admissions Committee 2003-2013
- Academic Appointments Committee 2012-2013
- Community Organization Committee 2010-2011
- Doctoral Committee 2002-2013
- Curriculum Committee 2007-2013
- Field Work Committee 2007-2012

C. University

- Wurzweiler-Einstein Cuba Consortium 2005-2009
- CJF – Seminar 2011
- Institute for University-School Partnerships – Data Analysis 2010

D. Community and Public Service

- MetroWest Federation Task Force on Special Needs 2002/2003
- JCCA Task Force on adolescents 1999/2000
- Shongum Lake Recreation Committee 2007-2009
- Randolph Democratic Committee 2008-2013
- Prime Movers Academy – Charter School – S. Bronx 2007-2013
- Board of Directors – Mount Freedom Jewish Center 2012-2013

E. Professional Organization Activities

- Clinical Advisory Board – In-Reach 2005-2007

Other Professional Experience

JCC MetroWest, West Orange, NJ

- Director of Youth Services 1996-1998
- Teen Director 1990-1996
- Group Work Supervisor 1988-1990
- Individual Case Work 1988-1998

Psychological Associates of North Jersey, Hackettstown, NJ 2008-2012

- Psychotherapist

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

Name: Robert M. Tils

Charter School Name: G.O.A.L. Academy Charter School

Charter School Address: To be determined

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached

B.S. Ursinus College 1982
J.D. Cardozo School of Law 1986
Nourse & Bowles, New York, New York 1986-1988
Cooperman, Levitt & Winikoff, New York, New York 1988-1990
Moritt Hock & Hamroff LLP, Garden City, New York 1990-Present

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I have known the founder of the school, Paul Modell, for many years (see question 10) and have had numerous discussions with him regarding his desire to start a school to fill a glaring need in the Bronx community.

5. Please explain why you wish to serve on the board.

I am impressed by Paul's commitment and drive to see his dream come to fruition and would like the opportunity to support him and help him.

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

As a Partner in a law firm with a not-for-profit practice group, I have access to input and insight from a group of professionals with many years of experience advising educational institutions.

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I know a prospective Board Member, Michael Rubinoff. His late wife was my mother's cousin.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here: The prospective Principal, Paul Modell, is my second cousin.
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please

indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

None Yes

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

I would immediately discuss my concerns with the Member involved, and if after the discussion I was not 100% satisfied that my beliefs were incorrect, I would bring the situation to the attention of the entire Board.

Educational Philosophy

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

G.O.A.L.'s mission is to provide a safe, rigorous, structured environment for children to develop the skills and character needed to not only achieve their full intellectual potential, but also to become independent, self-directed active learners and problem solvers.

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

The educational program will aim to provide parents a public charter school choice in education for their child, through a multisensory setting and small class size.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the

board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school must provide educational opportunities that allow its students to maximize their potential. To do so, the school must combine the best available educational and support staff, a rigorous curriculum and a strong, stable administrative and financial structure.

Other

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

The role of a Board Member should be to provide the oversight and support needed for the charter school to successfully fulfill its mission in providing its students with a quality education in a safe and stable environment.

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

Affirmed.

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

N/A.

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

STATEMENT OF ASSURANCE

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

Robert M. Tils

7/23/13

Signature

Date

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

Business Telephone: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

ROBERT MICHAEL TILS



PROFESSIONAL EXPERIENCE

MORITT HOCK & HAMROFF LLP

Garden City, New York

Associate: April 1990 - December 1995

Partner: January 1996 - Present

Co-Chair of the firm's Litigation practice group. Concentration in all phases of commercial litigation, employment law and bankruptcy, representing many national and local equipment leasing companies, financing institutions and banks in finance related litigation, as well as general corporate clients and individuals in complex commercial litigation involving trade secrets, restrictive covenants, non-compete clauses, real estate and shareholder disputes.

COOPERMAN LEVTIT & WINIKOFF, P.C.

New York, New York

Associate: July 1988- April 1990

Responsibilities included all aspects of State and Federal litigation and arbitration in the areas of commercial transactions, bankruptcy, employment disputes and real estate disputes.

NOURSE & BOWLES

New York, New York

Associate: September 1986-July 1988

Responsibilities included all aspects of Federal litigation and arbitration in the areas of commercial transactions, RICO, letters of credit, employment disputes, attorneys' fee disputes and admiralty law.

EDUCATION

BENJAMIN N. CARDOZO SCHOOL OF LAW

New York, New York

Juris Doctor-June 1986

URSINUS COLLEGE

Collegeville, Pennsylvania

Bachelor of Science, Physics-May 1982

BAR ADMISSIONS

New York, New Jersey, Southern, Eastern, Northern and Western Districts of New York, District of New Jersey, U. S. Court of Appeals for the Second and Third Circuits and the U.S. Supreme Court.

AFFILIATIONS/COMMUNITY SERVICE

American, New York and Nassau County Bar Associations, the National Equipment Finance Association (NEFA), and United Cerebral Palsy of Suffolk County.

Attachment 5b-By-Laws

Bylaws
of
GOAL CHARTER SCHOOL
A New York Public Charter School
as revised and adopted on July 28, 2015

ARTICLE II NAME

The name of the Corporation is the GOAL Academy Charter School (hereinafter "the Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (Hereinafter the "Trustees") of the Charter School. Actions which would otherwise require only approval of a majority of all Trustees or approval by the Board of Trustees (Hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers.

To elect and remove Trustees;

To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;

To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

To borrow money, incur debt, and to execute and deliver promissory notes, bonds debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

To lend money received only from private sources and to accept conditions or

unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B, Number of Trustees. The number of Trustees of the Corporation shall be not fewer than seven(7) and shall not exceed thirteen (13). There will normally be an odd number of voting Trustees on the Board. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law of any such person. Trustees, officers, employees, agents or any other persons having a personal or business relationship with any single organization should hold no more than 40 percent of total seats comprising the Board.

Term of Office.

The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these terms, the term of each Trustee shall continue for two (2) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.

The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Executive Director. The Executive Director will hold a seat on the Board; however, he or she will recuse himself or herself from deliberations concerning performance and salary.

Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

Resignation by Trustee. A Trustee may resign by giving written notice to the Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: GOAL Academy Charter School 915 Hutchinson River Pkwy, New York, NY 10465 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

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

Annual Meetings. An Annual Meeting shall normally be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business before the meeting

Regular Meetings. A minimum of nine Regular Meetings shall be held each year on

dates determined by the Board.

Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Notices. Notices to Trustees of Board Meetings shall be given as follows:

Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

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

H. Open Meeting Law. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

ARTICLE VI; action by the board

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the board

Actions Taken at Board. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference, telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from and Trustee or any person in the public audience. Trustees other than those in person or participating by live video-conferencing shall not vote.

C. Committees.

Appointment of Committees. The Board may create committees for any purpose, and the Chair shall appoint members to and designate the chairs of such committees, after consultation to confirm the interest and appropriate qualifications of those Board Members tentatively selected. A Board Committee will normally consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair, in consultation with the Board as a whole, except that any executive committee of the Board shall comprise not fewer than four (4) trustees.

Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chair, as above in C.1.

Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c, The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.

4.Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meeting of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to

the calling of meetings.

D. Standard of Care.

Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any

Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

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 specified in Paragraph D.1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D,1, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its poses, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board of any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; c)

indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

Officers. The Officers of the Corporation consist of a Chair (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe if present, the Chair shall preside at Board meetings.

Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meeting of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition, (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Eligibility. A Trustee may hold any number of offices, except that neither the Secretary, the Vice Chair nor Treasurer may serve concurrently as the Chairman.

Term of Office Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from services, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES-elect

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or interstate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

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

ARTICLE XI: OTHER PROVISIONS

Fiscal Year. The Fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair of the Board, the Executive Director, or Treasurer. Such items for amount of \$5,000.00 or greater must be signed by two of these individuals.

Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Conflict of interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where

applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and Definitions

Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

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

ARTICLE XII: AMENDMENTS

A majority of the Trustees may amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATION OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____,Secretary Dated:_____

Attachment 5c: Code of Ethics Policy

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. G.O.A.L. Academy Charter School recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board and the School's staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the G.O.A.L. Academy Charter School's goals and objectives. The Board also recognizes its obligation to adopt a Code of Ethics consistent with the provisions of the General Municipal Law and as required under Article 56 of the Education Law.

The Trustees, officers and employees of G.O.A.L. shall at all times comply with the letter and spirit of this following Code of Ethics. The Board of Trustees and senior staff of G.O.A.L. Academy Charter School must conduct their affairs in the best interests of the school and ensure that they do not receive improper personal benefit from their positions. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics includes in its entirety the Conflict of Interest Policy included.

Accordingly, G.O.A.L. Board of Trustees (the "Board") has adopted the following procedures to govern G.O.A.L. 's decision-making processes. Moreover, Board Members, experts, advisers, and G.O.A.L. 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.
- School 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 will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - Student records 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

1. Board Members shall disclose to the Board their Interest, 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 Board Member has an Interest if the Board Member or, to the Board Member's knowledge, the Board Member'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 G.O.A.L. is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall secure themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have 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. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom G.O.A.L. is considering a transaction, and (b) any person who has a significant position in an entity with which G.O.A.L. is considering a transaction.

2. G.O.A.L. senior staff (including, but not limited to, the Head Of School or any other employee, expert or adviser who is in a position to influence a decision in which he/she has an Interest) shall disclose to the HOS (or HOS's designee), orally or in writing, any Interest as defined above, and shall, unless the HOS (or HOS's designee) determines otherwise, recuse her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by G.O.A.L. 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. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom G.O.A.L. is considering a transaction, and (b) any person who has a significant position in an entity with which G.O.A.L. is considering a transaction.

3. No Board Member or staff member shall accept or solicit payments for expenses associated with G.O.A.L.-related travel, meals, or other professional activity from actual or potential suppliers of G.O.A.L. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$50 or more from actual or potential suppliers of services or goods for G.O.A.L. except (a) gifts presented to G.O.A.L. where the recipient is representing G.O.A.L. and thereafter presents the gift to G.O.A.L., or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official G.O.A.L. duties. In general, a recipient should make every effort to decline to accept gifts on behalf of G.O.A.L. , 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, G.O.A.L.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees:

a. 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 trustees, officers and employees shall comply with such laws.

b. No trustee, officer or employee shall:

i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;

iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;

c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment of association with the school.

ATTACHMENT 6a

Charter Management Organizations: We do not intend to contract with a not-for-profit charter management organization.

ATTACHMENT 6b

Proposed Management Contract with CMO: We do not intend to contract with a not-for-profit charter management organization.

Attachment 7-- If applicable: Partnership Information-- We do not intend to contract with any partner organizations.

Attachment 8a: Hiring and Personnel Policies and Procedures

Equal Opportunity Employer: It is the policy of G.O.A.L. Academy Charter School to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

G.O.A.L. will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, G.O.A.L. is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

Qualifications: G.O.A.L. will conduct rigorous national searches for the best teachers and staff. Lead teachers will be expected to be certified, though the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified. Teaching Fellows must either be certified or in the process of obtaining certification (e.g., Teach For America or NYC Teaching Fellows). Below are the responsibilities and qualifications for key personnel:

Responsibilities For Head of School (HOS):

- Provide leadership and direction to all school staff members
- Hire, evaluate and terminate staff members.
- Implement the school program with fidelity to the charter
- Implement all school policies and procedures as directed by the Board of Trustees
- Ensure the proper use of student data to drive and improve instruction
- Facilitate and encourage parent involvement
- Make formal reports to the Board of Trustees, State Education Department and others
- Establish a strong school culture and provide a safe learning environment
- Ensure proper budgeting and financial oversight
- Provide guidance and support to teachers to improve instruction and raise student achievement
- Evaluate school programs and recommend policy changes and resource allocation
- Respond to grievances by parents and staff
- Handle serious discipline issues, including suspensions and expulsions
- Conduct long-term strategic planning

Qualifications For Head of School (HOS):

- Commitment to G.O.A.L. Academy Charter School's mission, goals, culture and virtues
- Demonstrated success in raising urban student achievement
- High expectations for themselves, staff and students
- Teaching and leadership experience, especially in an urban setting
- Commitment to multisensory education model and use of data
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary communication skills and sophisticated analytical analysis
- Strong recommendations from prior employers, colleagues and employees

- Bachelor's degree
- Successfully co-founding and/or serving in a leadership position in a traditional public school, a private school, or charter school
- Fluent in Spanish (preferred)
- Experience with elementary grades and multisensory education (preferred)

Responsibilities for Assistant Principal (starting Year 3):

- Support Principal in instructional leadership duties
- Serve as school leader in absence of Principal
- Provide staff development training
- Regularly observe teachers and provide critical feedback to improve instruction
- Evaluate teachers and make recommendations for placement and retention
- Facilitate development of curriculum, instruction and assessment
- Support school culture and handle minor discipline issues
- Communicate with parents

Qualifications for Assistant Principal (starting Year 3):

- Demonstrated success in raising urban student achievement
- Experience with instructional leadership as a teacher or administrator
- Ability to work effectively as part of a team
- Commitment to multisensory model and use of data
- Bachelor's degree
- Fluent in Spanish (preferred)
- Experience with elementary grades and multisensory education (preferred)

Responsibilities for Director of Operations:

- Oversee all day-to-day operational activities of the school in collaboration with Principal
- Manage a team of back office personnel, including Office Manager and Business Director
- Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems.
- Coordinate HR functions including onboarding, oversee procurement and building maintenance, renovations and upgrades
- Coordinate food services and transportation
- Plan logistics for school-wide events for students, staff and families
- Manage all volunteers, including sourcing, selection, and assigning of duties
- Coordinate communications with parents and the community
- In coordination with the DCI, track and monitor technology needs
- Prepare annual budget and support the annual auditing process, working closely with the Head of School
- Manage the day-to-day finances to ensure overall financial health of the school
- Conduct accurate and timely billing to ensure adequate cash flow
- Manage payroll and benefits
- Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations.
- Manage student data collection and information updates
- Maintain inventory of all assets in the school building, including computers, equipment, furniture,

uniforms, etc.

- Provide regular reporting of financial status to school leadership and the Board

Qualifications for Director of Operations:

- Bachelor's degree
- Teaching or education program experience ideal.
- At least 3 years relevant professional work experience, ideally in a charter school or other K-5 education organization
- At least 1 year direct experience successfully managing and developing staff
- Demonstrated success providing superior customer service.
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Strong communication, writing, and presentation skills
- Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines.
- Relentless determination to do whatever it takes to help our students succeed
- Proactive and creative problem-solver
- Bachelor's degree
- At least five years in an administrative or management role
- Quantitative skills and experience with accounting, budgets, and financial management.
- Thrives in entrepreneurial start-up environment and working conditions; can work within an ambiguous, fast-moving environment while also driving toward clarity and solutions
- Self-starter and demonstrated resourcefulness
- History of getting results
- Highly organized, detail-oriented
- Strategic and critical thinker
- Values input and feedback
- Team-player capable of working both collaboratively and independently
- Flexible and strong ability to multi-task
- Excellent interpersonal and communication skills, ability to interact with various stakeholders from parents, students, vendors, teachers, etc.

Responsibilities for Student Achievement Coordinator:

- Manage the school's RTI process
- Coordinate all meetings and activities with the Committee on Special Education (CSE);
- Provide information to and obtain information from CSEs as needed throughout the year
- Determine if entering students have IEPs
- Ensure that all services are provided in accordance with each student's IEP in the context of the charter school setting.
- Coordinate all external service providers
- Ensure that all compliance and reporting requirements are satisfied
- Train instructional staff on effective methods for educating at-risk students
- Inform staff of all FERPA requirements as they relate to student record privacy

Qualifications for Student Achievement Coordinator:

- Special Education certification
- Demonstrated success raising the achievement level of at-risk students
- Experience supervising and evaluating intervention staff
- Commitment to data-driven instruction
- Knowledgeable about best practices in special education and urban K-8 education
- Knowledgeable about CSE and IEP referral process and ELL programs
- Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building
- Demonstrated respect and concern for children and their parents and a passion for education

Responsibilities for Lead Teachers:

- Prepare kid-friendly, age-appropriate, rigorous and engaging lessons for classes of up to 20 students
- Regularly assess student learning against measurable benchmarks
- Use student performance data to organize student learning on computers and with adults
- Mentor and provide critical feedback to Teaching Fellows
- Contribute to the professional community by identifying needs and developing solutions
- Demonstrate the school's virtues and integrate character education into instruction

Qualifications for Lead Teachers:

- High expectations for learning and behavior
- Demonstrated success raising achievement of urban students
- Experience integrating digital resources into teaching and learning
- Strong classroom management skills
- Commitment to classical education
- A whatever-it-takes attitude
- Reflective and open to feedback with the desire to continuously improve
- A team player who is not deterred by a fast-paced, constantly changing environment
- Eagerness to go above and beyond the requirements of the job to innovate and improve the organization
- Certification in appropriate field(s)

Responsibilities for Teaching Fellows/Assistant Teachers:

- Support the learning and achievement of students
- Collaborate with lead teachers to teach small groups
- Gain experience leading an entire class of students
- Use technology to enhance individualized learning for students
- Manage class transitions and supervise lunch and recess.
- Actively participate in lesson planning and staff development activities
- Model the school's virtues and support character development

Qualifications for Teaching Fellows:

- Possess or be in the process of acquiring certification
- Proven record of achievement as evidenced by academic and professional accomplishments
- Ability to manage behavior in a classroom of up to 20 students
- Ability to accept and implement critical feedback received for real-time improvement.

- Ability to handle the intensity required to work in a high-performing charter school and remain organized, punctual and reliable under pressure
- Constant desire to improve one's practice.

Responsibilities for Learning Support Teachers:

In addition to those of Lead Teacher:

- Support the learning and achievement of students with disabilities, English language learners and other struggling students
- Use data to identify students in need of remediation or enrichment
- Plan instruction with general education teachers to ensure alignment
- Participate in all meetings related to referral, placement and treatment of students
- Maintain complete history/record of treatments and services related to students' special needs.

Qualifications for Learning Support Teachers:

In addition to those of Lead Teacher:

- Certification in special education and/or ESL
- Demonstrated success raising achievement of students with special needs
- Ability to collaborate with other teachers to ensure alignment of instruction and services
- Strong communication skills with parents

Responsibilities for the Office Manager:

- Warmly greet all visitors to the school and direct them to the appropriate place or person;
- Serve as primary contact for all school communication via phone;
- Maintain records in accordance with legal requirements and audit guidelines
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community
- Type, translate, and distribute school correspondence
- Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs;
- Update data in student information system
- Assist in ordering and receiving materials
- Provide administrative support including scheduling meetings and conference calls,
- maintaining calendars, arranging travel and managing correspondence
- Check and summarize all voice messages and respond to general inquiries
- Sort and route mail
- Manage inventory and order office supplies
- Update school calendar

Qualifications for the Office Manager:

- AA preferred;
- Minimum of 1 Year of school experience required;
- Oral and written proficiency in Spanish strongly preferred;
- Proficiency with the Microsoft Office Suite;
- Experience in proper Office Procedures including filing, answering the telephone professionally

- photocopying, greeting all visitors cordially, and handling information with confidentiality;
- Excellent communication skills, both oral and written;
 - Strong organizational and interpersonal skills;
 - Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;
 - Relentless results orientation;
 - Detail oriented team player willing to roll up sleeves and get the job done;
 - Demonstrates initiative and a desire to learn

Responsibilities for Counselor/Social Worker (starting Year 3):

- Provide counseling services as mandated by students' IEPs
- Provide counseling services to other students
- Support and train teachers in handling social and emotional issues
- Support the development of the school culture
- Participate in required RTI and special education meetings
- Maintain private records
- Communicate with parents
- Connect families to external mental health and social service resources

Qualifications for Counselor/Social Worker (starting Year 3):

- Certification as counselor or social worker in accordance with NYS law
- A bachelor's degree or higher and mastery of field
- Commitment to the mission of the school
- At least two years of successful experience working with urban students
- Strong interpersonal and communication skills
- Demonstrated capacity to work collaboratively with a professional team
- Skills for outreach to families and the local community
- Ability to access resources available to the community
- Ability to run small groups and work one-on-one with students
- Preferably bilingual

Hiring Process: While the Head of School has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

Provide an up-to-date resume;

Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and

Be interviewed by the Head of School or his or her delegate.

As part of the interview process, prospective teachers will be observed teaching, either at G.O.A.L., their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

At least two references checked, credentials verified, qualifications confirmed;

Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;

Fingerprinting and a criminal background check and clearance; and the candidate's signature on an

offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

Full-Time and Part-Time Employment: Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for part-time employees may be granted by the Principal or his or her designee. G.O.A.L. will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background Check: G.O.A.L. faculty (including substitute teachers), staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of G.O.A.L. to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Drug-Free Workplace: All employees are required to notify the Head of School within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking: All facilities of G.O.A.L. will be smoke-free.

Performance Evaluation: Performance evaluations are an essential component of staff development. They are conducted for all staff and provide an opportunity to discuss plans for professional growth and development. At the beginning of each year staff will develop in consultation with their supervisor Professional Growth Plans (PGPs) that include measurable goals for the year and inform subsequent evaluation.

The Head of School is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough summative performance review with the Head of School or his or her delegate. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, including achievement of PGP goals, formal and informal observations of planning and instruction, parent survey results and feedback, student performance data, and attendance and punctuality. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments become part of the staff member's personal file. Teacher evaluations will be used to determine retention, placement and performance bonuses.

The school may use the following mechanisms to inform teachers and other staff if their performance

is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below). All teachers will receive ongoing staff development through trainings, coaching and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Head of School is directly responsible to the Board of Directors. In the event of failure in the performance of his/her duties, he/she will be dismissed. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of G.O.A.L. and the general state of the economy.

Termination: Each employee will be employed on an “at will” basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of school property.
4. Sabotaging or willfully damaging school equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the code of ethics at G.O.A.L.

Final Pay: Employees who leave the service of G.O.A.L. for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
 2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Head of School. Failure to return G.O.A.L.'s items will result in delay in payment of final pay until all of G.O.A.L.'s property is returned.
 3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Head of School.
 4. The final date of employment is the final date on which the employee serves his or her duties at G.O.A.L. It shall never be construed as the date upon which the employee receives his or her final pay.
- Severance Pay: Employees shall not be entitled to severance pay.

Exit Interviews: All employees are strongly encouraged to participate in an exit interview before

leaving G.O.A.L.

Faculty Responsibilities: The first day of school for the 2015-16 academic year is September 8, 2014 and the last day for teachers is June 17, 2016. Teachers are expected to attend the Summer Institute from August 17 to August 29. Faculty should expect to be at school from 7:30 a.m. until 4:00 p.m. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The G.O.A.L. phone is answered from 7:15 a.m. until 5:00 p.m. on regular school days. The office is open from 7:30 a.m. to 5:00 p.m. on normal school days. Summer office hours are from 9:00 a.m. to 3 p.m.

Leave and Absences: G.O.A.L. does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Head of School the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave taking.

As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation to the All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-worker is not acceptable. The Director of Operations will retain substitutes as necessary. If a co-teacher or assistant teacher is absent a substitute will not be called; instead the remaining teacher is expected to adapt his/her plans to reflect the absence of his/her colleague. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Head of School and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member's responsibility to make every effort to see that classes and other obligations are covered by another faculty member. In-class and homework assignments should be carefully communicated to the class and to the substitute teacher and the Director of Operations should be informed of the arrangements that have been made. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with G.O.A.L. Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations and Principal.

Handling Emergencies: All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross

training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Head of School. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Office Manager will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Office Manager also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Reporting Responsibilities: As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the Head of School immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the Head of School to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the social worker or Principal in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ACS) with consultation of the Head of School or the Social Worker. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the social worker or Head of School. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Head of School. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Head of School should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting. Confidentiality Policy: School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Head of School and are certain that the disclosure is permitted by law. All student

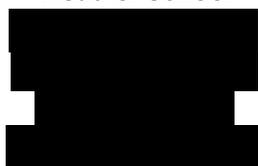
records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

School Calendar and Holidays: Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. G.O.A.L. has discretion with regard to the dates of attendance. Unless exempted by the Head of School or Director of Operations, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the school is closed.

Weather Days and Other Closings: The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the Head of School, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Military Leave: 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).

Harold Golubtchik Ed.D.
Head of School



Professional Experience

- Assistant Professor, Brooklyn College, Department of Educational Leadership (2012-Present)
- Adjunct Professor, College of St. Rose. Taught courses leading to NYS Certification in Administration and Supervision (1998-2006)
- Teaching Fellows Mentor, Brooklyn College. Mentoring newly assigned teachers selected as Teaching Fellows in elementary and middle schools throughout NYC (2201-2006)
- Principal, Lillian Rashkis High School (1995-2001), NYC DOE, Citywide Programs. Special initiatives included successful inclusion programs with general education high schools, a school wide behavior/academic plan, an exemplary staff development plan, community service projects and job training modules. Received NYC DOE Principal's Award for effective school leaders
- District Educational Administrator, Chancellor's Office of School Improvement and Monitoring (1992-1995)
- Principal, PS 150, NYC DOE (K-6). Initiatives included balanced literacy program, innovative mainstreaming model, school-based management proposal, and a school-wide academic/discipline model (1988-1992)
- Coordinator of staff development, Teach for America (Summer 1992)
- Associate Director, Special Educator Support Program, a staff development project in collaboration with NYSED, NYC DOE, and UFT (1993-1988)
- Teacher Consultant in Special Education Support Program (1980-1983)
- Unit Administrator responsible for twelve classes of emotionally handicapped students. Duties included curriculum planning, crisis intervention, mainstreaming, staff development and parent workshops (1975-1980)
- Teacher, common branches, NYC DOE grades 4,5, and 6 (1972-1975)

Education

Degrees:

<i>Institution</i>	<i>Dates Attended</i>	<i>Degree and Major</i>	<i>Date Conferred</i>
North Central University	2004 -2008	Ed.D., Educational Leadership	November, 2008
Fordham University	1973 -1976	M.S., Special Education	June 1976
	1964 -1968	B.B.A, Management	June 1968
Baruch College			

Attachment 10: Replication Strategic/Business Growth Plan

Not applicable: G.O.A.L. is a new independent charter school and does not have a replication strategic/business growth plan.

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