

**FULL APPLICATION SUMMARY**

Proposed Charter School Name <sup>8</sup>	<i>Pythagoras Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM)</i>
Proposed Board President Name	John Tiliakos
Proposed Board President Email Address	[REDACTED]
Proposed Board President Telephone Number	[REDACTED]
Public Contact Name	John Tiliakos
Public Contact Email Address	Vur501@aol.com
Public Contact Telephone Number	917-502-4829
District of Location	New York City CSD22
Opening Date	August 2016
Proposed Charter Term <sup>9</sup>	5 Years
Proposed Management Company or Partners	NA
Projected Enrollment and Grade Span During Charter Term	384 Students in Grades 9-12
Projected Maximum Enrollment and Grade Span	384 Students in Grades 9-12

**Mission Statement**-The proposed mission of the *PCS-STEM Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM)* is to promote a superior educational experience for students of grades 9-12 by stimulating creativity and innovative thinking through a concentration in Science, Technology, Engineering, and Mathematics(STEM). Students will acquire knowledge and skills in problem solving and teamwork, while exploring STEM careers. PCS-STEM will promote an educational system that closes the achievement gap between learners, fosters academic success, and prepares each student for acceptance into institutions of higher learning.

**This mission will be accomplished following three methods:**

- *Tailoring instruction* to students' needs, thereby increasing learning opportunities for all students with an emphasis on at-risk students including special needs and ESL students.
- *Closing the achievement gap* will be accomplished by delivery of proven and highly successful learning modalities to meet and surpass New York State (NYS) standards with an emphasis on math/reading, providing intense instruction in science, mathematics, and technology, with requisite intervention services throughout a longer school year.
- *Promoting academic rigor* by assisting students in fulfilling predetermined outcomes and competencies and challenging them with high expectations for content acquisition, critical thinking, integration and application of concepts, long-term retention, and responsibility.

**School overview:** PCS-STEM’s educational philosophy is aimed at promoting high levels of academic achievement and individualizing instruction to ensure that the academic needs of all students are met. Intensive focus will be placed on core academic subjects that are aligned with NYS Common Core learning standards. In order to carry out this philosophy and the school's mission, PCS-STEM’s design utilizes key elements which have been proven to be most effective in student success:

- Rigorous Academics within the curriculum and frequent assessments
- Two periods of math instruction per day and two periods of English instruction per day
- Extended day (M,Tu,Th 7:50am-4:30pm; W,F 7:50am-2:50pm) and extended year (190 days) to provide additional instructional time
- Extracurricular Activities: After-school tutoring and clubs (M,Tu,Th 4:40-6pm)
- Mandatory Dress Code
- Teacher pay based on annual review, seniority, and credentials
- Ongoing Professional Development (early dismissal for students on Wednesdays/Fridays)
- Open communication with the parents and the community/Encourage strong parent involvement in the life of the child and school.
- A Student Discipline Policy, a school environment that is free from discrimination or harassment with firm Anti-Bully policies, a PBIS Plan and the implementation of The Dignity for All Students Act (Education Law § 10-18 and § 2801(4)) (“Dignity Act”), and a hassle-free Bully Reporting System.
- Research-based instructional strategies: Understanding by Design (UBD), differentiated instruction, direct instruction, and individualized learning plans to close the achievement gap by increasing learning opportunities for all students, with special emphasis on student at risk of academic failure, and an RTI model.
- Safety Initiatives clearly posted and sent to all parents
- An ongoing notification system regarding academic performance, illness and absences
- Technology is integrated into the curriculum as a tool to help students achieve academic success.
- Rigor and academic excellence with a school-wide focus on STEM instruction
- Ensure that every graduate is college and career ready

PCS-STEM will materially further the objectives of Education Law §2850(2) in Community School District 22: (a) Improve student learning and achievement; (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;(c) Encourage the use of different and innovative teaching methods; (d) Create new professional opportunities for teachers, school administrators and other school personnel;(e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results . Our key design elements were Based on Education Law § 2850 (2) and the following additional researched based Instructional methodologies: 1. Gradual Release of Responsibility (GRR); 2. Direct Instruction; 3. Inquiry-Based Instruction; 4. Sheltered Instruction (SEI); 5. Integrated Co-Teaching (ICT); 6. Individual Learning Plans (ILPs); 7. Understanding by Design® (UbD®); and 8. Project-based learning (PBL).

*PCS-STEM Charter School of Science, Technology, Engineering, and Mathematics*

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

### A. MISSION STATEMENT AND OBJECTIVES

**Proposed School Mission:** The proposed mission of the *PCS-STEM Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM)* is to promote a superior educational experience for students of grades 9-12 by stimulating creativity and innovative thinking through a concentration in Science, Technology, Engineering, and Mathematics (STEM). Students will acquire knowledge and skills in problem solving and teamwork, while exploring STEM careers. PCS-STEM will promote an educational system that closes the achievement gap between learners, fosters academic success, and prepares each student for acceptance into institutions of higher learning.

**This mission will be accomplished following three methods:**

- *Tailoring instruction* to students' needs, thereby increasing learning opportunities for all students with an emphasis on at-risk students including special needs and ESL students.
- *Closing the achievement gap* will be accomplished by delivery of proven and highly successful learning modalities to meet and surpass New York State (NYS) standards with an emphasis on math/reading, providing intense instruction in science, mathematics, and technology, with requisite intervention services throughout a longer school year.
- *Promoting academic rigor* by assisting students in fulfilling predetermined outcomes and competencies and challenging them with high expectations for content acquisition, critical thinking, integration and application of concepts, long-term retention, and responsibility.

**School overview:** PCS-STEM's educational philosophy is aimed at promoting high levels of academic achievement and individualizing instruction to ensure that the academic needs of all students are met. Intensive focus will be placed on core academic subjects that are aligned with NYS Common Core learning standards. In order to carry out this philosophy and the school's mission, PCS-STEM's design utilizes key elements which have been proven to be most effective in student success:

- Rigorous Academics within the curriculum and frequent assessments
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- Ongoing Professional Development (early dismissal for students on Wednesdays and Fridays)
- Open communication with the parents and the community/Encourage strong parent involvement in the life of the child and school
- Research-based instructional strategies: Understanding by Design (UBD), differentiated instruction, direct instruction, and individualized learning plans to close the achievement gap by increasing learning opportunities for all students, with special emphasis on student at risk of academic failure, and an RTI model.
- Safety Initiatives clearly posted and sent to all parents

- An ongoing notification system regarding academic performance, illness and absences
- Technology is integrated into the curriculum as a tool to help students achieve academic success.
- Rigor and academic excellence with a school-wide focus on STEM instruction
- Ensure that every graduate is college and career ready

**PCS-STEM will materially further the objectives of Education Law §2850(2) in CSD 22:**

**(a) Improve student learning and achievement:**

In order to have all students meet or exceed the New York State Common Core Learning Standards and other guidelines, students will complete a Common Core-aligned curriculum that includes two periods of math instruction per day and two periods of English instruction per day. Moreover, the proposed school will offer full-service programs for English Language Learners (ELLs) and special education students to ensure that every student has the academic support needed to close the achievement gap. PCS-STEM will prepare students for a post-secondary education and careers in STEM, and graduate students who are College and Career Ready to be accepted in a higher level institution. PCS-STEM will measure student proficiency/performance by using NYS exams, nationally-normed assessments, diagnostics, other summative/formative academic, evaluation of student work and assessments of career and college preparedness (see *Assessment System and Performance, Promotion and Graduation Standards and Special Student Population and Related Services*).

**(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure:**

PCS-STEM's Response to Intervention (RTI) system will be data-driven to help faculty, staff, and school leaders provide targeted and timely academic and behavioral support. The school will offer opportunity to a range of students with disabilities through general education classes, integrated co-teaching (ICT) classes, and self-contained special education classes. ELLs will receive additional support through instruction from ELL specialists. We will offer a robust special education program including integrated co-teaching (ICT) classes, Special Education Teacher Support Services (SETSS). We will also have English as a Second Language Specialist to address the needs of ELLs and to support literacy development. PCS-STEM will have a well-developed RTI procedure that will support struggling students.

**(c) Encourage the use of different and innovative teaching methods:**

We will deliver educational best practices to students by utilizing Pearson Education resources and research-based instructional strategies: Understanding by Design (UBD), differentiated instruction, direct instruction, and individualized learning plans to close the achievement gap by increasing learning opportunities for all students, with special emphasis on student at risk of academic failure, and an RTI model. (See **Curriculum and Instruction**)

**(d) Create new professional opportunities for teachers, school administrators and other school personnel:**

PCS-STEM will facilitate collaboration and teamwork among the school personnel including teachers, administrators and staff to maximize ongoing professional development. It will be encouraged to translate research into practice. Professional development opportunities including on-site and off-site trainings will be provided for teachers and other staff to keep up with the

emerging standards, particularly in mathematics, science, and technology. Teachers will train on how the students' assessment results could be used to inform educational decision-making. Additional professional development opportunities will be provided: (1) direct instruction, Understanding By Design, and individualized learning; (2) evaluating written assessments, assessing student needs and evaluating student learning; (3) effective use of data in instruction/school software; (4) special education procedures, services and the IEP or 504 plan and its use in guiding student learning; (5) methods of teaching to ELL students; (6) the role of the general education teachers, the ESL teacher, special education teachers, and special service providers; (7) forming partnerships with parents, teachers, and other staff members; (8) analysis of the instructional environment; (9) classroom management; (10) PBIS/Response to Intervention; and (11) NYS mandated program for teachers and school leaders to include 6 hours of training in Harassment, Bullying, Cyber Bullying, and Discrimination in schools.

A comprehensive professional development plan involving all staff members will be an important element of PCS-STEM. The combination of collaboration, professional growth, professionalism, support, and participation in a STEM school that will successfully lead all students to higher levels of learning will have a positive impact on teachers' job satisfaction and overall staff retention. Greater teacher satisfaction, increased teacher skills, more teacher engagement with students, and lower teacher attrition will contribute to a better, more effective learning environment for our students. **(See Section III-E: Professional Development Section)**

**(e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:**

The following educational opportunities will be available for parents and students: strong mathematics, science, and engineering-focused curriculum; small class size, low teacher-student ratio, and instructional intervention supports; science/STEM lab, computer lab, and designated spaces for specialized professionals; college readiness course; early college credit and advanced placement courses; student clubs; opportunities to participate in science/mathematics competitions, parent volunteering, newsletters; extra-curricular activities.

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

PCS-STEM will ensure to meet and/or exceed the achievement goals listed in the Education Plan (Section II). Be accountable to NYSED, the parents, and students. **(See *Assessment System and Performance, Promotion and Graduation Standards*)**

**B. KEY DESIGN ELEMENTS**

Our key design elements were based on Education Law § 2850 (2):

**(a) Data-Driven Instructional Culture**

We will establish a data-driven instructional culture led by the principal and the director of curriculum and instruction (DCI, beginning in Year 2). Primary resources for building this culture will include Pearson's PowerSchool Student Information System (SIS). The principal and DCI will regularly lead the school instructional leadership team in the practice of data analysis, progress monitoring, and modification. The team comprises the principal, DCI, department chairs (after Year 2), special education coordinator (beginning in Year 3). Meetings dedicated to

professional development will be held twice weekly on Wednesdays and Fridays. Segments of each meeting will be set aside to review student achievement data. Specifically, all members will be expected to demonstrate the capacity to identify trends, variances, and to recommend programmatic and instructional solutions to teachers. The leadership team will meet informally on a weekly basis as well and gather data on teaching and learning to inform decision-making. The principal and DCI will meet in spring and summer prior to opening to norm their positions on interpreting rubrics and exemplars of teaching and learning. The session will serve as the baseline for future norming sessions with members of the instructional team. The final product will provide the instructional leadership team with a roadmap that clearly defines expectations within the domains of the Danielson Framework and provides teachers with tangible evidence of our vision toward a data-driven instructional culture. Teachers will be observed regularly by the principal and DCI. We will observe teachers informally each week. Two formal observations will be conducted annually. The instructional leadership team will collect data and review evaluations of professional development offered to staff. The principal and DCI will review and evaluate data collected on career exploration and college prep efforts. The respective coordinators will amass data on program participation, effectiveness, parent and student satisfaction rates, program design, portfolio completion, and several other factors unique to their respective programs. The principal and DCI will meet regularly with these coordinators around data and program design to ensure that quantitative measures inform design, implementation, evaluation, and redesign of the program each year. At year end, the school will distribute 360 degree surveys to all constituency groups to round out our annual data collection and analysis. Survey response rates and results will be reported to the board of trustees and routinely incorporated into the evaluations of all staff members.

In addition to the guiding work of the principal and DCI, teachers will be expected to immerse themselves in the data-driven instructional culture by routinely being referential to data in discussing students' progress, challenges, and course corrections. We will expect teachers to have data-driven conversations about performance with students and parents to ensure that all stakeholders have common ground from which to discuss inputs and outcomes. Teachers will receive extensive professional development on interpreting and reporting data, as well as on how to modify and differentiate instruction based on data. The schedule has been modified to allow for considerable collaboration between teachers, and for direct support by instructional leaders to build robust progress monitoring and intervention driven by our routine, deep, and systemic processes of data collection. Pearson's SIS will provide administrators and teachers will comprehensive, digitally-accessible reports on student performance. More directly, the DCI will support departments and grade-level teams by gathering and reporting performance data in ongoing meetings and on shared drives. Teachers will know that as a school community data is viewed as a foundation for talking about students' needs and opportunities in a more rigorous way, and that better instructional planning is the goal of incorporating data in their individual and collective thinking. Teachers' lesson planning will reflect the setting of short term benchmarks for students in order to meet (or exceed) the ultimate standard for achievement at the end of the year. They will use assessment tools that enable progress toward near-term goals to be monitored throughout the year, allowing them to see the important connection between the data and tomorrow's lesson. Only through a data-driven approach will students learning needs be met and will they ultimately achieve the school's rigorous performance standards. The school's teachers will have flexibility to use multiple instructional methods to deliver the lesson based on

their assessment of the most effective way that students will achieve understanding. The commonality among all methods is that data is informing how instruction is adjusted and delivered in order to maximize learning.

**(b) Research-based Instructional Methods**

The following are the most frequent instructional methods that teachers will employ in their classrooms:

1. Gradual Release of Responsibility(GRR)	5. Integrated Co-Teaching (ICT)
2. Direct Instruction	6. Individual Learning Plans (ILPs)
3. Inquiry-Based Instruction	7. Understanding by Design® (UbD®)
4. Sheltered Instruction (SEI)	8. Project-Based Learning (PBL)

**1. Gradual Release of Responsibility (GRR)**

Gradual Release of Responsibility (GRR) provides the overarching framework for teachers to provide more targeted, individualized instruction.<sup>1</sup> This instructional model requires that the teacher, by design, transition from assuming “all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility.”<sup>2</sup> Stated another way, GRR “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.”<sup>3</sup> GRR has been documented as an effective approach for improving writing achievement<sup>4</sup>, reading comprehension<sup>5</sup>, and literacy outcomes for English Language Learners (ELLs)<sup>6</sup>.

**2. Direct Instruction (DI)**

DI is an instructional method that is focused on systematic curriculum design and skillful implementation of a prescribed behavioral script. DI will typically be employed for targeted intervention in reading and math in a one-to-one instructional setting or small group setting. DI may also be used in targeted intervention in resource room or pull-out instruction with our special populations of students. DI is one of the few instructional methodologies that have been scientifically validated to be effective for use in the RTI model, which has been proposed as an alternative method of diagnosing learning disabilities in schools.<sup>7</sup> Features of DI include:

- Explicit, systematic instruction based on scripted lesson plans.
- Ability Grouping. Students are grouped and re-grouped based on their rate of progress through the program.

<sup>1</sup>Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317–344.

<sup>2</sup>Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In *What research has to say about reading instruction* A. E. Farstrup & S. J. Samuels, 205–242. Newark, DE: International Reading Association.

<sup>3</sup>Buehl, D. (2005). Scaffolding. *Reading Room*. Retrieved November 11, 2006 from [www.weac.org/News/2005/06/sept05/readingroomoct05.htm](http://www.weac.org/News/2005/06/sept05/readingroomoct05.htm).

<sup>4</sup>Frey, N., & Fisher, D. (2006). *Language arts workshop: Purposeful reading and writing instruction*. Upper Saddle River, NJ: Merrill Education.

<sup>5</sup>Lloyd, S. L. (2004). Using comprehension strategies as a springboard for student talk. *Journal of Adolescent and Adult Literacy*, 48, 114–124.

<sup>6</sup>Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

<sup>7</sup>Rachel M. Stewart, Ronald C. Martella, Nancy E. Marchand-Martella and Gregory J. Benner (2005): Three-Tier Models of Reading and Behavior. *JEIBI 2 (3)*, Pg.115 - 124 [BAO](#)

- Emphasis on pace and efficiency of instruction. DI programs are meant to accelerate student progress; therefore, lessons are designed to bring students to mastery as quickly as possible.
- Frequent assessment. Curriculum-based assessments help place students in ability groups and identify students who require additional intervention.

Direct instruction is characterized by teaching in small, logically sequential steps with student practice after each step to ensure that students and teachers are on the same page. The emphasis is on ensuring that all students experience a high level of observable, successful practice in order to master the objective by the end of the lesson. The process entails carefully guided direct instruction from the teacher to introduce a new skill or content knowledge (“I do”), followed by the teacher working closely with students to practice the skill (“we do”), followed by students mastering that skill independently under the support of the teacher (“you do”). GRR emphasizes carefully planned lessons designed around highly specific knowledge and well-defined skills for each subject.

PCS-STEM believes a major component of teaching is the ability to recognize and accommodate the different needs of students. DI refers to a rigorously developed teaching method that provides constant interaction between students and teachers to allow for recognition and accommodation of those differences. It is also well suited for special needs students because with guided instruction by the teacher, the students can take the time they need to understand the lesson to the point of mastery.

### **3. Inquiry-Based Instruction**

Inquiry-based teaching is a teaching method that combines the curiosity of students and the scientific method to enhance the development of critical thinking skills while learning science. In inquiry-based instruction<sup>8</sup>, teachers create situations in which students are to solve problems. Lessons are designed so that students make connections to previous knowledge, bring their own questions to learning, investigate to satisfy their own questions, and design ways to try out their ideas. Such investigations may extend over a long period of time. Students communicate through journal writing, oral presentations, drawing, graphing, charting, etc. Students then revise their explanations as they learn. This technique is particularly popular in science instruction, but has also been used in most other subjects like mathematics, engineering, social studies, and reading.

The benefits of inquiry-based instruction are that it:

- teaches problem-solving, critical thinking skills, and disciplinary content
- promotes the transfer of concepts to new problem questions
- teaches students how to learn and builds self-directed learning skills
- develops student ownership of their inquiry and enhances student interest in the lesson

### **4. Sheltered Instruction (SEI)**

The English as a Second Language (ESL) teacher will employ sheltered instruction, also referred to as SDAIE (Specially Designed Academic Instruction in English), in his or her support of ELLs in the classroom or in small group instruction outside of the classroom. Sheltered instruction is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs towards higher academic achievement while they reach

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<sup>8</sup>*Inquiry-based Learning*, Northeastern Illinois University:

<http://www.neiu.edu/~middle/Modules/science%20mods/amazon%20components/AmazonComponents2.html#benefits>

English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including team-teaching and pull-out. Content instruction is provided in English with SEI methods to make content comprehensible. SEI is "a means for making grade-level academic content more accessible for ELLs while at the same time promoting their English language development."<sup>9</sup> ESL program research indicates successful performance on ELA assessments is based on the development of both oral proficiency and cognitive academic language proficiency, which includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include SEI<sup>10</sup>, which is "a means for making grade-level academic content more accessible for ELLs while at the same time promoting their English language development."<sup>11</sup> We expect that general education teachers will build their own capacities in incorporating sheltered instructional technique into their own instruction to further differentiate instruction not just for ELLs, but for other students who are also struggling with language development.

### **5. Integrated Co-Teaching (ICT)**

PCS-STEM will begin Year 1 with two special education teachers. This will allow the school to support one ICT class per grade for ELA and math on each grade level for students with IEPs that require such a setting. While research has demonstrated that inclusion model had beneficial outcomes for students with special needs<sup>12</sup>, the ICT setting is also beneficial for the general education students in the classroom, particularly ELLs and students in need of academic intervention, for whom the different teaching strategies, adaptations and accommodations made within the class for SWDs will also be effective in addressing their learning needs.

This co-teaching model specifically facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a substantial percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms<sup>13</sup>:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities

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<sup>9</sup>Echevarria, J , Vogt, M E , & Short, D (2004) *Making content comprehensible for English learners: The SIOP model*. Second edition Boston: Pearson Allyn and Bacon

<sup>10</sup> Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.

<sup>11</sup>Echevarria, J , Vogt, M E , & Short, D (2004) *Making content comprehensible for English learners: The SIOP model*. Second edition Boston: Pearson Allyn and Bacon

<sup>12</sup> Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522 and Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

<sup>13</sup> <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>

## **6. Individual Learning Plans (ILPs)**

Recognizing the variety of student academic needs, learning styles, and career interests, PCS-STEM will develop ILPs for each student. These plans will also acknowledge any special academic needs to include those required to support SWD and ELLs. ILPs will be developed from grades 9-12 in conjunction with the learner, his or her parents/guardians, the teacher, and, guidance counselor.

Individualized learning has been developing as an instructional model since the mid-1970s. The six basic elements of Individualized Instruction are: (1) a dual teacher role of coach and advisor; (2) the diagnosis of relevant student learning characteristics; (3) a collegial school culture; (4) an interactive learning environment; (5) flexible scheduling / pacing; and (6) authentic assessment.

## **7. Understanding by Design<sup>®</sup> (UbD<sup>®</sup>)**

*Understanding by Design*<sup>14</sup> asserts that quality instruction always “begins with the end in mind”. The curriculum will be designed in each of the four core subject areas using the backward mapping method known as *Understanding by Design*. This curricular mapping method focuses on the desired results of learning and designs instruction accordingly. In doing so, content is presented to students so that they know up front what the learning goals are and what they should be able to perform at the end of a particular curricular unit. This helps to avoid content being presented as a series of unconnected, unrelated ideas that students are unable to relate to or connect with any tangible facet of their lives. By constructing learning based on desired outcomes, with the ultimate assessment of understanding being performance-based, students are able to connect ideas to prior learning and to a tangible, real-world application.

## **8. Project-Based Learning (PBL)**

**Project-Based Learning** is a teaching methods in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Project-based learning will empower our students with the real-world skills they need in society and thrive in higher education or the workplace. Project-based-learning methods “engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience<sup>15</sup>. These goals are especially important for students with developmental and intellectual disabilities; only by intentionally focusing on the development of these skills can we ensure our students will have the skills necessary to live fulfilling and meaningful lives as adults. PCS-STEM collaborated with Project Lead the Way (PLTW) and The National Academy Foundation Academy (NAF) to support our STEM program and utilize the curriculums offered that will be delivered and incorporated into the lesson plans and projects using the Understanding by Design model. The accessibility of these technological tools that are used for challenging tasks in the project based learning allows PCS-STEM students to aspire to a level of effort and quality of product that more closely reflects what they see and know of the real world.

### **(c) Small Class Size and Instructional Intervention Supports**

The school will begin with 96 students in each grade, and grow each year by adding a new class of 96 Grade 9 students. Each grade will have four sections of 24 students. In each grade for

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<sup>14</sup> Wiggins, G. &McTighe, J. (2005). *Understanding By Design*. Alexandria: Association for Supervision and Curriculum Development.

<sup>15</sup> Barron & Darling-Hammond, 2008, <http://www.edutopia.org/pbl-research-learning-outcomes>

ELA and math, up to two sections will be an ICT model of one general education teacher and one special education teacher. Two sections will be general education. This model will be effective in ensuring that the school can meet or exceed its enrollment targets for special education and ESL students. This will demonstrate to the parents of students who fall within these special learning groups that the school has the commitment and the resources to provide effective instruction to their children in an inclusive setting. Thus, there will be a 1:12 teacher to student ratio in each ICT classroom.

In addition to the ICT model described above, the school will also have robust instructional and student support specialists to ensure the academic and social/emotional needs of all students are met. Specifically, PCS-STEM will have 1 special education teacher on every grade level, 1 ESL teacher for every two grade levels, one Guidance Counselor for every two grade levels, and one College Counselor for grades 11-12. The collaboration between classroom teachers and these instructional and student support specialists will further support a differentiated learning environment and therefore benefit *all* learners.

#### **(d) Longer School Day and Year**

The school will have an extended school day three days a week (Monday, Tuesday, and Thursday, 7:50a-4:30p) in addition to an extended school year of 190 days. This extended time<sup>16</sup> on task will leverage the strengths of the school's rigorous curriculum and supportive instructional model. This will provide more time in the day for *all* learners to take advantage of the enhanced opportunities to meet and exceed the school's challenging learning standards. In order for staff to have weekly professional development, students will be dismissed at 2:50 p.m. on Fridays.

PCS-STEM will improve student learning and close the achievement gap for its students, increasing learning opportunities for all students – with special emphasis on those who are at-risk of academic failure – by using the above mentioned key design elements, in addition to extending the school day (7:50 am-4:30 pm), school year (190 days), and having small class size (maximum 25). All PCS-STEM students will be scheduled for the following core subjects daily: ELA (90 min.), Math (90 min.), Science (45 min.), Social Studies (45 min.), and Foreign Language (45 min.). The schedule will also include additional courses in STEM as well as Gym, Health, Music, and Art. This will foster students' academic success and college acceptance.

#### **(e) Strong Instructional Leadership and a Commitment to Professional Development**

Strong instructional leadership will be a hallmark of the school. There will be an administrative structure in place that allows for the Principal to be focused, to the greatest degree possible, on instructional leadership. The Principal will be supported in his or her oversight of the non-academic side of the school by a full time Director of Operations and an outside accountant who will have daily responsibility for the ongoing business operations and financial management, respectively, of the school. The school will hire a Principal with demonstrated successful experience in raising student achievement in his or her role as an instructional leader in an urban high school setting serving a diverse student body. The Principal will be responsible for ensuring that the school's rigorous curriculum is delivered through high quality instruction and students

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<sup>16</sup>Dodd, C (Sept-Oct 2002) Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content.

are meeting performance objectives. This means its teachers must be provided with support to ensure high quality instruction in the classroom.

The school design will clearly support its commitment to professional development. Teacher schedules incorporate designated time during each day for the instructional staff to work individually and collectively with the Principal and/or to plan individually, or with their co-teachers or collaborate with their colleagues within and across grade levels. In addition, there is designated time each week (the purpose of early student dismissal on Fridays) where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Child Study Teams around specific students who have been demonstrating needs and challenges; (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom; and most importantly, (5) to engage in Progress Monitoring at the classroom level, grade level, content area level and school level to evaluate the performance of individual students and students in aggregate and disaggregate in order to inform instruction. We also plan to incorporate the following series of unique elements that will help fulfill our mission to assist all children to achieve, including English Language Learners (ELLs), Students with Disabilities (SWD), Free and Reduced Price Lunch Program (FRLP) students, and students with other special needs:

**(f) After-school tutoring.** In order to fulfill our mission to close the achievement gap for *ALL* students, especially those at risk of academic failure, individualized attention to students' needs will be accomplished in a setting conducive to studying and performing school work. Teacher assessments, including daily academic performance reports of students, will identify student needs and will allow this program to target specific areas. After-school tutoring is recommended to students who have shown consistent difficulty in one or more subject areas and when a teacher believes that after-school tutoring will strongly benefit a student's achievement. Students then work with faculty during this after school time to address any areas of trouble or concern. After school programs for all students will be on Monday, Tuesday or Thursday from 4:40-6PM.

**(g) Extra-curricular Programs.** PCS-STEM will offer extra-curricular programs to *ALL* students on M, T, and TH 4:40-6PM. PCS-STEM believes in the importance of helping students develop their unique interests beyond the walls of the classroom. The selection encourages students to broaden their horizons, offers them a platform to gain exposure to creative outlets and to learn transferable skills of decorum, etiquette, being polite with each other, respect, and dignity. A sample of programs that are in consideration: basketball, soccer, volleyball, Track & Field, chess club, theater club, Art club, Year Book, Math & Science Olympiad Clubs, Student Council, and National Honor Society.

**(h) College Prep/College-Readiness Course:** College and Career Ready Success is a comprehensive course for high school students to learn leadership skills and prepare students for the transition from high school to college. The course shows students the steps to choosing a career, writing a resume, conducting a job search, selecting the right college, applying to college, and getting financial aid. PCS-STEM will use the resource Leadership for Students to assist with the cultivation of leadership skills. This U.S. Department of Education resource is an exceptional leadership development tool. PCS-STEM will be dedicated to preparing students who plan to

attend college after high school graduation with the necessary skills and abilities to complete college applications, FAFSA forms, and college entrance exams, as well as preparing them for the challenges of collegiate academics. PCS-STEM has solidified partnerships with local colleges and universities to provide credit opportunities, campus visits, guest speakers, financial aid assistance, and other post-secondary preparedness needs.

**(i) Early College credit and Advanced Courses-**PCS-STEM provides an opportunity for students to earn college credit while enrolled in high school through our college partnerships. Students may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond a corresponding high school course. The students must have the approval of their high school guidance counselor, must meet the entrance requirements of the participating institution of higher learning, and must be in grade 11 or 12. PCS-STEM works in partnership with many colleges to provide the opportunities.

**(j)STEM Internship:** Every PCS-STEM student will complete an internship by the end of the Senior Year (TOTAL 180 hours )as that can be included as a portion of their capstone project. Students will be required to complete real-world research project during their senior year. Students will work with individual mentors and teachers on challenging and meaningful projects at companies and organizations in New York City. Students will learn how to thrive in a professional setting and will be able to connect their coursework to the experiences they have in the working world. Internships will be rigorous academic pursuits in which students will be required to complete a comprehensive project and present their findings to a board of teachers, parents and industry leaders for evaluation.PCS-STEM’s CollegeCounselor will evaluate internship opportunities, to create a strong link between the school and the internship and to assist students in the application and interview process. During the internship experience, each student will be assigned a teacher to support the work of the student at the school. Students must have a content teacher that is familiar with the problem being addressed at their internship site. The guidance counselor will help assign students to mentor teachers while the student is conducting his/her research.PCS-STEM believes the internship placement process should reflect the real world. Students will be required to interview and compete for internship opportunities. The guidance counselor will work to meet the needs of each student by identifying a variety of challenging and dynamic opportunities.

### **(j) High School Internship Requirements**

As part of our Mission Statement, our students will develop essential career skills while providing our students extensive experiences in service to their community. The internship program will give high school juniors and seniors the opportunity to explore career opportunities in a wide variety of STEM occupations while receiving school guidance and mentorship on capstone projects and/or assignments with teams of professionals in their chosen field. Interns will participate in activities that include investigations, presentations, research projects, program design and everyday shadowing of professionals. *Eligibility requirements and application procedure:*

Students must be either a junior or senior in high school and must fill out an application through their high school college counselor. The counselor will then submit the application to the appropriate internship site. *The high school internship experience:*All high school internships are

non-paid and for high school credit (one credit course). High school internships are afternoon programs or summer internships. Interns work for a maximum of five hours per week on a pre-set schedule arranged by the guidance department and based on the student's class schedule. The internship sites will accommodate student and school requests for longer or shorter periods. The student will be expected to complete a capstone project for the school in fulfillment of the course requirement. Specific project requirements will be provided to the students. The students will be given an attendance sheet that needs to be signed each day the intern attends site by the intern site supervisor/mentor and monitored by the school guidance counselor. The internship sites will provide the school with an evaluation grade.

**(k) Career-Oriented College Preparation:** PCS-STEM will motivate students to continue higher education. The school will provide guidance to students with their higher education choices and career options. In addition, we will organize seminars where successful people from local colleges will come and interact with students. Students will also meet and interact with professionals during Career Days and will be encouraged to begin thinking about their future aspirations. We formed collaborations with the engineering and science departments of local universities and have strong ties with these institutions. These relationships will be utilized to provide students with access to graduate students and professors to help them understand the career possibilities in these areas as well as to motivate and guide them through their education early on so that they can make the right career choices later.

**How these Key Design Elements support the mission of PCS-STEM:**

To understand the connection between the key design elements and the mission, our mission should be understood as a three-part expression of our intent, structures, and approach. First, our intent is to provide students with a superior STEM educational experience and to close the achievement gap. Second, we will achieve this through structures that include, but are not limited to college prep and career exploration. Third, our approach will be to promote academic success by stimulating creativity in teachers and students and encouraging innovative thinking. Essential practices will include problem-solving and teamwork. The cornerstone of our key design elements is the deep linkage between a culture rooted in data-driven decision-making and instructional practices rooted in empirical research. We are focused and intentional on closing the achievement gap. To do this, we've emphasized as key design elements four practices strongly correlated to reducing disparities: small class size, extended day, extended school year, and data-driven instruction. We anticipate enrolling students with some educational deficits and some needs that require intensive support. To meet their needs, we will provide a more intimate educational setting where individuals are neither lost nor anonymous. We believe, and research affirms, that more seat time is essential for students who trail their peers. Our key design elements will create an educational environment that provides opportunities to close the achievement gap infused throughout the school design and that addresses the diverse academic and socio-emotional needs of all students in CSD 22, including extended learning time; providing intensive academic supports (Intervention opportunities that are incorporated in the curriculum and weekly schedule); Two periods of English Language Arts and Mathematics every day; Small group instruction and flexible grouping in the classroom; after-school tutoring program; and ILPs for every student. We will “encourage innovative teaching practices and create new professional opportunities” including the following:

1. Utilizing the Research-based instructional strategies: Understanding by Design (UBD),

differentiated instruction, direct instruction, and individualized learning plans to close the achievement gap by increasing learning opportunities for all students, with special emphasis on student at risk of academic failure, and an RTI model.

2. Focus on assessment as a critical analytic tool: Assessment of student academic progress is essential for reaching our school achievement goals. Assessment will be the single most critical factor for: informing how teachers plan their daily lessons and long-term units; how each student’s learning plan is differentiated; how the school administrators determine the strategic direction of professional development; and how the Principal and Board of Trustees evaluate the overall success of the school.
3. The most important factors that predict a student's achievement is parental support and quality of the instructional staff provides. Given our target population, teacher quality will be the most critical contributor to student success. PCS-STEM will provide students at risk of academic failure with qualified and committed teachers who have high expectations for student achievement. The teachers will be content area experts and receive ongoing quality professional development focused on differentiated strategies to move their students towards obtaining the Regents Diploma and attend college. Teachers will constantly use assessments to drive instruction, use an ILP to benchmark student progress, and leverage the support and expertise of their peers and curriculum specialists to plan engaging interdisciplinary lessons. All teachers will relentlessly pursue the school’s ultimate achievement goal for all students: the Regents Diploma with Advanced Distinction and four-year college admission. Teachers must be experts in content and masters at using varied instruction methodologies. To this end, providing high quality and ongoing professional development is a top priority. Components of our professional development plan for teachers include: a yearly Professional Development Summer Workshops.; teacher professional development plans; informal classroom observations; common planning periods; professional development on understanding individual education plans and special education methodologies; and ample opportunity throughout the school year for professional development and assessment.

**C. ENROLLMENT, RECRUITMENT, AND RETENTION**

**Projected Enrollment Table:**

Each year PCS-STEM will enroll 96 students in the ninth grade with a maximum student-faculty ratio of 25:1. At full size, PCS-STEM will serve students in grades **9-12**. The table below depicts the school’s planned enrollment in each year of the proposed five-year charter term. The school reaches its full enrollment of 300 students in Year 4. We will not backfill for attrition.

<b>Projected Enrollment Table Over the Charter Term</b>						
<b>Grade</b>	<b>Ages</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>9</b>	13-16	96	96	96	96	96
<b>10</b>	14-17	0	96	96	96	96
<b>11</b>	15-18	0	0	96	96	96
<b>12</b>	16-19	0	0	0	96	96
<b>Totals</b>		96	192	288	384	384

**ADMISSIONS POLICIES**– PCS-STEM will adhere to the provisions of Section 2854(2) of the Education Law to guide the admission policies and procedures. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to

a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that will be unlawful. In short, there will be no admission requirements, and no tests of any sort will be given to determine whether or not admission will be granted. Preference will be given to students from CSD 22 and students with siblings already enrolled in PCS-STEM. We will recruit widely throughout the community.

***Student Application and Enrollment Period***-Formal recruitment of incoming students will begin after PCS-STEM is authorized. Every child will be enrolled who submits a timely application, space permitting. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation. In the first year, the application period will begin upon approval of the charter and cease April 1<sup>st</sup>, 2016. In subsequent years (two through five of the proposed charter), all recruitment activity and application processing will begin around November, and the lottery will be held after April 1<sup>st</sup>. The board assures that the proposed charter school will not require parents to attend an open house before applying for admission to the school. There will be no required meeting, no open house, no interview, and no required tour of the facility.

The application process begins when a parent or guardian completes an application form. A bilingual representative is present at all parents meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in the community's predominant languages (Spanish, Russian, and Creole) for parents who feel more comfortable submitting applicant information in the language they speak. Applications will be translated in other languages as needed. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, in particular the student's age, address, and sibling status. After an application has been deemed completed and accurate, a confirmation card will be mailed indicating the receipt of the application.

***Attracting Economically Disadvantaged Students, Students with Disabilities and English Language Learners***-Aligned with the charter law, PCS-STEM is committed to making good faith efforts to attract and retain economically disadvantaged students, students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including economically disadvantaged students, students with IEPs (Special Education Students) and English Language Learners (ELLs) or students with Limited English Proficiency (LEP). PCS-STEM will ensure that such students are welcomed and served in an effective manner. The planning team and staff of PCS-STEM will recruit families of students who are learning English as a second language and who have special education needs.

***Lottery***-Should the number of applications exceed the number of seats, PCS-STEM will hold a random lottery. The lottery will be held no sooner than April 1 and no later than April 15 each

year. We will give a priority to students who have a sibling already enrolled in the school as well as students who live within Community School District 22. After that, all students will have an equal chance of getting into the school.

For the purposes of the lottery, all students will be assigned an applicant number and all applicant numbers will be placed into selection groups, according to their sibling and in/out of district status. The below chart demonstrates our lottery preference order:

- Siblings of currently enrolled students
- Applicants residing in CSD 22
- Applicants residing outside of CSD

All students in a selection group will be selected randomly before any student will be drawn from the next selection group. We will use the draw order of applicants after all students have been drawn and the number of seats to be filled via the lottery to determine whether students are admitted and, if not, the order of the waitlist. After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of registration dates, and a list of documents that parents need to bring on registration day to register their child. The letter will also explain that the child must be present at the time of registration. Students not selected for admission will receive a letter notifying them of their place on the waitlist. Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery. PCS-STEM admission policies will include provisions to allow for ten percent (10%) of newly enrolled students to be admitted via transfer under the No Child Left Behind choice program in compliance with city, state and federal policy.

### *Student Registration*

During the month of August, prior to the beginning of each new school year, PCS-STEM staff will hold several open-house days to register new students. The parent or guardian of every accepted student will have received an acceptance letter with a detailed explanation of registration dates, and a list of documents that parents need to bring on registration day to register their child. The letter will also explain that the child must be present at the time of registration. At registration, parents will be required to fill out a form with contact information and show proof of New York State residency and proof of immunizations. **(See Attachment 1 Admissions policies and Procedures)**

### **Enrollment Plan Rationale and Growth Strategy:**

The number of students to be enrolled each year and over a 5-year period is shown in the table below. We will be able to work well and produce outstanding results with these student numbers. We believe that individualized attention will be the key to our success. For this reason, at PCS-STEM, we will also keep the class sizes relatively small, 20-25 students. The small class size will be easy to manage, and teachers may alter instructional methods according to the individual needs of students. Also, each student may participate in discussion more easily. We will keep the school size also relatively small at 388. This enrollment size can support a financially sound school where each student will receive adequate attention. We will like to keep our faculty-student ratio around 1:24, allowing us to monitor each student's achievement closely. The small size will create a family-like school environment in which everybody knows each other. The

small size will be beneficial in helping teachers to identify student weaknesses in a shorter period of time. The small size will also contribute to closer relationship between the parents and the school. We plan to start with 96 students and grow gradually (96 students [one grade] per year and 24 students per class). The starting numbers as shown in our budget, is what believe makes sense financially.

PCS-STEM is going to ensure the enrollment/retention rates will meet or exceed the enrollment/retention targets established by the Board of Regents for the Economically Disadvantaged (FRPL), ELLs and SWDs students. By the time we reach full size, we will meet or exceed the enrollment/retention rates in 2020-2021(see table below). Until that time, we will compare our actual enrollment/retention with the targets for grade 9 in 2016-2017, 9-10 in 2017-2018, 9-11 in 2018-2019, and 9-12 in 2019-2020 to monitor our progress in meeting that goal. The enrollment/retention targets were calculated using the New York State Education Department’s (NYSED’s) Charter School Enrollment and Retention Targets calculator:

**Charter School Enrollment and Retention Targets calculator:  
Fifth year Charter School Enrollment and Retention Targets**

<b>Enrollment Targets</b>		
Subgroups	Comparable District %’s by Grade Level	School Enrollment Target (Shows Target #’s of Students in Grade Span)
Economically Disadvantaged (FRPL)	57.5	222.2
English Language Learners	9.1	35.1
Students with Disabilities	9.3	35.9
<b>Retention Targets</b>		
Economically Disadvantaged (FRPL)	94.3	209.5
English Language Learners	91.6	32.1
Student with Disabilities	90.3	32.4

PCS-STEM intends to have enrollment/retention rates above the calculated “effective targets” thresholds for Economically Disadvantaged (FRPL), ELLs, and SWDs students. PCS-STEM will always maintain the suggested targets and continue to increase enrollment using best practices to encourage at-risk students to apply. Based on how community stakeholders have embraced the idea of PCS-STEM, the enrollment target is very attainable and provides an attractive high school option particularly for those CSD 22 families whose only other choice is a larger and/or low-performing public high school.

**Enrollment and Retention of Students with Disabilities, English Language Learners, and Students Who Are Eligible Applicants for the Free and Reduced-Price Lunch Program:**

***Recruitment and Enrollment:*** By using various recruitment strategies, we will meet or exceed enrollment and retention requirements. Similar practices were widely utilized by the two charter schools that meet and exceed Recruitment and Retention targets in CSD 22. We plan to enroll special student populations in proportions that reflect their representation in CSD 22. We will continue to conduct a vigorous outreach program aimed at recruiting and enrolling a student body that is representative of all SWD, ELLs, FRLP students, at risk learners, and economically disadvantaged students from the general population residing in CSD 22.

**Recruitment:** We ensure that our marketing materials highlight our mathematics, science, and technology emphasis and college preparatory focus as well as promote PCS-STEM's high quality instructional programs to local elementary and middle schools, parents, teachers, and community: •Meet feeder schools guidance counselors •Hold Family Information Sessions in the local community to elicit public comment and distribute surveys •Attend community events •Advertise in local publications that focus on our target population •Distribute marketing flyers •School Website •Conduct school tours •Recruitment booth for three days at school site during community festival •Provide translators •Visit libraries. In regards to recruiting a student population representative of CSD 22, we led specific efforts to recruiting SWD, ELLs, and FRLP-eligible students: **SWD:** To recruit SWDs, we aimed our direct advertising and other recruitment efforts at a broad range of neighborhood and community programs that serve special education students. We also cultivated relationships with the special education coordinators of the CSD 22 middle schools to inform them about the school and provide them with promotional materials for parents. We provided a qualified special education teacher at information sessions to present the academic programs and resources that PCS-STEM will provide to meet those needs. **ELLs:** To recruit ELLs, we canvassed CSD 22 neighborhoods and distributed recruitment marketing materials in the community's predominant languages (Spanish, Russian, and Creole). We also provided translators at all of our information sessions and other events and purchased local newspaper advertisements in multiple languages. We provide promotional materials to community organizations to make sure those "harder-to-reach" families (e.g. single parent families, low socio-economic households, people who work in the area, etc.) are aware of the school and their eligibility to apply for enrollment. As part of our ongoing recruitment efforts, we will continue to post notices in multiple languages throughout the community. **Students Eligible for the FRLP:** To recruit FRLP-eligible students, we distributed marketing materials to public housing apartment complexes and Brooklyn food pantries, and conducted information sessions in community centers that offer support to low income families and to those who may be less informed of school options in an effort to recruit these students.

**Retention:** In order to retain students until graduation, PCS-STEM will utilize various instructional strategies: differentiated instruction, direct instruction, and individualized learning plans. Also, small class size and innovative instructional methods that lead to academic achievement, particularly for at-risk students, will help close the achievement gap for all students. The extended school day and year afford the opportunity to provide remediation and tutoring. We plan to incorporate instructional resources that will fulfill our mission to enable all students to achieve optimally, including students with IEP or 504 accommodations. **Our Retention plan goals and strategies include: Goal 1: To improve parent communication & strengthen relationships with parents-**•Freshmen Orientation •Newsletters containing upcoming events will be prepared and distributed 4 times a year. •Distribute report cards four times a year and hold three parent-teacher conferences including progress reports •Utilize the Pearson PowerSchool database that will be used by teachers, parents, and students to monitor academic progress and assignments •Teachers will keep parent logs of all the phone calls made home •E-mail communication / in-person meetings •Provide parent satisfaction surveys twice a year (mid-year and end-of-year) •Serve on parent advisory councils (PTA/PTO) •Attend PTA meetings/parent workshops •**Dedicated Parent Room:** In order to help parents feel at home in the school and to encourage their presence in their child's education. **Goal 2: To provide social and emotional support-**The school will establish mentoring and support groups. Each group, organized and led by a licensed guidance counselor (and supported by teacher advisors and a

social worker) will provide students with comprehensive socio-emotional development on topics such as leadership, teamwork, peer support, bullying, college applications, & balancing school and family. **Goal 3: To provide opportunities for social and academic development-**After school from 4:40-6:00pm on Mondays through Thursdays, PCS-STEM will offer student tutoring in subjects they need extra help in, as well as a variety of extracurricular activities including sports and science/math competitions.

**SWD:** All students will have access to tutoring and remediation during the extended school day. For SWDs, the IEP Team will ensure that students with IEPs access the appropriate programs and support to help them meet graduation requirements in the least restrictive environment.

**ELLs:** Students will initially self-identify when the NYSED Home Language Survey is completed. If a student’s need is significant enough, PCS-STEM will provide appropriate instruction. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based instructional model that will be implemented to address the academic needs of ELLs. To support ELLs in the classroom, we will provide proper training on differentiating instruction and practice for ELL staff highlighting the language and communication skills required in all content areas. The professional development will be driven by disaggregated student performance data for ELLs. **Students Eligible for the FRLP:** We will participate in the FRLP meal program and adhere to all applicable requirements. PCS-STEM will make sure all families are informed that the school participates in the FRLP at the start of the school year and offer assistance to families/parents to complete FRLP paperwork. Research has consistently shown that socioeconomic status is a key determinant of educational outcomes. PCS-STEM will implement a three-tiered Response to Intervention (RTI) process to support this population. The RTI process will allow the staff to quickly identify students who require additional support (Tier 2 or Tier 3 interventions) and provide appropriate services. The RTI team will collaboratively develop an academic intervention plan that will include the type and length of services needed and short- and long-term goals. This team will work closely with this population to identify and work through obstacles to academic success – whether those obstacles are solely academic challenges, family issues and/or social problems.

**D. COMMUNITY TO BE SERVED**

**Value of School in CSD 22:** PCS-STEM is a unique offering that enhances and expands the educational options available to parents and students residing in CSD 22. According to the 2012-2013 NYCDOE High School Progress Report, District 22 (see below) has two low-performing schools: James Madison and Sheepshead Bay. The remaining schools focus on Math and Science and require screening to be admitted, but lack engineering offerings. PCS-STEM will accept students by lottery only and no screening. Furthermore, we will offer true STEM courses, with smaller class sizes, and have a STEM lab dedicated to the discipline.

<b>High School</b> <i>*requires screening for special programs</i>	<b>School Performance Grade</b>	<b>Avg. Class Size</b>	<b>% 4 Yr. Grad Rate</b>	<b>% College Ready</b>	<b>% Attended College</b>
Midwood*	B	32.3	84.9	78.9	81.7
James Madison	C	30.0	74.7	60.5	56.7
Sheepshead Bay	D	28.3	44.3	38.7	43.1
Leon M. Goldstein*	A	31.4	96.4	92.4	88.5
Brooklyn College Academy*	B	28.2	96.9	89.3	88.7

Therefore, the proposed charter school is an excellent option for the parents and students.

**Proposed Student Population PCS-STEM Will Serve:**CSD 22 serves the southeastern Brooklyn neighborhoods of Sheepshead Bay, Madison, Midwood, Flatlands, Marine Park, Mill Basin, and parts of Flatbush. According to the *2013-2014 NYC DOE Demographics Snapshot* of CSD 22, 20% of students were designated as SWD, 9% of students were classified as ELL, and 71% were eligible for Title I and FRLP. The district's ethnic middle school student composition is: 27% White, 43% Black or African American, 14% Hispanic or Latino, and 15% Asian. **CSD 22 students are exiting 8<sup>th</sup> grade with the following scores:** ELA (Level 1: 26%, Level 2: 41%, Level 3: 24%, and Level 4: 9%) and Math (Level 1: 32%, Level 2: 38%, Level 3: 17%, and Level 4: 13%). CSD 22 has only 2 schools that do not require screening for special programs and both are low-performing: Sheepshead Bay and James Madison (See above chart). PCS-STEM is referred to as the specialized high school without an entrance exam. **Rationale for Selecting the Community and ability to serve it-**Based on the NYCDOE High School Progress Report, CSD 22, Brooklyn needs a specialized high school for the economically and socially disadvantage students who lack the necessary score needed on the traditional specialized high school exam. They need to be given the opportunity to attend a specialized high school. *All* students have dreams. **Expanding Educational Options within the District:** Parents and students want to be provided with expanded choices.PCS-STEM will create a personalized learning plan for each student. Students will be provided with an integrated curriculum that is informed by real-world experiencesincluding a high concentration of Mathematics and Science courses and arequired internship for 12<sup>th</sup>grade students as discussed in Section II-B(e) above.PCS-STEM will offer (1) Additional high-level science and mathematics courses, as well as more opportunities to take college-level courses via collaboration with CUNY and other colleges.(2) Consistent program focus on preparing students for academic and social success in college. This will give our students a tremendous edge in preparing for and being admitted into colleges. In addition, PCS-STEM will be the only school in CSD 22 to offer: (1) A STEM curriculum that emphasizes technology and engineering curriculum. (2) A STEM Fabrication Lab for three-dimensional modeling.(3) Increased opportunities to compete in scholastic events like robotics competitions, Math competitions, etc. **Family and Community Support within CSD 22:** Upon analysis of the surveys ranking importance of the key features of the school were reviewed and summarized, we know the school model we have proposed has the support from the community. In fact, the surveys in particular, point to a great alignment between the academic programs we will offer and the educational needs of the children in the community.

#### **E. PUBLIC OUTREACH**

**Public Outreach:** Since September 2014, our team has solicited community input regarding PCS-STEM in the following ways: public meetings, discussions, public awareness campaigns and surveys. First, we held public meetings with parents, community leaders, elected officials, and other stakeholders on 20 separate occasions between September 2014 and June 2015. At each meeting, our team made presentations on the mission, key design elements, curriculum, and proposed location of the school. At each meeting, our team collected anecdotal information from participants concerning the mission, model and overall design of the school. Second, our team has met with a diverse array of stakeholders in and around our target communities. Our discussions with school leaders, administrators, and guidance counselors have informed our model and school design. In particular, we will offer a dedicated STEM program and dedicated

STEM FAB LAB. We also hosted and were invited to participate in discussions with elected officials such as NYS Senator Golden, Brooklyn Borough President Eric Adams Assemblywoman Nicole Malliotakis and Congresswoman Ms. Yvette D. Clarke. Each elected official endorses our initiative. More importantly, each elected official allowed us to speak directly with their constituencies. In our discussions, CSD 22 residents expressed concerns about limited high school alternatives in the community. Our proposal is intended to meet that concern. Third, our team launched a public awareness campaign targeting students, parents and families in CSD 22. Our campaign comprises four types of communication: visual/print (surveys, petitions, and flyers, and a website <http://PCS-STEMcharterstemschools.weebly.com>), direct engagement (“street team” canvassing in CSD 22, information sessions at CSD 22 after-school programs and youth centers), and organizational partnership (disseminating materials through the district CEC and parent advocacy groups for targeted outreach to SWD, ELL and FRLP-eligible students). Finally, to provide our planning team with some empirical measures for demand, our team developed a survey on planned key design elements. The survey was issued to 225 persons, of whom 200 are parents. No less than 90 percent of all parents surveyed endorsed each of the key design elements for PCS-STEM. **Outreach meetings: (See Attachment 2 Samples of Evidence of Community Outreach)**

**Providing stakeholders in the community the opportunity to submit comment:**

At the end of each presentation the PCS-STEM representatives held Q and A Sessions to invite comments and feedback. The public was also invited to provide comments using the contact form on our website on the school’s website or send emails to [brooklynstemschool@aol.com](mailto:brooklynstemschool@aol.com)

**Addressing comments received from the impacted community:** At each meeting individuals were provided a survey to complete (rank the importance of the key features of the school) or were given the option to go online to complete the survey. Our outreach has led to positive feedback, support, and sufficient interest in the proposed school from stakeholders to allow us to reach our targeted enrollment. **Informing Students in the Community and Providing Equal Opportunity:** By reaching out from ten elementary and middle schools in CSD 22 as well as private/parochial schools in the community will be informed about the charter school and given an equal opportunity to attend the charter school (By holding a public lottery to determine which students are accepted to the school. The lottery will be conducted in accordance with New York State Law as described in our admissions policy (See Attachment 1) Aligned with the charter law, PCS-STEM is committed to making good faith efforts to attract and retain economically disadvantaged students, students with disabilities and limited English proficient students comparable to the district of location). We will continue distributing to youth centers, public housing complexes, education centers, libraries, churches and local businesses.

**F. PROGRAMMATIC AND FISCAL IMPACT**

Year	# of Students	PerPupil Allocation	Projected Charter Cost	District Budget with 3% increase each year	Projected Impact (i.e. % of NYCDOE’s Overall Funding)
2016-17	96	\$14,027.00	\$1,346,592.00	\$25,460,000,000	0.005%
2017-18	192	\$14,027.00	\$2,693,184.00	\$26,223,800,000.	0.010%
2018-19	288	\$14,027.00	\$4,039,776.00	\$27,010,000,000	0.015%

2019-20	384	\$14,207.00	\$5,386,368.00	\$27,820,300,000	0.019%
<b>2020-21</b>	384	\$14,207.00	\$5,386,368.00	\$28,654,909,000	0.019%

Source: NYCDOE Fair Student Funding FY15-

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/SAM01\\_3\\_SBD.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/SAM01_3_SBD.html)

### ***Fiscal Impact on Public Schools***

PCS-STEM will have a negligible fiscal impact on public schools in the New York City School District and in CSD 22. For purposes of this analysis, we are assuming that the New York City Public School District will have to transfer \$14,027.00 annually for each child enrolled during the 2016-17 school year and every year thereafter. The number of PCS-STEM students in the first year of operations (2016-17) will be 96, and the financial impact on the school district will be \$1,346,592 or 0.005% of the total New York City School District budget. In subsequent years, the financial impact remains insignificant. Over the course of its five years of operation, the PCS-STEM will expand its enrollment to 384 students. As documented in the chart below, PCS-STEM will have by the fifth year of operation \$5,386,368 transferred from the school district to the charter school which represents 0.019% of the New York City school district's overall funding, still a negligible amount in relation to the entire school district's budget.

***Fiscal Impact on Non-Public Schools*** With respect to high tuition private schools, PCS-STEM does not expect to have a great effect on these institutions as PCS-STEM expects that many of the students will continue to come from low-income families that will not have had the means to pay for these elite private schools. As has been the case in the first charter term, PCS-STEM will continue to appeal to families of students in the existing public schools who are attracted to the rigorous academic program of PCS-STEM and its nurturing community and who seek an alternative to the significant number of NYCDOE schools not meeting state standards. For families who had previously made their choice to send their children to low-tuition parochial or private schools, the option to withdraw their children from those schools in favor of high performing free public charter schools will reduce enrollment of these nonpublic schools resulting in a negative fiscal impact on these types of private inner-city schools. There are several private/parochial schools in CSD 22 that are affiliated with religious communities. PCS-STEM will not impact their programs.

## **II. EDUCATIONAL PLAN**

### **A. ACHIEVEMENT GOALS**

**GOAL I: ENGLISH LANGUAGE ARTS:** All PCS-STEM students will meet or exceed the Common Core State Standards and other New York State benchmarks (demonstrate mastery in English Language Arts).

#### **Absolute Measures**

- Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.
- Each year, 75% of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English Language Arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

- Each year, the Performance Index (PI) on the Common Core ELA by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Comparative Measures**

- Each year, the percentage of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district and NYS.

**Growth Measures**

- Each grade level cohort will reduce by one-half the gap between their average NCE on the previous year’s TerraNova 3 assessments for Reading and Language Arts and an NCE of 50 for the current year’s respective TerraNova 3 Reading and Language Arts assessments. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort will show an increase in their average NCE.

**GOAL II: MATHEMATICS**-All PCS-STEM students will meet or exceed the Common Core State Standards and other New York State benchmarks (demonstrate mastery in Mathematics).

**Absolute Measures**

- Each year, 75% of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.
- Each year, 75% of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.
- Each year, the Performance Index (PI) on the Mathematics Regents Exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Comparative Measures**

- Each year, the percentage of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district and NYS

**Growth Measures**

- Each grade level cohort will reduce by one-half the gap between their average NCE on he previous year’s TerraNova 3 assessments for Math and an NCE of 50 for the current year’s respective TerraNova Math 3 assessments. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort will show an increase in their average NCE.

**GOAL III: SCIENCE**- All PCS-STEM students will meet or exceed the Common Core State Standards and other New York State benchmarks (demonstrate mastery in skills and content knowledge in the area of science).

**Absolute Measures**

- Each year, 75% of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

- Each year, 75% of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade science exam will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

**Comparative Measures**

Each year, the percentage of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district and NYS

**GOAL IV: SOCIAL STUDIES-** All PCS-STEM students will meet or exceed the Common Core State Standards and other New York State benchmarks (demonstrate mastery in Social Studies).

**Absolute Measures**

- Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.
- Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

**Comparative Measures**

Each year, the percentage of students in the high school Accountability Cohort passing a Regents social studies exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district and NYS.

**GOAL V: NCLB-**The school will make Adequate Yearly Progress.

**Absolute Measure**

- Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**GOAL VI:**PCS-STEM will graduate students who are College Ready and Career Ready

**Absolute Measures**

- 75% of each high school Accountability Cohort will graduate from high school within four years.
- 85% of each high school Accountability Cohort will graduate from high school within five years.
- 20% of the members of each graduating class will receive a Regents Diploma with Advanced Designation.
- In the junior year, at least 50% of the students in the high school Accountability Cohort will score at least a 80 on the New York State Common Core Regents Exam in English Language Arts by the completion of their fourth year in the cohort, qualifying the students to be placed into college-level courses at the City University of New York.
- Each year, at least 50% of the students in the high school Accountability Cohort will score at least an 80 on the New York State Common Core Algebra Regents Exam and will have successfully completed the New York State Common Core Geometry by the

completion of their fourth year in the cohort, making it possible for the student be consider “College Ready” Qualifying the students to be placed into college-level courses at the City University of New York.

- At least 20% of students in each high school Accountability Cohort will take a college-level class during the junior or senior year

### **Comparative Measures**

- For each high school Accountability Cohort, our High School graduation rate will exceed the graduation rate of the local school district and NYS.
- For each high school graduating class, the percentage of students receiving a Regents Diploma with Advanced Designation will exceed that of the local school district and NYS.

### **GOAL VII: COLLEGE PREPARATION –graduate students who are prepared to succeed in college**

- Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- Each year 100 % of graduating seniors will be accepted by a least one CUNY college or private college/university or post-secondary school .

## **B. SCHOOL SCHEDULE AND CALENDAR**

The purpose of the daily schedule and annual calendar design is to reflect the imperatives of the mission: to provide a superior STEM educational experience and close the achievement gap in part by offering an extended day and extended year. PCS-STEM will have a longer school day for three days each week (M, T, Th. 7:50 a.m. – 4:30 p.m.), year (190 days) and smaller class size than traditional public schools. On Wednesdays and Fridays, teachers will receive professional development from 3:00 to 4:30 p.m. to ensure ongoing support for creative and innovative instruction informed by data and rooted in research.

This additional time on task will leverage the strengths of PCS-STEM’s rigorous curriculum and supportive instructional model. It does so by providing more time in the day for *all* learners to take advantage of the enhanced opportunities to meet and exceed the School’s challenging learning standards. PCS-STEM will improve student learning and close achievement gap; will increase learning opportunities for all incoming students, with special emphasis on those who are at-risk of academic failure by using the key design instructional methodologies, extending the school day (7:50 a.m. – 4:30 p.m.) school year (190 days), and small class size (maximum 25). All PCS-STEM students will be scheduled for the following core subjects daily: ELA (90 min.), Math (90 min.), Science (45 min.), Social Studies (45 min.), and Foreign Language (45 min., beginning in Year 2). The schedule will also include additional courses in STEM (Introduction to Technology; Introduction to Engineering Design) as well as Gym, Health, Music, and Art. This will foster students’ academic success and college acceptance. The following tables provide a sample weekly schedule for a student in Grades 9-12. Please note the schedule below is meant to delineate the number of minutes that will be devoted to each subject on a daily basis and is not meant to be reflective of the actual time slots that each subject will be offered.

Our design will support offer as many as two ICT classes staffed with a general education and special education teacher and/or ESL teacher. Instruction will be provided in the least restrictive environment possible, and our teachers will work closely to design comprehensive and differentiated lesson plans to support students with disabilities as well as English language learners. Our preliminary schedule sets aside time for 1-2 resource room periods each day, as well as push-in or pull-out support from an ESL teacher.

(See Attachment 3A School Schedule and Attachment 3B Calendar.)

**Planning and Professional Development:**

Summer PD schedule – three weeks in August. August 8<sup>th</sup> – August 26<sup>th</sup>. Teachers will have three daily prep periods to create: review the strengths and weakness of the days lesson, plan lesson plans, write exams and consultant with faculty. The students will be released every Wednesday and Friday at 3:00 pm to allow Professional Development to take place for the teachers to review and adjust instructional or operational practice. A key element of the teacher schedule is the daily opportunity for observation and collaboration. This is also a time when teachers may collaborate and team teach with the guidance counselors/school social workers. Extended day for students will take place on Mondays through Thursday. On Friday the Extended day session will reflect student needs. The time will be devoted to test prep, homework, group projects, college advisement, and time for individual conferences with school staff. The extended day period will be devoted to staff professional development. (See III E Professional Development).

**Instructional Grouping: *Group Reading Assessment and Diagnostic Evaluation (GRADE) & Group Mathematics Assessment and Diagnostic Evaluation (GMADE)*** - PCS-STEM will use the **GRADE/GMADE** assessment in grades 9-12 to screen students for RTI purposes, as a progress monitoring tool for adjusting students in and out of RTI levels, and to provide diagnostic data for forming flexible groups. PCS-STEM will use Pearson’s norm-referenced **GMADE** and **GRADE** to establish baseline achievement data, determine appropriate placement and measure growth. Students who require intervention services may be pulled out for small group instruction in Language Arts and Mathematics. After school will be available.

**C. CURRICULUM AND INSTRUCTION**

The school’s curriculum will be designed by the principal and teachers around the Common Core Learning Standards established by the New York State Board of Regents. The development will occur on a recurring basis through structured professional development at the beginning of the year and throughout the school year. The principal will establish structures for curriculum development, resource review and acquisition, discussion, implementation, testing, and alignment with teachers. The work will be expanded by teachers during the school year within departments and across grade levels. The school will also rely on CCLS-aligned materials provided by Pearson and Engage NY to enrich our curricular offerings, continue differentiation, and meet the evolving needs of our dynamic student population. Time will be set aside within these structures the ongoing alignment and updating of curriculum. Twice each week, as teachers also discuss data in comprehensive and meaningful ways, the principal or his/her designee will construct and lead inquiry-based conversations with staff on curriculum. Each Wednesday and Friday, we have set aside 90 minutes to engage one another on the critical components of

curriculum, instruction, and assessment. In Year 2, these efforts will be expanded with the addition of a DCI.

PCS-STEM's core curriculum is consistent with the school's mission and education program design. The rigorous curriculum and instruction model is aligned to the Common Core State Standards (CCSS) and the New York State Assessments following approval. Our curriculum will be well-defined, designed and supported by **Research-based Instructional Modalities**. PCS-STEM's supportive instructional model and rigorous curriculum will only be delivered successfully in the classroom if teachers are provided with support to ensure high quality instruction in the classroom. The Principal and the DCI will be responsible for the ongoing development, implementation and alignment of the curriculum along with the instructional staff during Professional Development Summer Workshops. In Year 1, the basic framework for the curriculum will be established by the principal. As research indicates, the alignment of curriculum to rigorous standards, conducted at the school level by teachers and supported by leadership and targeted, ongoing professional development, allows teachers to collaborate effectively and allows schools to drive student achievement results that require both procedural skill and conceptual understanding and application.

During Summer Workshops: During the pre-opening period we will ensure all staff will be trained to understand how the standards are aligned with the CCSS and include rigorous content and application of knowledge through higher-order skills. The curriculum will be designed to ensure access and rigor for all students with different ability levels and learning styles. PCS-STEM's core curriculum consists of Social Studies, Language Arts, Math and Science as specified from the NYSED and National Core Standards infused with science, technology, engineering and mathematics. Our goal is to promote lifelong learning through a differentiated curriculum using an integrated, interdisciplinary, project-based thematic approach. Our effective stem program consists of a mixture of courses that stimulate our academic foundation through collaborative efforts of instructional strategy and planning. This modality fosters learning for our student body and promotes an increased awareness of ideas and principles that will prepare our students for the technological advancements of the 21<sup>st</sup> century and beyond. The curriculum will be built upon a backwards design model. In Year 1, the principal and teachers will examine the New York State Common Core Standards, Advanced Placement Course Standards, and National Core Standards and the SAT and AP assessments. The team will work together to create a rigorous standards-based curriculum. With the backward design approach teachers are asked to look at the big picture with the end goals in mind. This model centers on the idea that process starts with the identification of desired results and then working backwards. Teachers set the vision or the essential questions of their units, decide how students will provide evidence of their learning, and finally design instructional activities to help students learn what is needed to be successful. The curriculum map template contains state standards, content, essential questions, resource/text reference, instructional strategies, pace, and assessment strategies. There is also a section on technology integration and a list of accommodations for students with diverse needs (advanced level students, students below grade level, special education students, etc.). Curriculum maps will be used to align the curriculum to NYS standards and the CCSS, daily lesson plans, and centrally created assessments also are important part of this process. Teachers will use a common template to create lesson plans. There are three types of activities that the lesson plans will focus on. Teachers are expected to start with a motivational activity that will grab students' attention and introduce them to the topic. This is followed by a developmental activity where the material is introduced to students through various instructional strategies. The

lesson ends with a closure activity that reviews the material learned before students proceed to their next class. Accommodations, assessments, and assignments are also included in lesson plans. The school's interim assessments that are based on the NYS learning standards will provide information to teachers and administration to continuously follow student mastery of the state standards and skills. Based on the results teachers will adjust instruction and struggling students will be provided with tutoring and extra support. This process along with lesson plans and classroom observations will ensure that the curriculum is effective and successfully implemented. The curriculum will also be aligned vertically and horizontally. To maximize the learning of all students, courses are purposefully designed to deliver continuity and coherence. Vertical alignment is sequenced alignment within a department. It provides continuity for students by monitoring the scope and sequence of the skills learned before allowing students to move on to the next set in the progression. Horizontal alignment is purposeful alignment between departments. It links courses across an academic year. It describes the way in which different academic departments work together to create interdisciplinary units. This structure provides coherence from course to course within one academic school year. Based on the work of Jay McTighe, within the Understanding by Design ® Framework, teachers work to develop and update unit lessons. The units contain learning outcomes that are measured by Standards Assessments, which encompasses each learning unit. These assessments are then tracked within the Student Information System. The teachers will meet to review the implementation of the Curriculum and along with the data by grade level and subject area. After each period of review, they modify the delivery of the curriculum ensuring that the needs of each student are being met (<http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>). PCS-STEM's curriculum will be revised on an annual and ongoing basis. With embedded professional development teachers will make any adjustments needed on their existing curricula. Including horizontal and vertical alignment of the curriculum, and gaps and redundancies will be addressed. Consistent with its STEM focus, PCS-STEM will provide a rigorous academic curriculum, instruction relevant to real-world problems and careers, accelerated access to STEM coursework, and personalized learning supports for students.

### **STEM Curriculum Implementation**

Our proposed charter school will integrate academic, technical, and 21st century skills to provide students the knowledge and skills needed for post-secondary STEM careers (Science, Technology, Engineering, & Mathematics). Our model focuses on the importance of cross-curricular projects as well as real-world learning experiences. The rigorous and challenging content of our STEM program lend itself to a variety of instructional strategies including cross-curricular projects that are hands-on and project based in a cooperative learning environment. The STEM PLTW curriculum is competency-based, utilizing learner-centered instruction that provides rich opportunities for students to learn skills necessary for a STEM career pathway. PCS-STEM will become a certified Project Lead the Way school that will offer a complete selection of high school STEM courses which are articulated through NYIT. These engineering courses will be taught in conjunction with the core curriculum courses so that student projects are applied in core subject areas reinforcing the rigor, relevance, and real world applications. We will collaborate with Project Lead the Way who will assist us with training of the teachers and implementation of STEM curriculum. STEM classes will begin in ninth grade. This pathway of learning develops into discoveries of real-world science and technology challenges. Our 10<sup>th</sup> – 12<sup>th</sup> grade students develop a sense of involvement in the local and global community through

the application of real-world math, science and technology related concepts as they create innovative solutions to challenges facing today's scientists.

**Classroom Technology** - The use of technology in education is essential to real-world application and it is also an effective way to increase student engagement. The School will leverage a variety of digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage within a classroom is to place it in the hands of students, for an optimal experiential learning environment. Teachers and students will have technology integrated in the classroom through a variety of modalities, and all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation at the School.

To aid teachers in delivering instruction to students, 21<sup>st</sup> century technology components will be used. Teachers and students will have technology integrated in the classroom through a variety of modalities such as: SmartLab™ - SmartLab 21<sup>st</sup> century learning labs are fully-integrated classroom programs custom-designed to meet each school's unique academic objectives. SmartLabs (<http://www.creativelearningsystems.com/smartlab.aspx>) engage learners of all abilities through hands-on, minds-on projects in STEM and technology exploration: (1) Notebook Computers (2) Interactive White Boards w/ document cameras (3) Electronic Tablets

Mobile learning allows schools to deliver a more personalized and engaging experience for students—while extending students' education beyond the school walls. But implementing a successful mobile learning program raises key challenges for school leaders, such as managing mobile devices and ensuring equitable access to technology resources for all students.

In "Teaching with Interactive White Boards", Marzano asserts that using learner response devices, graphics and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. The use of interactive white boards not only equips students with 21<sup>st</sup> technology skills, but the use of interactive white boards in the classroom has also been shown to increase student achievement by 16 percentile points (Marzano, 2009). The goal of technology usage within a classroom is to put it in the hands of students, creating an optimal experiential learning experience.

**STEM Instruction-** The curriculum will focus on science, technology, engineering and math (STEM), which provide the necessary foundation for college entrance and careers in technical fields. PCS-STEM collaborated with Project Lead the Way (PLTW) and The National Academy Foundation Academy (NAF) to support our STEM program and utilize the curriculums offered that will be delivered and incorporated into the lesson plans and projects using the Understanding by Design model.

The Engineering Program has two foundation courses goals. The first is introducing students to the disciplines of engineering to give them knowledge about the possibilities within these disciplines and the application of STEM knowledge and skills. The second is teaching students the knowledge and skills they will use in their future endeavors.

The sequence includes **two foundation courses**:

- Introduction to Engineering Design (9th Grade 1 year course)
- Principles of Engineering (10th Grade 1 year course)

Followed by a **core specialization** courses that start the third year; Specialization areas include:

- Civil Engineering and Architecture (11<sup>th</sup> Grade Fall Semester)
- Computer Integrated Manufacturing (11<sup>th</sup> Grade Spring Semester)
- Aerospace Engineering (12<sup>th</sup> Grade Fall Semester)
- Biomedical Engineering (12<sup>th</sup> Grade Spring Semester)
- Digital Electronics (12<sup>th</sup> Grade Tech Class)

The sequence ends with a **capstone course** whereby students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The learning objectives are the application of core course subject matter to develop the knowledge and skills necessary to begin their future careers. That knowledge and those skills will be developed in conjunction with our partners. The best indicator of student performance is student work. The students will design and build a comprehensive project, allowing them to synthesize the information and skills developed across the curriculum. Students will work with their teachers to establish benchmarks, track and evaluate progress, and challenge and refine process and results. Upon completion of the senior project, students will present their projects to a panel of industry and community leaders, other students and faculty. Students engaged in the internship program may use their internship experiences as a means to complete their capstone project.

### **Research-based Instructional Modalities**

**Project-based Learning (PBL)**- Each student at PCS-STEM will have an ILP that addresses vital Real-World skills – the ability to work with others, think for oneself, use knowledge acquired during previous experiences to solve problems, and deal with the unexpected. PCS-STEM will use project-based learning (PBL) to achieve these outcomes. Students will collaborate on projects, and their tasks within those projects will incorporate both academic and non-academic (flexible thinking, problem solving, collaboration, social skills, communication skills, self-regulation, and self-advocacy) goals. Project-based learning will empower our students with the skills they need to live, work, and thrive in the unpredictable “real” world of higher education or the workplace. Deliberate targeting and development of such skills is vital for students with developmental and intellectual disabilities if they are to live independent and fulfilling lives as adults.

**Individual Learning Plans and Learning Overview**- Recognizing the variety of learner, academic needs, learning styles, and career interests, the school will develop ILPs for each learner. These plans will also acknowledge any special academic needs including those required to support English Language Learners and learners with disabilities. ILP’s will be developed in grades 9-12 in conjunction with the learner, his or her parents/guardians, teachers, and guidance counselor. Benchmarks for measuring academic growth will be determined at the beginning of the school year. An Individualized Learning Plan (ILP) will be developed for each learner, designed to organize and properly sequence the learner’s academic work while helping articulate the learner’s academic strengths and weaknesses. Learners’ attainment of the standards will be assessed throughout the year. Teachers will extensively use assessment data for interventions and support. Learners who are struggling will receive the attention they need from teachers. More advanced learners can go faster, have additional assignments and projects, take more advanced classes, while also receiving direct instruction from teachers.

A key part of PCS-STEM’s education program will be the Individualized Learning Plan (ILP). An Individualized Learning Plan will be developed for each learner, mapping out multi-year

individualized learning strategies for each learner. The ILP is designed to organize and properly sequence the school learner's academic work while helping articulate the learner's academic strengths and weaknesses. It includes New York State Content Standards and academic objectives. The development of the ILP is a collaborative team process involving all parties—the learner, his or her parents/guardians, teachers, and guidance counselor.

Individualized Learning will be provided for all learners in grades 9-12. This will enable children to master the NYS content standards and National Core. Parents and their children will work with their teachers to determine educational goals and objectives, to monitor learner progress toward and mastery of, the goals of the ILP. An ILP will be developed for each learner based on assessed academic needs, educational goals and objectives, and the Content Standards. The plan will drive the selection of curriculum and instructional methods to be utilized by the individual learner. The ILP will address the acceleration and remediation needs of learners. Learner progress will be monitored through the ILP, and necessary adjustments to the plan will be made by the Teacher in cooperation with the parent, learner to meet the educational outcomes outlined for each learner. The Individualized learning instructional approach will enable PCS-STEM's learners to achieve the school's objectives through the use of the various curricular and programmatic offerings enumerated above. This diversity of educational opportunities will address the wide range of individual learner learning modes, enabling all learners, including our ELLs and our educationally disadvantaged learners, to meet and exceed learning expectations.

Plan for Learners Who Are Academically Low Achieving – PCS-STEM will meet the educational needs of academically low achieving learners through programs and instructional strategies which may include, but will not be limited to: the Resource Center, self-paced instructional software, supplemental reading instruction, tutoring, project-based learning, and other accommodations. Learners who are in need of these interventions will be identified by the ILP Review Team through one or more of the following methods: standardized test scores, instructional software assessment scores, teacher observation, curriculum-imbedded assessments, academic grades, and other school-approved screening criteria.

Plan for Learners Who Are Academically High Achieving (Gifted) - PCS-STEM will meet the educational needs of academically high achieving learners through programs and instructional strategies such as: Direct Instruction, Self-paced instructional software, and differentiated instruction such as customized pacing, challenge activities, and project-based learning.

Plan for English Language Learners (ELLs) - PCS-STEM will identify ELLs and their needs through the Home Language Questionnaire (HLQ) and the New York State Education Identification Test for English Language Learners (NYSITELL) administered by the School. The identified needs of ELLs will be met through instructional strategies which may include, but will not be limited to: Direct Instruction, Specially Designed Academic Instruction in English (SDAIE), self-paced instructional software at the level of educational need, differentiated instruction, and other accommodations as needed (see **G. SPECIAL STUDENT POPULATION AND RELATED SERVICES.**)

**ELL Students and ELL Programs from Pearson** - Pearson offers a comprehensive continuum of K–12 research-based support for English language learners and their educators. Built upon best teaching practices and research of leading language development experts like Dr. Jim

Cummins, These programs help prepare ELLs for success in school and in today's global marketplace.

All teachers at PCS-STEM will receive professional development training and practice in communicating with ELL students, understanding cultural heritage, and applying instructional methodology appropriate for learners of a second language. Teachers will be provided with tools to help detect and remedy specific English language deficiencies as well as the ability to identify students in need of additional support. Teachers will be trained in the use of graphic organizers, scaffolding, and backwards planning for all students with a particular emphasis on those who are designated as ELL. The English as a Second Language (ESL) teacher will employ sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), in his or her support of ELLs in the classroom or in small group instruction outside of the classroom.

Based on the research of Jim Cummins<sup>32</sup>, PCS-STEM will support ELL's by ensuring that language learning is promoted in all areas of the curriculum, where vocabulary is repeated naturally as it appears in different content area studies. One of the key benefits of a core, interdisciplinary curriculum is that language objectives and content objectives are not only compatible, but also design to be taught concurrently.

- Students see the big picture so they can make sense of English language instruction;
- Content areas (math, science, social studies, and literature) are interrelated;
- Vocabulary is repeated naturally as it appears in different content area studies;
- As interdisciplinary themes deal with universal human topics, all students can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.

**Proposed Textbooks:** Textbooks and curriculum-based assessments from Pearson's 21st century learner curriculum solutions are being considered for 9-12 Math, Science, ELA and Social Studies, as they are aligned with 21<sup>st</sup> century skills development, an integral part of PCS-STEM's instructional goals. The curriculum within these texts is research-based and has been determined to be effective through independent evaluations. The Pearson texts align with the *Understanding by Design* methodology that PCS-STEM will employ in its own curriculum development. For its *World History*, *United States History*, and Prentice Hall Literature Common Core Edition series, Pearson has entered into an exclusive partnership with Grant Wiggins, the co-author (with Jay McTighe) of *Understanding by Design*. The textbooks' alignment with our curricular approach will ensure that there is consistency across all the elements of our curriculum – from our framework, pedagogy, and lesson plans, to our learning activities and student assignments. PCS-STEM's curricular program supports a balance of instructional formats, instructional strategies, and instructional content throughout all content subjects: math, ELA, science and social studies through the Gradual Release of Responsibility instructional methodology (GRR). In addition to the core subjects, PCS-STEM will have instruction in World Languages, Music, Art, and Physical Education/Health. It is important to teach all areas of the curriculum, not just those subjects for which there is a high-stakes test. It is our belief that students who receive a balanced curriculum and possess the knowledge, skills, and abilities to transfer and connect ideas and concepts across subjects will be successful as measured by standardized tests as well as other indicators of student success. The school's curriculum

decisions are backed by research, expertise, and experience, and have been proven to increase academic achievement across all content areas in a variety of settings, as shown below:

**English Language Arts (Reading/Writing)** -The priority to develop strong readers, writers, and communicators is reflected by the school allocating two hours (90 minutes) daily to ELA instruction in addition to continued work on these skills integrated throughout the curriculum. Teachers will plan lessons based on their assessments of students' reading and writing abilities. ELA instruction will have the support of the ELL Specialist to differentiate and to meet the needs of all learners. Our literacy program consists of five learning goal areas in English (reading, literature, writing, speaking and listening, conventions and grammar). For ELA, PCS-STEM will use *Prentice Hall Literature Common Core Edition*, which is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: reading, literature, writing, speaking and listening, conventions and grammar. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections serve as the foundation of the instructional plan. Prentice Hall Literature Common Core Edition is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that will be utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.<sup>1718</sup>

The writing program has three basic structures – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies<sup>19</sup>. The writing component is aligned with GRR.

Based on the same solid research, PCS-STEM will supplement the core reading and writing instructional materials it will use with Pearson's *Writing Coach* program. This program is expected to help build vocabulary, spelling, and word recognition skills in our students, particularly our school's ELLs, who are struggling readers. The power of the *Writing Coach* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Writing Coach* program will include small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

How Does Pearson Literature Support Understanding by Design?

- Essential questions that open up each unit, chapter, and or lesson

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<sup>17</sup>Vaughn, S., S. Linan-Thompson, K. Kouzekanani, D.P. Bryant, S. Dickson, and S.A. Blozis (2003). *Reading instruction grouping for students with reading difficulties*. Remedial and Special Education, vol. 24, pp. 301–315.

<sup>18</sup><http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

<sup>19</sup>Vygotsky Lev, Semyonovic. (1978) *Mind in Society* Cambridge Mass: Harvard University Press.

- Customizable teaching, planning, and assessment tools to design the most effective instruction
- Inquiry-based approach to engage students in uncovering the “Big Idea”
- Real-world connections, activities, and inquiries that make material relevant and meaningful
- Pedagogy and content that help students connect key concepts, identify patterns, and predict outcomes to support enduring understanding.
- A variety of authentic assessment options offered throughout the lesson that effectively measure the degree of understanding
- Meaningful extensions to technology

**Mathematics:** Students will take math each of their four years at the PCS-STEM. Driving the math curriculum is the perspective that mathematical literacy is necessary to successfully develop intellectual capability in all students. Math courses are designed to help students understand how mathematics is an integral part of all disciplines. Students will engage in purposeful cross-curricular experiences while attaining a high level of mathematics fluency. In years one and two of the mathematics program, students will develop conceptual foundations and skills through an integrated framework of study (in geometry, algebra and/or pre-calculus) and their application to meaningful problems. Years 3 (grade 11) and 4 (grade 12) will allow students to take advanced mathematics courses, continuing to incorporate the sub-disciplines of mathematics and their applications

PCS-STEM will use Pearson’s Mathematics Series for mathematics instruction which is aligned with the Mathematics Common Core Learning Standards (CCLS), supports diverse learning needs by engaging all students with leveled activities for ongoing differentiated instruction. Every unit provides strategies for ELLs, special education, at-risk, and advanced students; offers numerous opportunities for exploration and discovery, through a variety of hands-on and group activities; and, provides exceptional support for students and teachers as they work to meet the mathematics standards’ objectives, particularly depth of instruction. Lessons start with concrete context-based situations and through the use of models, math talk, sample questions and other tools, progress toward more abstract problems. This creates a natural, progressive learning environment to help students successfully engage with complex ideas.

**Science:** Students will take science all four years during their time at PCS-STEM, obtaining the required credits for graduation and choosing a concentrated STEM pathway in years 2, 3 and 4 as part of their college coursework. The overarching goal of the science program of study is for each student to experience the richness and excitement of exploring and understanding the natural world. Through the use of the PLTW Program, the science program will enable students to develop interdisciplinary thinking skills and an understanding of science in society.

All students at PCS-STEM will learn science through inquiry, asking questions and making meaning of their observation of the natural world with strategic and deliberate direct instruction.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every school. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions

and finding answers to questions---these are the same skills we want our students to use in their daily lives. PCS-STEM's science program is based upon these principles.

PCS-STEM will use Pearson's Science (9-12) as the primary curriculum science text and utilize PLTW to support its science curriculum. This 9-12 program is aligned with the National Science Education Standards, and to science National common core standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center<sup>20</sup> and the National Science Teachers Association<sup>21</sup>.

Our approach to science will be effective with our ELL population. Research on science instruction with ELLs focuses on inquiry-based science instruction to promote science learning and English proficiency simultaneously<sup>22</sup>. An inquiry-based approach leads students to construct an understanding of science concepts through investigations and analyses, using laboratory equipment, readings, and interactive technology. Research demonstrates significant gains in student achievement on standardized science tests (and associated gains in math and literacy) in school districts that use an inquiry-based approach PLTW.<sup>2324</sup>

We believe that students should learn science by doing science and we will adopt the **PLTW** Science Curriculum for grades 9 through 12. Research and practical experience in classrooms demonstrate that students learn best by doing. With hands-on involvement, students come to understand concepts more fully, remember them longer after the experience, and develop confidence in their ability to discover and to understand science.

**Social Studies** – Using the New York State Social Studies core curriculum and Common Core State Standards to guide instruction, social studies teachers will provide students with the content, concepts, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. The PCS-STEM social studies curriculum will also include geography and classes will regularly discuss current events. As students and citizens of the world, a working knowledge of where places are is an essential life skill. Because of the ethnically diverse population the school will serve; a focus on geography lends itself to integration with other subjects like math (spatial awareness) and many aspects of science (physical science, economics, cultural geography) which are all explored in the social studies curriculum across grade levels. PCS-STEM teachers will use a variety of instructional resources, authentic, primary source documents and other materials to support the school's curriculum, which is based on the New York State Social Studies core curriculum.

### *Foreign Language-*

#### **Instruction in Greek Language**

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<sup>20</sup> National Science Resources Center (NSRC) (2005). *Investigations in High School Science*. Retrieved from [http://www.nap.edu/openbook.php?record\\_id=11311&page=58](http://www.nap.edu/openbook.php?record_id=11311&page=58)

<sup>21</sup> National Science Teachers Association. (NSTA) (1996). *Pathways to the science standards: High school edition*, eds. J. Texley and A. Wild. Arlington, VA: Author.

<sup>22</sup> Amaral, O.M., Garrison, L., and Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal* 26 (2): 213–239.

<sup>23</sup> Valdes, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College Press.

<sup>24</sup> Amaral, O.M., Garrison, L., and Klentschy, M. (2002). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal* 26 (2): 213–239.

Globalization requires that students learn and understand other cultures. Through PCS-STEM's language program, students will not only spend three years learning another language, they will also learn about the culture and develop an open minded and broadened world view along with the character trait of "humanity". The school's foreign language curriculum aims to have students show evidence of "functional proficiency." By learning to appreciate another language and culture, students will have a global perspective of the world. PCS-STEM will offer a Greek language instruction (for grade 9 students only) **and** Spanish language curriculum aligned to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). The Spanish program's emphasis will be directed toward the development of language skills (Speaking and Listening). The initial learning activities will be structured around conversation Spanish. PCS-STEM will select *Abriendopaso* as the primary textbook and *Abriendopaso Gramática*. The students will take a district-based exam as an exit examination at the conclusion of three levels of Spanish. The technical vocabulary of various professions and the hard sciences rests on the foundation of Latin and Greek. Additionally Learning the Greek Language has proven to sharpen analytical language skills and improves knowledge of English including technical vocabulary, from philosophy to geology. Almost all terms in biology, medicine and other hard sciences are derived from Greek. **If you learn Ancient Greek, you are several steps ahead of your peers in understanding scientific concepts.** By gaining a working knowledge of Greek, students will be better prepared to study historical, literary, mathematical, and scientific matter.

### **Math and Science Advanced Courses**

Students will be encouraged to enroll in advanced/honors mathematics and science courses whenever appropriate. Accelerating in mathematics and science offers students the opportunity to take higher level mathematics and science courses in college. Students should begin this sequence early in order to follow a path leading to the successful completion of four units of high school mathematics and four units of high school science. Students who encounter difficulties in mathematics and science courses will be provided assistance through peer tutoring, teacher tutoring, and before/after school programs. Courses offered at the high school level will include:

**Honor Courses** - In addition to the standard upper level coursework and topics identified below, students will have the opportunity to study college level content in honor courses provided by CUNY, College Now, and other college partnerships. The following Advanced (Adv) Courses will be offered: Adv Biology, Adv Physics, Adv Chemistry, Adv Psychology, Adv Calculus, Adv Statistics, Adv Macroeconomics, Adv Microeconomics, Adv U.S. Government and Politics, Adv U.S. History, and Adv English Language and Composition.

**Honors Program** - Students who wish to pursue an advanced academic program will be provided the opportunity to participate in the Honors Program. The Program gives students an opportunity to be a part of an enthusiastic community of learners wishing to take a rigorous course of study. The courses that are offered are advanced courses designed to challenge and motivate students to understand rigorous content; college level courses taught in a high school setting. At the end of each course, a final exam is given. Qualifying course grades can enable students to receive college credit and/or advanced standing at a university or college. All students at the school will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

**Non-Core subjects** -In addition to the core subjects of ELA, Math, Science and Social Studies, PCS-STEM has also incorporated non-core subjects into its weekly schedule (See Attachment 3A):

**Physical Education and Health** -In the changing environment outside of school where many students are not engaged in regular physical activity, PCS-STEM is committed to ensuring that all students develop sound bodies as well as sound minds. PCS-STEM will use a curriculum and instructional model derived from both the New York State Education Department (NYSED) and National Standards in Physical Education and Health, which will provide instruction and more importantly, the time commitment to ensure student's physical development parallels their academic achievements.

**Career Development and Occupational Studies (CDOS)** - PCS-STEM recognizes the importance of making the connection for its students between real world stem career opportunities and the classroom work they are engaged in now. It is very important that PCS-STEM exposes its learners to the exciting, meaningful, impactful and lucrative careers that are available to them as well-educated people. It is critical to build a connection to the work they are doing in the classroom to the variety of professions that ultimately use those skills. Students will explore various professions that utilize the skills and knowledge they are acquiring in the classroom. Teachers will invite professionals to speak in the classroom about their jobs and what education is required to be successful. Therefore, NYSED CDOS standards are addressed throughout all subject areas. The standards are integrated into all subjects in content-specific and grade appropriate ways.

**Technology** - The technology curriculum is aligned with the National Technology Standards. Technology education will be incorporated into the curriculum of each subject area as appropriate. PCS-STEM contemplates technology education beginning in ninth grade with students acquiring by the end of each grade level the grade-appropriate The National Educational Technology Standards (NETS). PCS-STEM students must be technologically literate; therefore, they must have opportunities to use computers, appropriately navigate the Internet, learn keyboarding skills and gain facility with business applications such as word processing, spreadsheet, database and desktop publishing programs. In addition, students will explore the evolution of technology, engineering design and technology management across appropriate curricular areas such as math, science and social studies. Technology will also be used to support curriculum and support student academic achievement through the use of educational software in the classroom that directly connects computer activities with subject specific learning standards. Technology will be used in the classroom (including Smart Boards, laptops and appropriate instructional software) as effective and efficient tools for instruction. The use of such technology will also increase students' awareness of and engagement in technology and its importance.

**The Arts** - The Arts will be primarily be taught as a stand-alone subject but may also be embedded in other curricula areas, e.g. Visual Arts integrated into ELA and Social Studies, Dance integrated in Physical Education and the theatrical arts incorporated into English Language Arts. The Arts provides PCS-STEM with opportunities to integrate culturally relevant topics into the School's curriculum. Aimed at meeting the NYSED and National Standards for the Arts, the curriculum will include creation and performance in the arts, (including music, drama, dance and visual arts), introduction to a range of materials and tools and their uses, exposure to a wide range of arts through field trips and visiting artists. As always, literacy plays a central role, as teachers elucidate and model the specific language associated with artistic

creation, and guide and encourage critical response, discussion, and recognition of the cultural and social context of the arts. Teachers will also collaborate to both integrate arts activities into all content areas and to integrate content areas into the arts. Students need to be exposed to and participate in the arts. The arts provide a powerful vehicle of self-expression, creativity and learning for young children. Through the arts, not only do students build and develop practical skills and learn important habits—fine motor skills, loco-motor skills, use of voice, listening, observing, dexterity, patience, planning, sharing—but they build self-confidence and self-esteem as they discover their emerging talents and use their growing imaginations to communicate in new and exciting ways. The arts provide teachers with important ways to reach children, who might otherwise withdraw from class and their peers. As a guide, PCS-STEM will use the New York City Department of Education’s (NYCDOE’s) *Blueprint for the Arts*. The *Blueprint* 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. More importantly, the sequential study of art and music helps students achieve both a vocation and an avocation. Students’ ongoing work in the Arts enables them to apply for advanced study or for jobs in the arts-related industries that are so important to the economy of New York City. It will also provide them with a source of lifelong enjoyment as they become the future audience for the arts. PCS-STEM will offer discrete and embedded programs in: (1) Visual Art: where students construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values; (2) Dance: where students develop physical, social, cognitive, aesthetic, and meta-cognitive skills and understandings in “dance literacy” and “dance making”; (3) Music: where students develop musical skills, express themselves as thinking, feeling musicians, apply and utilize the elements of music, and use technology to facilitate expression.; and (4) Theater: where students will engage as writers, actors, designers, directors and technicians. Students learn to use their minds, bodies, voices, emotions and sense of artistry to examine the world and its meaning.

#### **D. ASSESSMENT SYSTEM**

See Attachment ASSESSMENT for a detailed discussion of the proposed assessment system.

#### **E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS**

PCS-STEM has a unique mission of preparing its students for college by providing an extended school year, extended school day, and small class size. PCS-STEM’s graduation requirements ensure that students will be ready and prepared to meet the challenges in college; college readiness is continuously emphasized in the classroom. Students are expected to successfully complete the required coursework and requisite New York State Regents Examinations. PCS-STEM’s curriculum is comprehensive and designed to meet the New York State Education Department requirements and beyond for earning a Local Diploma, Regents Diploma, or an Advanced Regents Diploma. PCS-STEM grants three types of diplomas which conform to New York State regulations citing the specific number of credits and state examinations which must be successfully completed. SWD will be held to the same promotion standards as other PCS-STEM students, and will be held to the same standards for Regents and diplomas as other students in New York State.

The proposed PCS-STEM will require 22 credits for graduation, and remain on track by accumulating 5-6 credits each year. Supplemental instruction includes: Health and Physical Education; Art, Music, and Dance; and targeted academic intervention courses taught by members of the student support team. Students are expected to pass all required credited course work with minimum grade of 70, as averaged yearly from the quarterly report cards. As the mission and student achievement goals specify, students are expected to graduate with a New York State Regents Diploma and thus must pass each of the five required state regent exams, including one in ELA (Comprehensive English), one in Math (Integrated Algebra), two in Social Studies (Global History/Geography and US History/Government), and one in Science. PCS-STEM expects that all of our students will attain the minimum requirements for graduation and will encourage and support students to exceed those minimum requirements. Students will have the opportunity to earn a “Regents Diploma with Advanced Designation,” through taking additional courses and passing the required Regents examinations for the advanced designation. Determinations regarding retention will be comprehensive and will consider multiple factors including teacher assessment, classroom participation, attendance, quality of student work, and standardized test scores. In addition, to satisfy NYS diploma requirements for the Local and Regents Diplomas, PCS-STEM students will be required to pass Regents Exams in English Language Arts (Common Core), Global History & Geography, United States History & Government, Algebra I (Common Core), and one Regents Exam in Science: Living Environment or one in Physical Setting.

For students wishing to earn the Regents Diploma with Advanced Designation, additional exam requirements include:

- Science – A 2<sup>nd</sup> Regents Examination (Living Environment and one in Physical Setting)
- Math – Regents Exams in Geometry (Common Core) and Algebra II (Common Core)
- LOTE – Language Other Than English Consortium Exam

A score of 65 or better is required on each exam for a Regents Diploma. The local diploma, only available to students with disabilities, allows for the awarding of a Local Diploma for students using the “passing score of 55-64 option” or the “compensatory option”, as described at <http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm>.

**DIPLOMA DISTINCTIONS** - As indicated, there are three types of diplomas. Required courses and exams are outlined above for the three types. In addition, there are also special distinctions indicated as noted: ***Regents Diploma with Honors*** – Courses and tests required for this distinction are listed under Regents Diploma. In addition, the average of all required Regents exams must be 90% or higher; ***Advanced Regents Diploma with Honors*** – Courses and tests required for this distinction are listed under Advanced Regents Diploma. In addition, the average of all required Regents exams must be 90% or higher; ***Regents Diploma, Advanced Designation in Math and/or Science***– Students must pass, with a score of 85 or better, three commencement level Regents examinations in Math and/or three commencement level Regents examinations in Science to earn a Regents diploma with advanced designation, with an annotation that denotes mastery in Math and/or Science; and ***Regents Diploma, Advanced Regents Diploma with Career and Tech Ed. Endorsement***– Students must successfully complete all requirements specified by PCS-STEM’ STEM program.

**GRADING SCALE** - The basis for the academic achievement mark is the teacher’s evaluation of the quality of a student’s performance in a subject.

A: Excellent (90-100); B: Above Average (80-89); C: Average (70-79); D: Below Average (65-69); Less than 65 F: Failure, no credit

**Academic Year-** The academic year consists of Two Semesters (Fall and Spring). Each Semester has two quarters/marketing periods (4 marking periods in total).

**PROMOTION –(a)** In order to make satisfactory progress toward earning the required credits at PCS-STEM; it is essential that a student have at least (minimally) the following: 6 credits at the end of the ninth grade year, 12 credits at the end of the tenth grade year, 18 credits at the end of the eleventh grade year, and 8 credits at graduation (the end of the twelfth grade year) at total of 22 credits at the end of the 12<sup>th</sup> grade.

STEM Internship-complete stem internship and including capstone project with a passing grade prior to graduation.

### NEW YORK STATE MINIMUM GRADUATION REQUIREMENTS

Local Diploma		Regents Diploma		Advanced Designation Regents Diploma	
Content Area	Credits	Content Area	Credits	Content Area	Credits
English	4	English	4	English	4
Social Studies	4	Social Studies	4	Social Studies	4
Math	3*	Math	3*	Math	3*
Science	3*	Science	3*	Science	3*
LOTE	1	LOTE	1	LOTE	3**
Art/Music	1	Art/Music	1	Art/Music	1
Health	0.5	Health	0.5	Health	0.5
Physical Education	2	Physical Education	2	Physical Education	2
STEM Electives/Career & Technical	4.5	STEM Electives	4.5	STEM Electives	1.5 / 4.5**
<b>Total:</b>	<b>22.0</b>	<b>Total:</b>	<b>22.0</b>	<b>Total:</b>	<b>22.0</b>

### F. SCHOOL CULTURE AND CLIMATE

**Positive Behavior and Intervention Supports (PBIS) and The Dignity for All Students Act -** The Positive Behavior Intervention and Support (PBIS) model is a research-based strategy that will be utilized and supported by PCS-STEM. PCS-STEM recognizes the importance of a learning environment that is safe and supportive for each student and staff member. Such an environment, which has a positive impact on a student’s ability to learn and achieve at his/her highest level, is compromised by incidents of harassment, bullying, and discrimination, including but not limited to cyber bullying, taunting, and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the school will strive to create an environment free of harassment, bullying, and discrimination and will foster civility in the school to prevent and prohibit conduct that is inconsistent with the School’s mission. The 3-tiered approach reduces problem behavior as a barrier to student achievement and maximizes

efficiency. PBIS is a process for creating school environments that are more predictable and effective for achieving academic and social goals. A key strategy of the PBIS process is prevention. The majority of students follows the school's expectations, but is never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, PBIS schools view it as an opportunity for re-teaching, not just punishment. The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at PCS-STEM. This system includes a broad range of systemic and individualized strategies for achieving important academic and school-wide behavior outcomes. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process. It will focus upon teaching children positive behaviors and changing children's environments so that they may learn from their choices and be accountable for their actions.

The PBIS approach uses universal strategies for helping students achieve important social and learning goals. When good teaching and good behavior come together, students will excel in their learning. As part of the PBIS program, we will establish several clear rules for the behavior we expect in all areas of our school. Furthermore, we will actively teach, model, and reinforce our **School-Wide Expectations of Respect for Ourselves, Respect for Others, and Respect for Property**. Students will be instructed in what respect looks like across all settings of the school: classroom, hallway, cafeteria, etc. We will explicitly teach these expectations to our students and reward them frequently with positive notes and incentives for their great behavior.

Our school rules will specifically address behaviors, provide a safer school environment and give more time for instruction. We will apply consistent consequences and positive reinforcement for all students. By detailing expected behavior, we will provide a common language for everyone and will build a school community in which students will excel.

**Proactive Approach to School-Wide Discipline** - Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

**1. Behavioral Expectations are Defined.** A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct: (1) Respect, (2) Responsibility, and (3) Ready to Learn/Safety

**2. Behavioral Expectations are taught.** The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

- *Respect* means treating people the way that you will like to be treated.
- *Responsibility* means following school rules.
- *Safety* means taking the appropriate steps to ensure safety of self and others.

Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and modeled, and negative examples ("wrong way") are discussed. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

**3. Appropriate Behaviors are acknowledged.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. PCS-STEM give the students a good conduct awards every quarter that rewards positive behaviors.

**4. Behavioral Errors are Corrected Proactively.** When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified. **Student Incident Reports (SIRs)** and Positive Behavior Logs are used to document and record incidents managed by the teacher in the classroom. Monthly incentives earned by students will depend upon grade level team teacher recommendations to celebrate student success. **Discipline Referral** forms are used to refer major incidents or chronic disruptions to the administration.

**5. Behavior management system software.** Using PBISApps (pbisapps.org) web-based software, PCS-STEM will track what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. The software will allow proper decision making to determine what is and is not working in a building's behavior management model. It allows decision makers to create reports that enable them to devote resources and time to the precise place, and parts of the school day. These reports will be documented in graphic form and reported to staff monthly. PBISApps enables schools implementing positive behavior support plans to monitor progress, solicit feedback from teachers and other staff, adjust to local needs and challenges, and identify accomplishments.

PCS-STEM will utilize a Positive Behavioral Interventions and Supports (PBIS) model to create and guide careful development of its school culture and climate, as described below. Positive Behavioral Interventions and Supports (PBIS) is a systems approach that creates and maintains positive school climates. This evidence-based framework focuses on the prevention of school discipline problems. PBIS provides ideas to support teaching, modeling and the recognition of positive, appropriate behavior in schools. It also identifies systems for logical response to classroom and individual student problems. Through the reduction of behavioral problems, PBIS fosters a safe learning environment where teachers can teach and students can learn.

The elements of positive school climate are these:

- Core values provide foundation of behavior for both children and adults,
- Leadership skills are understood, developed, and practiced by all
- Clear expectations for behavior are defined and appropriate behavior skills are taught. (Tier I for all students),
- Intervention for behavior challenges occurs quickly, provides solutions, and monitors individual student progress (Tier II for some students),
- Individualized Behavior Plan are developed, implemented, and monitored for success when students display high-risk or chronic negative behaviors (Tier III for specific students as needed).

These elements will be achieved through: Regular school community gatherings that teach, celebrate and reinforce positive behavior and leadership skills. These will include events like a school-wide Morning Program, assemblies, and student-led presentations of learning, and

- Tier II intervention strategies for small groups of students and for early intervention of negative behavior.

The PBIS Plan represents an integral part of the PCS-STEM's Student Discipline Policy and Code of Conduct including and The Dignity for All Students Act. An annual review and revision of the PBIS plan will take place. Elements of the annual review will include a comparative analysis of academic achievement and social-emotional progress of students

individually and collectively, as well as discussion and action on any recommendations made by the PBIS Team. Regular data collection, analysis, and discussion of individual, classroom and school achievement will be used as measures of progress for the PBIS plan. Program evaluation will be ongoing, utilizing annual surveys of parents, students, and staff members. Surveys will be designed to measure comparative data points, including perceptions before, during, and after instruction and practice.

Parent involvement will be encouraged at all levels. Annual professional development for staff and parents will be provided to assure that it begins as and continues to be a dynamic, evolving process for high student achievement and school-wide success. PCS-STEM ***Encourages Family Involvement*** to building a strong and caring partnership between parents/guardians/community.

**(See Attachment 4 Student Discipline Policy)**

**The Dignity for All Students Act** (<http://www.p12.nysed.gov/dignityact>) - New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. In compliance with Education Law §13(3), at least one licensed and/or certified staff member at PCS-STEM will be (every school must be thoroughly) trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, and gender identity and expression), and sex. This staff member should be referred to as the Dignity Act Coordinator (DAC). The person designated as the DAC must be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or superintendent of schools.

<http://www.p12.nysed.gov/dignityact/documents/DASAGuidanceLocalImplementation.pdf>

**Hassle-free Bullying Reporting System** - A reporting system will be created to appropriately identify, report, investigate, and respond to situations of bullying and harassment: 1) online form to report a bully using school website, 2) CyberBully Hotline launched by SchoolReach, 3) Email to appropriate school officials, 4) utilization of the Pearson School Software and 5) Community resources.

**School Dress Code:** PCS-STEM believes that a school dress code policy is a vital tool for building school culture by minimizing disruptions and distractions and creating a shared identity among members of the school community. The daily dress code policy will be simple but will be consistently enforced. Students will wear:

- A white, short sleeve or white, long sleeve polo-style shirt
- Navy blue pants for boys and Navy blue pants or a skirt for girls • black shoes and a black belt.

#### **G. SPECIAL STUDENT POPULATION AND RELATED SERVICES (FERPA)**

In accordance with §2853 (4)(a) of the Education Law, PCS-STEM will provide Special education programs and services to students with a disability attending a charter school in accordance with the individualized education program recommended by the committee or subcommittee on special education of the student's school district of residence. The charter school may arrange to have such services provided by such school district of residence or by the charter school directly or by contract with another provider (PCS-STEM will log visits from service providers and monitor student progress against their IEP goals.) The school will ensure

that all students with disabilities receive an appropriate education as required by their IEP. PCS-STEM will not convene its own CSE, make evaluations of students suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The charter school understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written. We will educate students with disabilities in the least restrictive environment to the extent appropriate and allowed by each student's IEP.

**Section 504 Accommodation Plans:** PCS-STEM will provide Special education programs and services in accordance with applicable federal law and regulations (including the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA)).

**Child Find:** PCS-STEM will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

PCS-STEM will follow all applicable requirements of the Individual with Disabilities Education Act ("IDEA") and the Family Educational Rights and Privacy Act ("FERPA") and implementing regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99). All appropriate staff will be trained annually in such requirements, and the PCS-STEM Principal or his/her designee will be responsible for ensuring the confidentiality of personally identifiable information within student records. In accordance with FERPA, parents will be allowed to inspect and review all of their student's educational records maintained by PCS-STEM. Upon receipt of such a request, PCS-STEM will adhere to the requirements of the Freedom of Information Law. In any event, PCS-STEM will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request.

Before disclosure of any personally identifiable information relating to a student to someone other than the parent or eligible student, PCS-STEM will (with the exception noted below) obtain a signed and dated written consent of the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if PCS-STEM determines that such persons have "legitimate educational interests." All files required by law to be kept confidential shall be kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records shall be kept under a locked file cabinet under the supervision of the Principal or his designee in his or her secure office. The Principal or his/her designee shall maintain a list of those staff allowed to access specific files, including the respective student's teacher and parent. A record access log shall be maintained by the Principal or his/her designee to keep track of who reviewed the records and when.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): (1) School officials with legitimate educational interest; (2) Other schools to which a student is transferring; (3) Specified officials for audit or evaluation purposes; (4) Appropriate parties in connection with financial aid to a student; (5) Organizations conducting certain studies for or on behalf of the school; (6) Accrediting organizations; (7) To comply with a judicial order or lawfully issued subpoena; (8) Appropriate officials in cases of health and safety emergencies; and (9) State and local authorities, pursuant to specific State law.

PCS-STEM may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, PCS-STEM will tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that PCS-STEM not disclose directory information about them. PCS-STEM will notify parents and eligible students annually of their rights under FERPA. The actual means of notification used by PCS-STEM is a special letter to parents and guardians.

### **Special Student Populations and Related Services**

PCS-STEM is committed to providing all students with access to a rigorous and high-quality educational experience. Accordingly, we believe that all aspects of the school's environment, programming, curriculum, and instruction should be as inclusive and supportive of all learners as possible. PCS-STEM will feature Integrated Co-Teaching classes for students with disabilities and structured English immersion in the form of the Sheltered Instruction Observation Protocol for English language learners (ELLs). PCS-STEM will provide additional student services, supports, and interventions through collaboration and instructional alignment between all teachers and service providers and "push-in" approaches whenever possible. All special students populations will take part in the same learning experiences and opportunities, have access to the same content, and be expected to demonstrate academic growth towards grade level benchmarks and expectations. The SPED Coordinator will coordinate services and supervise instruction for all special student populations. From Year 1, staffing will include a Social Worker to provide mental health and counseling services, a Director of Curriculum/Instruction to oversee ELL services, academic remediation and enrichment, and a special education teachers to provide a broad range of intensive supports.

**Support Services for Students at Risk of Academic Failure:** Response to Intervention Identification: PCS-STEM anticipates that many students, at the time of enrollment, will not be meeting the state-designated standards for academic performance. PCS-STEM's Response to Intervention (RTI) program will serve to identify those at risk and ensure immediate and appropriate interventions. During the Professional Development Summer Workshops, teachers and administrators will review the academic records of incoming students, as well as data from entrance diagnostic assessments to screen for students at risk of academic failure. During this time, the SPED Coordinator will also meet with all staff to outline the following protocol for identifying at-risk students and creating effective intervention plans.

During weekly staff meetings, at-risk students will be identified by the SPED Coordinator and the DCI based on grade-wide data sources or by individual teachers through notification. These referrals will identify specific areas of concern based on a variety of data sources, including

interim assessment reports, grades and progress reports, classroom observations, anecdotal reports, attendance records, and discussions with students and parents. Staff will identify possible causes and contributing factors and then co-develop intervention plans with timely and measurable goals, including recommendations for RTI services. During subsequent meetings at weekly intervals, student progress towards intervention plan goals will be evaluated. Students who fail to respond to numerous interventions will be referred to the SPED Coordinator, Director of Curriculum, Instruction, Dean of Students and Guidance Office (Student Support Team (SST)) to discuss and monitor the performance and behavior of students who are suspected of having disabilities, ELLs, and students with IEPs or 504 plans. For students suspected of having disabilities, the SST will develop and track pre-intervention meetings and refer students for evaluation when necessary. PCS-STEM will contact parents prior to any referral or placing any student in academic intervention services to discuss the nature of the services provided or notify them if their child is at risk of academic failure.

**Instruction and Services: Our RTI model will include the following tiers:**

- Tier I: All classroom teachers will be responsible for delivering research-based and differentiated instruction to all students. The SPED Coordinator will provide staff training on practical applications of Universal Design for Learning and other practices for making curriculum accessible for all students. Teachers will use formative assessment practices to gauge student abilities, modify text levels, materials, and assignments, create flexible groups for small group instruction, and demonstrate other best practices for differentiating instruction. PCS-STEM will use **GMADE and GRADE** to screen students, evaluate instruction as well as staff and curriculum development, and aid in tracking the progress of at-risk students.
- Tier II: For students not making adequate academic progress at expected rates, general and special education teachers will work to make grade-level core content accessible for small, homogeneous groups of 3 to 5 students. These interventions will take place for 20-30 minutes, 3 to 4 times each week, during the ELA/MATH course. These intervention services will focus on customized guided instruction that is based on students' greatest needs. Students will remain in these configurations for no less than five weeks and their progress will be monitored regularly through formal and informal measures.
- Tier III: Reserved for students in need of intensive support, these interventions will consist of individualized instruction (1:1 or 1:2) that takes place five times each week for 30 to 60 minutes. Provided during the ELA/MATH course, these interventions will be provided by both general and special education teachers. We anticipate that students who are significantly behind in ELA/MATH may require intensive interventions. Student progress will be monitored weekly through both formal and informal means and students will remain in this setting no less than six weeks. If students do not respond adequately to Tier III interventions, PCS-STEM will contact parents, recommend a formal evaluation, and refer students to the Committee for Special Education (CSE) to determine eligibility for any special education services or accommodations.

**Support Services for Students with Disabilities**

**Identification:** PCS-STEM will identify students with pre-existing IEPs by reviewing Automate the Schools (ATS) and the Child Assistance Program (CAP)/Special Education Student Information System (SEIS) after student registration and requesting student records immediately to identify incoming students with disabilities. The SPED Coordinator will evaluate IEPs to determine whether PCS-STEM is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. The school's RTI

system will serve to identify students who are suspected of having a disability but have not been evaluated.**Instruction and Services:** Integrated Co-Teaching and Related Services: SPED Coordinator will be responsible for (a) supervising all special education instruction; (b) managing all documentation and safeguarding the confidentiality of IEPs and all related records in accordance with Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act; (c) providing teachers and service providers with copies of students' IEPs as well as at-a-glance summaries that outline the disability, required services, and student goals; (d) providing teachers with ongoing training on goals, responsibilities, accommodations, instructional strategies, and other topics related to serving students with IEPs; (e) acting as a liaison to the CSE, attending initial IEP meetings and annual reviews, and evaluating student progress to determine whether the IEP needs to be modified and if students require a continuation of services; and (f) arranging for related services that the NYCDOE, acting as the local education authority, is required to provide. Our Guidance Office will provide counseling in compliance with student IEPs. PCS-STEM will contract with outside vendors or independent service providers for speech/language therapy, physical therapy, occupational therapy, and other mandated services that cannot be provided in-house or arranged through the CSE. Based on student needs, PCS-STEM may join a special education cooperative to better leverage resources and coordinate services. When necessary, PCS-STEM will assist parents in securing a related service authorization.

PCS-STEM will provide 1-2 Integrated Co-Teaching (ICT) sections per grade depending on the anticipated number of students enrolled with IEPs. General education teachers will work closely with certified special education teachers to co-plan lessons, differentiate instruction, and evaluate student learning. In ICT classrooms, teachers will utilize a variety of instructional formats, including team teaching, "one teach, one observe," station teaching, parallel teaching, alternate teaching, and "one teach, one assist." Both teachers in the ICT classroom will participate in professional development and meet at least once a week to co-plan sessions, address student needs, and create fluid and flexible groupings. In general, the special education teacher will be responsible for determining appropriate accommodations and modifications and ensuring compliance with IEP mandates. Both teachers will be responsible for submitting specific learning goals and targets, based on CCLS, for each student with disabilities to the SPED Coordinator and the Director of Curriculum, Instruction & Assessment.

**Evaluation:** To evaluate the efficacy of the school's special education program, the SPED Coordinator and Director of Curriculum, Instruction & Assessment will (a) regularly review disaggregated data from interim and other assessments that indicate whether students are meeting established targets; (b) conduct programmatic audits, using the SST's meeting logs and minutes to ensure that all services are compliant with state and school guidelines; (c) solicit feedback from teachers regarding the value of the training, materials, and resources received in meeting the needs of their special education students; and (d) collect information from students, parents, and families through surveys, meetings, and other communications about their satisfaction, questions, and comments about the quality of the RTI and special education programming. The school will also establish a well-articulated complaint process and response protocol and conduct exit interviews in the event of special education students withdrawing from PCS-STEM.

### **Support Services for English Language Learners/Limited English Proficiency Students**

**Identification:** In addition to requesting information from parents during student enrollment and reviewing their records of incoming students, PCS-STEM will use the NYS Education Department's protocol for identifying students who are ELLs. Staff members will administer the Home Language Questionnaire to incoming students' parents or guardians along with all other entry diagnostics during enrollment. If this screening process indicates that the home language is not English or the student's native language is not English, a staff member will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). Students who score at a level less than "proficient" on the NYSITELL will be identified as ELL/LEP and will be placed into the appropriate level of ESL services. These students will also take the Spanish (or other native language) NYSITELL in order to determine language dominance and their native language proficiency. ELL/LEP students' designations will not change until they score at the "proficient" level on the NYS English as a Second Language Achievement Test.

**Instruction and Services:** PCS-STEM will adopt a form of sheltered instruction, the Sheltered Instruction Observation Protocol (SIOP), to help ELLs master core content and develop English language proficiency. SIOP is a research-based framework of methods and practices for implementing high quality instruction for ELLs. Although designed for ELLs, many features of SIOP—clear enunciation, the use of visuals and demonstrations, scaffolded instruction, targeted vocabulary development, student-to-student interaction, and adaptation of materials—are consistent with best practices for students of all backgrounds and abilities. SIOP focuses on specific language objectives as a means of improving academic outcomes for ELL/LEP students. These language objectives will be presented alongside content objectives for core content subjects. Teachers will participate in professional development in this area during the Professional Development Summer Workshops and school year in order to establish standards, objectives, and best practices across all grades and content areas. General education teachers will share the responsibility for implementing language standards with the DCI who will provide push-in or integrated support services to the greatest possible extent. While SIOP represents our primary approach to servicing ELLs, the DCI will also provide targeted and differentiated supplemental instruction based on each student's English proficiency, ranging from beginner ELLs to those designated as former ELLs. The DCI will determine proficiency levels based on a thorough review of records and a host of diagnostics, including reading assessments, informal interviews, and on-demand writing samples, conducted during enrollment as well as the opening days of school. She/he will then determine appropriate supports for each student, create specific learning objectives and targets based on CCLS and SIOP for each student, and submit these goals to the SPED Coordinator and DCI. For students who require more intensive interventions, pull-out services will be provided during the ELA/MATH period if the student receives RTI services) to minimize the loss of core-content instructional time.

**Evaluation:** ELL/LEP programming will be evaluated through processes similar to those used to assess the school's special education services. This includes (a) reviewing disaggregated data from interim assessments, students' performance on the NYS exams, and the NYS English as a Second Language Achievement Test; (b) conducting programmatic audits involving the review of internal documentation and qualitative data collected through surveys completed by teachers on the support and training they receive; (c) administering surveys to students, parents, and

families to provide feedback on the quality of the ELL/LEP services provided; and (d) establishing a complaint process and response protocol, as well as conducting interviews with students who exit the ELL program or withdraw from PCS-STEM altogether.

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. APPLICANT(S)/FOUNDING GROUP CAPACITY

##### Applicant(s)/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s), if any
John Tiliakos	Franklin Career Institute	Administration/Policy Curriculum Development Technology	Chairperson
AnastasiosKoularmanis	Saint Demetrios School	Administration/Policy Curriculum Development	Co-Chairperson
Leonidas Eracleous	Zeaaccounting	Accounting Finance/Auditing	Treasurer
Adam Wittenstein	Saint Demetrios School	Curriculum Development Technology Mathematics Specialist	Secretary
StamatinaHatzimichalis	P.S. 169K	School Administration Academic Intervention Bilingual Education Teacher Coaching	Member
Christopher Iannelli	Franklin Career Institute	Administration/Policy Curriculum Development Staff Development	Member
Christopher Tripoulas	Saint Demetrios School, Saint John’s University LaGuardia Community College The National Herald PS 95Q	English as Second Language Public Relations and Communication	Member

**Applicant/Founding Group Origin:** John Tiliakos, AnastasiosKoularmanis, and Adam Wittenstein worked together at Saint Demetrios High School. John also worked with Christopher Iannelli. Mr. Tiliakos approached Anastasios, Adam, and Christopher Iannelli and made a pitch for the proposed charter school at an ad-hoc meeting which was also attended by Chris Tripoulas. Leonidas Eracleous was a former student of John Tiliakos in his technology class. Since, John is a Brooklynite and went to church at Three Hierarches (Brooklyn), he was introduced to StamatinaHatzimichalis by the pastor. Together the team comprises individuals who have passion for the new proposed school and have expertise in their fields.

These members of the founding team all have deep roots in the neighborhoods of Community School District 22, as native sons, as long-time residents, as students, as community leaders, and as entrepreneurs with a shared vision for developing a unique educational option for the families and students. Moreover, prospective board member Josh Hartman is a life-long CSD 22 resident, CPA, and leader of a local non-profit organization. Prospective trustee Marianne Booufall Tynan was resided in the district for three decades. Frantz Victor, another prospective trustee and IT consultant, is a local business owner. Our team, from the planning stages through charter governance reflects the particularities and uniqueness of CSD 22. Specifically, our team recognizes that CSD 22 serves significantly different demographic and socio-economic groups on its northern and southern ends, respectively. In our Letter of Intent, we discussed in explicit detail our method and commitment to engaging both ends of the district through extensive outreach and recruitment efforts.

### **Applicant Group Qualification**

*Lead Applicant Qualifications:* John Tiliakos has a Master of Science in Education from C.W. Post and a Bachelors of Science in Computer and Information Science from Brooklyn College. John has experience in technology education and administration and a strong background in industry partnerships and workforce development; he qualifies to lead professional development initiatives in math and science areas. He managed teacher training programs and is actively involved in the development of cutting edge programs for various schools.

While working at NYS OCFS, John restructured an education system in to a student-centered learning environment working with students who have had academic deficiencies, social difficulties and emotional problems. With his colleagues he improved student learning and closed the achievement gap, increasing learning opportunities for all students – with special emphasis on those who are at-risk of academic failure. Recognizing the variety of student, academic needs, learning styles, and career interests, John and his faculty developed ILPs for each student. The plans also acknowledge any students with special academic needs, included support for English Language Learners and students with disabilities. The ILP's were developed in conjunction with the learner, his or her parents/guardians, and the staff. Our diverse student population realized their full potential through a curriculum addressing their individual learning styles. With his experience in program initiatives; optimizing the learning atmosphere, staff development, John has a proven track record for exceeding the educational goals and a firm commitment to student-centered learning.

Anastasios Koularmanis-Currently is a Supervising Principal at Saint Demetrios Grades K-12. NYS Specialist Diploma in School Building Leadership; *M.S, English/Education; B.A., English, Queens College CUNY*; Holds both SDA/SAS Permanent Certificates, and English 7-12 NYS Permanent Certificate.

Directs and manages all facets of education and school operations for 3 private schools including elementary, junior high, and high schools. **Key Achievements:** (1) Achieved 25% increase in enrollment for eight consecutive years and elimination of upper grade drop-outs due to 90%-100% passing scores on all NYS standardized tests; (2) Established partnerships with local colleges enabling students to register for college courses during there junior and senior year of high school; (3) Increased SAT/ACT scores, college recruitment activity, and college acceptance

to major universities; (4)Improved student behavior and reduced discipline rate by instituting zero tolerance policy and cultivatingpositive student-faculty relationsSee Attachment 5(A).

**Proposal Development:** Tiliakos, Koularmanis, and Wittenstein are the primary authors of the proposal; they met together several times and communicated by phone and email. Prior to the writing of the application several meetings were held with the entire group to discuss the details of the RFP. During the writing process, the other members were available readily and contacted via phone or email when clarifications were required during the drafting process.The team members were assigned various tasks during the entire process on behalf of the school, and shared research and expertise that informed the school design. The members reviewed the Letter of Intent and mission statement and recommended revisions to clarify PCS-STEM's plans. All team members reviewed the sections of the application relevant to their expertise and provided feedback. The team met regularly before the application was submitted, and will continue to convene throughout the remainder of the application phase.

**B. BOARD OF TRUSTEES AND GOVERNANCE (ORGANIZATIONAL DESIGN)**

For a detailed chart on board governance and guidance, please see Attachment XX, Board Governance and Guidance.

**Proposed Founding Board of Trustees**

<b>Trustee Name</b>	<b>Voting Y/N</b>	<b>Position on the board (e.g., officer or constituent representative)</b>	<b>Length of initial term</b>
John Tiliakos	Y	Chairperson (Proposed)	3 years
AnastasiosKoularmanis	Y	Co-Chairperson	3 years
Leonidas Eracleous	Y	Treasurer (Proposed)	3 years
Adam Wittenstein	Y	Secretary (Proposed)	3 years
StamatinaHatzimichalis	Y	Trustee (Proposed)	3 years
Christopher Iannelli	Y	Member (Proposed)	2 years
Christopher Tripoulas	Y	Member (Proposed)	2 years
Josh Hartman	Y	Member (Proposed)	2 years
Frantz Victor	Y	Member (Proposed)	2 years
Marianne Boufall Tynan	Y	Member (Proposed)	2 years

The PCS-STEM Board of Trustees is the oversight and policy-making body of PCS-STEM. The Board will have no less than five members nor exceed fifteen members. Much of the work of the Board will be conducted in committees. The PCS-STEM Board will consist of three standing committees: the Executive Committee, Finance Committee, and Education Committee. With the exception of the Executive Committee which will consist of five members of the PCS-STEM Board of Trustees, each Committee will consist of at least three members, of which at least one member will be a member of the PCS-STEM Board of Trustees. The Education Committee may at the discretion of the Board, include non-Board members.

**Roles and Responsibilities of the Board and Its Officers:**

- The Chair (president) of the board has general supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe. When present, the Chair will preside at board meetings.

- The Vice-Chair (vice-president) acts in the place of the Chair if the Chair is absent or unable to fulfill his or her duties and when so acting will have all the Chair's powers and be subject to the same restrictions.
- The Treasurer acts as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school's ongoing fiscal condition.
- The Secretary will be responsible for keeping the minutes of the school, maintaining records of board membership and decisions, interpreting the by-laws in the case of a dispute and any other duties the board may prescribe.

The Executive Committee will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.

The Finance Committee coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of the school. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives.

The Education Committee helps ensure the academic quality and credibility of the school as an academic institution and supports the Principal in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) advising the board on the School's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing the quality of the School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the Principal to monitor and advance the quality of all academic activities.

The Board directs the affairs of PCS-STEM by its delegation of authority to the school's Principal. The Principal implements policies established and approved by the Board and reports directly to the Board on all matters pertaining to the school's instructional program. The Principal will be responsible for the day-to-day operation of the school, and will directly supervise the entire instructional staff, including the DCI, Guidance Counselor, Social Worker, Teachers, and any additional instructional, administrative, or support staff that PCS-STEM may choose to hire. The Director of Operations will also report directly to the Principal, but will have regular contact with the Board, particularly the Finance Committee. The Director of Operations will supervise the office staff and all other non-instructional staff members.

**Reporting and Oversight** -The development of policy is the most important function of the PCS-STEM Board of Trustees, and it is the Principal and Director of Operations who are responsible for the professional leadership necessary to translate Board policy into administrative

action. This balanced relationship between the Board and the Principal allows the Board to concentrate its time to strategy, policymaking, and related functions, and provides freedom for the Principal to manage PCS-STEM within the boundaries established by policy, laws, and regulations.

The Board delegates day-to-day decision-making to the Principal and holds him or her responsible for the overall administration and operation of PCS-STEM. The Principal may delegate responsibility and authority to discharge these functions to others, and develop such procedures and regulations as are necessary to ensure the efficient operation of PCS-STEM. The Principal will keep the Board apprised of all aspects of the School through such means as reports, presentations, briefings, committee meetings, and regular contact by phone and email. The Principal and his or her leadership team will provide information to the Board Chair for use in the preparation of the agenda for each Board meeting. The Principal and Director of Operations are expected to attend all Board meetings and participate in all deliberations except when their individual contracts are under consideration.

The PCS-STEM Principal will implement all policies of the Board in good faith. The Principal will operate PCS-STEM in conformity with the approved Charter, adopted Board policies, charter law, and other applicable state and federal laws, and administrative rules, and regulations. The Principal is responsible for all instructional matters, and will be accountable for all non-instructional matters, which are the primary responsibility of the Director of Operations. The Board recognizes that effective and continuous communication with the administrative team is necessary for the school to be a success. A comparison of roles between the Board of Trustees and the Principal in relation to the primary organizational responsibilities are summarized in the following chart, found in the New York City Charter School Center's *Charter School Board Attributes and Recruitment* - The specific requirements and duties of Board members are described in the PCS-STEM By-laws. In addition to the qualifications stated in the By-laws, there are other attributes that are important for potential PCS-STEM Board members to possess. These attributes, which are also described in Section III.A, include: a) a strong understanding of and personal commitment to the accomplishment of the School's mission; b) commitment to using professional skills and experience and/or other resources to support the School; c) prior board experience or other experience that will contribute to having an understanding of the proper and appropriate role of a Board member; d) possession of professional skills, professional/personal experience and/or community-based service experience that will contribute to the success of the Board and the School—e.g. education, law, finance, real estate, fundraising, nonprofit management, personnel and community service; e) a willingness to leverage personal and professional relationships on behalf of the School; and f) willingness to serve actively on at least one of the committees of the board and to seriously consider the leadership of a committee. The school will fill vacancies through a mission-aligned onboarding process..

**Board's use of data to inform decision-making** - The use of data by the Board will help improve the quality of its decisions. The primary purpose of PCS-STEM is to provide students with a learning environment and instructional program, which results in high academic performance and achievement. The use of data by Board members will provide the tools to help them achieve this purpose. The Board will use data to accomplish the following objectives:

- Establish priorities
- Measure whether PCS-STEM is meeting its goals, especially its achievement goals
- PCS-STEM's understanding about shared responsibility for student achievement

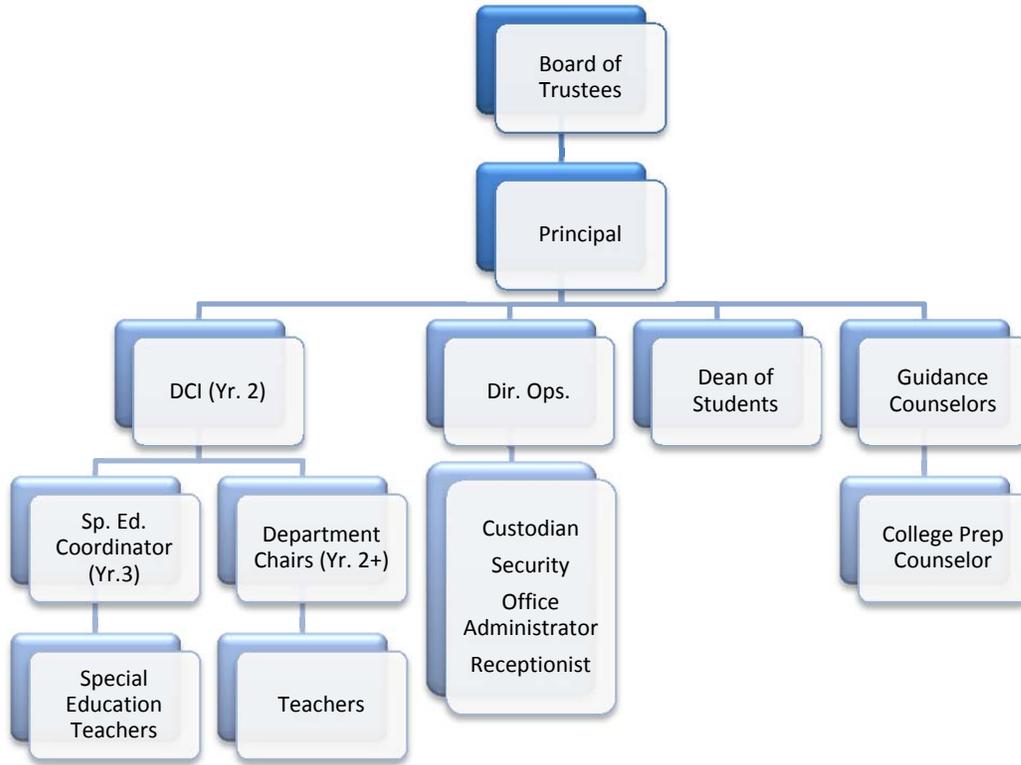
- Evaluate the effectiveness of PCS-STEM’s policies and programs
- Identify new issues or challenges
- Diagnose problems and identify solutions
- Hold Principal, staff members, students, and itself accountable for results
- Depersonalize decisions
- Budget decisions

PCS-STEM recognizes the importance of building and enhancing the capacity of the Board to use data effectively. As such, the Board establishes appropriate training, technical assistance, and support to improve the Board's capacity to use data for the purposes listed above.

**Board Training** - Building board capacity is also accomplished through ongoing Board training and development, including: Orientation - During orientation, the officers of the Board will discuss the responsibilities and expectations of individual Board members with each new Board member, and will discuss his/her specific skills and strengths in relation to the needs of the Board. Training - Board training will be based upon the needs of individual Board members, and the full Board. To address these needs, training opportunities, including workshops, seminars, resource materials, and e-training will be identified from such sources as The Center for Charter School Excellence. The Board Chair will be responsible for maintaining a directory/schedule of training events. In this capacity, Board Chair will acquire information about training opportunities and will provide an updated schedule of training events to Board members at each Board meeting. The Board Chairperson will also solicit suggestions for training from each Board committee. Standing-Committee Assignments - Depending on the needs of the Board, each Trustee will be assigned to one or more standing committees either during his/her. Board members will be required to learn new information, policies and procedures, as necessary, to carry out committee responsibilities. The Chair of each standing committee will assist committee members in this learning process by recommending appropriate training opportunities and allocating time at committee meetings for training and guidance. Evaluation - The annual assessment of the Board's performance is treated as a form of ongoing development. The process will include: (1) a self-assessment by each individual member of his/her performance, (2) an evaluation of each individual Board member by the Board Chairman through the review of an annual member "Board Report Card", and (3) a self-evaluation of the Board's performance completed by each Board member. The Executive Committee will provide each Board member with survey instruments designed to achieve a comprehensive assessment of self and the Board.

**Parent and Staff Involvement in School Governance:** A seat on the Board will be reserved for a parent once the school is in operation. The Parent Association will also be involved in the governance of the School by having regular interaction with the Principal and Board of Trustees regarding policies and practices and by advising them on approaches for providing information to parents, and strategies for arranging staff interaction with parents. At every board meeting, there will be a formal agenda item for the Parent Association to present a report to the Trustees. (See Attachment 5b By-Laws and Attachment 5c Code of Ethics)

**C. MANAGEMENT AND STAFFING**



**Staffing Plan:** The following table provides the staffing plan over the first charter term. Job descriptions and qualifications for all staff positions can be found in **Attachment 8(A)**.

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year
Student population	96	192	288	384	384
School Principal	1	1	1	1	1
Office Administrator	1	1	1	1	1
Office Receptionist	0	1	1	1	1
Director of Curriculum/Instruction	0	1	1	1	1
Dean of Students	1	1	1	1	1
Director of Operations	1	1	1	1	1
ADMINISTRATIVE STAFF (TOTAL)	4	6	6	6	6
English	1 1/3	2 2/3	4	5	5
Mathematics	1 1/3	2 2/3	4	5	5

Science	1	2	3	4	4
Social Studies	2/3	1 1/3	2	3	3
Foreign Language	2/3	1 1/3	2	3	3
TEACHERS-REGULAR (TOTAL)	5	10	15	20	20
SPED Coordinator			1	1	1
TEACHERS-SPECIAL EDUCATION	2	4	5	7	7
TEACHERS-SPECIALITY (incl. STEM)	1 2/3	3 1/3	5	6	6
GUIDANCE COUNSELOR	1	1	1	2	2
College Counselor		1	1	1	1
TEACHERS-ELL	1	1	2	2	2
Custodian	1	1	1	1	1
Security	1	1	1	1	1

PCS-STEMS staffing structure over five years is aligned with the educational and operational model that is delineated in this charter application. The above staffing chart includes the necessary administrative and instructional staff contemplated in the operational and academic program for general education students, SWD, FRPL students and ELLs. It takes into consideration the needs of the school’s projected student enrollment and growth plan and the fiscal impact thereof. Staffing for these populations is partly based on projected enrollments supplied by guidance from New York State Enrollment Targets calculator. CSD 22 has a lower poverty threshold than the city average, and projected levels of SWD and ELL enrollment are also below city averages. Nonetheless, we will be seeking to make PCS-STEM an attractive offering to SWD and ELL populations. Our model may provide for as many as two ICT classes as well as robust support through guidance counselors (with MSW credentials), a Special Education Coordinator (beginning in Year 3), and ESL staff. Each staff member is accounted for in the budget (see *Attachment 9*).

**Recruitment of Effective Teachers:** We will advertise in the local neighborhood newspapers to draw teachers locally who are familiar with the district, New York Times, contact colleges/universities secondary education departments, utilize college career centers, and place online listings through indeed, simply hired, other education websites including CSD 22 high school principals.

**Retention of Effective Teachers: Pay Incentives -** Since schools and districts have come under increased pressure to raise achievement and the public demands more information about the effect individual teachers have on student learning, PCS-STEM will provide the instructional staff pay incentives based on performance, seniority, and credentials (Advancement Studies in Education). The following will be key elements to determine incentive pay: Charlotte Danielson’s Framework for Teaching will be utilized, parent surveys, leadership recognition and approval by the Board of Trustees. In addition, given a teacher a coaching role will provide self-esteem and build his/her leadership skills.

The goals of the incentive pay program for teachers: (1) Ensure quality teachers in every class, (2) Provide professional growth opportunities, and (3) Increase retention (The raises in teacher and other salaries will be commensurate with standard and cost of living averages over the next five years).

**Non-certified Teachers Instructional Personnel:** In accordance with Article 56 Section 2854(3)(a-1): Charter schools are allowed to have certified teachers teaching out of their certification subject or grade level– However, the charter school teacher MUST prove that s/he is NCLB Highly Qualified for his/her assignment. By using the NCLB checklist we will prove the teacher is Highly Qualified. The candidate must be monitored by a NYS certified

teacher. Uncertified teachers MUST meet one of the four exemptions to be able to work at a charter school: Three years prior teaching experience; or – Tenure or tenure track college faculty; or – Two years TFA experience; or – Exceptional experience - possesses exceptional business, professional, artistic, athletic or military experience. Encourage uncertified teachers to become certified. NYSED has a pathway that allows teachers to be certified. Have the candidate register for online monthly workshops to assist in the certification process. The candidate must adhere to the hiring policies.

**Use of Student Assessment Data to Drive Key Decisions Aimed at Recruitment, Retention, Evaluation and Support of Staff and Leadership:** PCS-STEM’s approach to instruction is a data-driven one. PCS-STEM will provide Pearson’s online Student Information System (SIS) to track student progress. Administrators will expect teachers to think about assessment and data as part of their lesson planning and instructional process. The school will create a culture of data-driven discussion to support this underlying instructional philosophy. Teachers will know that as a school community data is viewed as a foundation for talking about students’ needs and opportunities in a more rigorous way, and that better instructional planning is the goal of incorporating data in their individual and collective thinking. Teachers’ lesson planning will reflect the setting of short term benchmarks for students in order to meet (or exceed) the ultimate standard for achievement at the end of the year. They will use assessment tools that enable progress toward near-term goals to be monitored throughout the year, allowing them to see the important connection between the data and tomorrow’s lesson. Only through a data-driven approach will students learning needs be met and will they ultimately achieve the school’s rigorous performance standards. The school’s teachers will have flexibility to use multiple instructional methods to deliver the lesson based on their assessment of the most effective way that students will achieve understanding. The commonality among all methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans.

**Hiring and Personnel Policies:** For additional information see Attachment 8A

**C.1. Charter Management Organization - We do not intend to contract** with a charter management organization.

**C.2. Partner Organization - PCS-STEM does not have a partner organization.**

#### **D. EVALUATION**

A comprehensive discussion on programmatic evaluation is attached. Please see Attachment Evaluation.

#### **E. PROFESSIONAL DEVELOPMENT**

PCS-STEM’s supportive instructional model and rigorous curriculum will only be delivered successfully in the classroom if teachers are provided with support to ensure high quality instruction in the classroom.

The Principal and the DCI(beginning in Year 2) will be responsible for identifying the needs of teachers and staff throughout the school year. The instruments utilized to design targeted professional development (PD) activities for objective planning include but are not limited to teacher/staff surveys, teacher/staff observations, analysis of student assessment data, and the

Response to Intervention process. The Principal's daily schedule comprises dedicated time for building school culture and collaboration as well as ongoing observations of teaching and learning. Each day, the principal and DCI will spend time in classrooms gathering information and collecting data on mission-aligned practices and performance. In addition, time will be set aside for ongoing planning and data analysis for the purposes of instructional decision-making around student organization, staff support, and resource allocation.

The professional development activities and supports will take the form of workshops, classroom modeling and demonstration, development of "model classrooms" and teacher inter-visitation within the school. New teachers and seasoned teachers will convene for a minimum of three weeks in the summer prior to the start of the school year.

### **PCS-STEM three week Professional Development Summer Workshopsplan:**

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. PCS-STEM's view of professional development is one in which teachers are engaged in professional learning every day. Professional development will pervade the classroom and the school. It will be embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from their students' performance. Job-embedded professional development will be included in the academic year. Embedded professional development means that the Principal and the Instructional leaders work on a daily basis coaching the school's instructional staff and providing training and guidance in their work with all learners, including special populations of ELLs, Special Needs, at-risk students and gifted/talented students. The PCS-STEM school schedule will reserve one hour each day for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels. In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade levels to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Student Support Teams around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom. All professional development initiatives at the School will be designed and delivered in a manner consistent with the National Staff Development Council's Standards for Staff Development (<http://www.nsdc.org/standards/>).

**Evaluation of Professional Development** - The ultimate worth of PD for teachers is the essential role it plays in the improvement of student learning. At PCS-STEM, evaluation of the PD program has two important goals: to improve the quality of the program and to determine its overall effectiveness. Tools for evaluating our Professional Development Program will include: • Instructional staff surveys, • Response to Intervention (RTI) data, • Questionnaires, • Observations, • Self-assessment instruments, and • Analysis of teacher evaluation records. Using these tools, the instructional leaders will analyze how the PD programs have improved teacher and student practices. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals. Student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups.

Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. The Principal will evaluate the effectiveness of the PD program data and make recommendations for program modifications in order to improve teacher practice and student outcomes. These recommendations will be presented by the Principal to the Board of Trustees.

**F. FACILITIES**

The PCS-STEM Charter School will be located at 1724 Avenue P, Brooklyn, NY 11229 (CSD #22). The building was formerly used as a parochial school of the **Three Hierarchs Church** that shut down since 2011. The building is a reinforced masonry structure, with 3 entrances which meets all code requirements for its use, including full ADA compliance (handicapped accessibility), a faculty parking lot, and a recently completed fire alarm/control system. The school will occupy 30,000 square foot building. The space meets all code requirements that have been required by the NYC buildings department including designation for school purposes on the Certificate of Occupancy. No major renovations will be required to house the proposed charter school. Minor internal repairs have been determined into the plan; if necessary PCS-STEM will secure the required building permits to complete any repairs. The property also has space for expansion for an additional building. We are allowing for programming space of approximately 80 square feet per pupil. **Year 1 Utilization: We will utilize the 2<sup>nd</sup> floor with 3 classrooms; 3 classrooms for grade 9 (25 students per grade); 1 Special Education resource room; 1 ELL resource room; 1 Art/Music Room; Full kitchen with equipment available by NYC DOE; 1 Multimedia Center/Library; 1 Auditorium; 1 Gym; 1 Stem/Science lab; 1 Security office; Lower Level and 2<sup>nd</sup> floor bathrooms; Administrative Space: Faculty Room, Principal Office, Assistant Principal Office; School Storage Rooms and Janitor’s Storage; Director of Curriculum Office; Nurse’s Office; Social Worker’s Office; Guidance/College Office.**

**Dedicated Building for PCS-STEM (No Co-Location)  
Building Configuration and Office Locations**

Floor	Offices	Resource Rooms	Gym	Classrooms	Labs	Faculty Room	Bathrooms	Storage
Lower Level	5	2	1	4	1		4	4
1 <sup>st</sup>	2	0		0		1		
2 <sup>nd</sup>	0	0		3			2	
3 <sup>rd</sup>	0	0		4			2	

**School Entrances:** 1 main entrance and 2 side entrances, Four (4) floors totaling 30, 000 sq. ft. 600 - 800 sq. ft. for each classroom and science lab. **First Floor:** Faculty Room, Principal Office, Assistant Principal Office. **Second Floor:**3 classrooms • 1 Boys and 1 Girls Bathroom **Third Floor:**4 classrooms • 1 Boys and 1 Girls Bathroom. **Lower Level:** 4 classrooms • 1 Stem/Science Lab • 2 resource Rooms - pull-out. **Lower Level includes:** 1 Multimedia Center/Library, 1 Cafeteria w/full kitchen, 1 Auditorium and 1 Gym. **Other Offices:** Security, special education, guidance, nurse, dean of students.**Bathrooms:**2 Student Bathrooms • 2 Faculty Bathrooms (Male and Female)

**G. INSURANCE - (See Attachment INSURANCE).-H. HEALTH, FOOD AND TRANSPORTATION SERVICES**

**Health Services:** PCS-STEM will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the New York City Bureau of School Children and Adolescent Health (the “Bureau”) will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in New York City public schools. PCS-STEM will request these services from the Bureau in sufficient time to allow for inclusion of the requested services into the Bureau’s and the DOE’s budgetary and staffing plans. Permanent, non-consumable, and consumable facilities and supplies shall be provided by the school and the Bureau as provided by applicable law and practice. All faculty and staff will have access to first aid resources. PCS-STEM will maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in the operation and use of AED.

PCS-STEM’s health services program will ensure that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions). PCS-STEM will store health records for enrolled students as required by law. Prior to beginning each school year, PCS-STEM will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate. **Food Services:** PCS-STEM will apply for the U.S. Department of Agriculture’s free and reduced-price breakfast, lunch and snack programs for students eligible there under. PCS-STEM will contract with the NYCDOE’s SchoolFood and the Office of School Foods and Nutritional Services (OSFNS) to provide food service to eligible students. However, PCS-STEM reserves the right to contract with another food service provider if such policy is set by its Board of Trustees. As have other NYC charter schools which have chosen to contract for food outside of the DOE, PCS-STEM will investigate other vendors who can provide healthy menus for breakfast, lunch and snack to the school's students. Regardless of whether NYCDOE or another entity provides such food service, any and all revenues from the federal free and reduced-price breakfast, lunch and snack programs shall be used exclusively for the provision of services to students eligible there under as required by the terms of the program(s). Students not eligible under the U.S. Department of Agriculture’s free and reduced price breakfast, lunch and snack programs shall be responsible for their own meal and snack needs. Students may opt to bring their own lunch and not partake in the school lunch program. **Transportation Services:** The NYCDOE is responsible for providing transportation services to PCS-STEM’s students. PCS-STEM’s students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined and provided by the Office of Pupil Transportation (OPT). The NYCDOE determines the eligibility for transportation based on age, distance from the school, and needs of students with disabilities. PCS-STEM will not guarantee parents a student will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. Special education students often have different eligibility for transportation. Eligibility is dictated by the student’s IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. PCS-STEM’s students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, transportation will be the responsibility of the child’s parents. **I. FAMILY AND COMMUNITY INVOLVEMENT**

Parental involvement is recognized as a crucial factor in school success, and goals and strategies to achieve an active parental involvement. The board will establish subcommittees to promote parent and staff involvement in school governance. Parents will be invited to serve in ad hoc committees related to their expertise and interest according to mission of the committee. The school will facilitate the development of Parent Teacher Organization (PTO) to be governed by parents of the student who are enrolled in school. PTO will serve to promote the school in the community, fundraise for special student activities, and will encourage parents to volunteer in school activities and field trips to promote student success.

PCS-STEM will continuously collect information on family and student satisfaction both through direct and indirect contact and both formal and informal ways. We will formally administer parent satisfaction surveys twice a year (mid-year and end-of-year) to assess their satisfaction in areas such as instruction, school culture, and communication. At every event involving parents, have parents attend PTO meetings, parent/teacher conferences, parent/family workshops, step-up ceremonies, etc., parents, guardians and family members will be encouraged to share both their pride in the school and their critique for continuous improvements. The separation of the parent meeting agendas between PTO functions and Parent Advisory Council functions will ensure that continuous feedback is purposefully elicited. We will also take very seriously the implications on satisfaction inferred in reenrollment and recruitment data.

PCS-STEM recognizes the value of constant communication with our families. We will ensure the development and maintenance of a school climate that is friendly and inviting to parents. Strong channels of communication will be maintained, by face-to-face interaction, phone calls (Teachers will keep parent logs of all the phone calls made home), and the work-related email addresses of all staff members will be provided to parents and posted on our website. Our website will contain a teacher portal and parent/student portal. Every family will have direct access to relevant information such as homework, assignments, calendar of events, and – through a secured page – their child’s academic progress by utilizing the Pearson PowerSchool database. We will provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed and families without access to computers at home, computers dedicated for parent use will be available on-site at the school. A dedicated parent room will be available in order to help parents feel at home in the school and to encourage their presence in their child's education with various resources. In addition, hold Freshmen Orientation, provide each family a Parent Handbook containing comprehensive information about the school’s standards, curriculum, school policies, and other items important to our academic and school culture; this information will be posted on the school website as well. Other means of communication include: (1) Newsletters containing upcoming events will be prepared and distributed 4 times a year (2) Progress mini-conferences every five weeks/Progress reports sent to the parents/guardians of each student (3) There will be four report cards per year. Parent-teacher conferences will held in conjunction with each report card distribution. (4) Parents will be encouraged to reach out to their children’s teachers as necessary and as desired. (5) PCS-STEM will offer translation services for parents in need of a translator during all parent-teacher conferences.

## **J. FINANCIAL MANAGEMENT**

See Attachment Financial Management

## **K. BUDGET AND CASH FLOW** (See Attachment 9)

**L. PRE-OPENING PLAN** (See Attachment Preopening Plan)

**M. DISSOLUTION PLAN**(See Attachment Dissolution Plan)

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name *Pythagoras Charter School of Science, Technology, Engineering, & Mathematics*  
Proposed School Location (District) CSD 22

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>1</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application <sup>2</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>3</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>

Signature of Applicants:	
Date:	October 5, 2015
Print/Type Name:	John Tiliakos

<sup>12</sup> N.Y. Education Law § 2854(2)(a)  
<sup>13</sup> ESEA § 5203(b)(3)(J)  
<sup>14</sup> ESEA § 5203(b)(3)(K)  
<sup>15</sup> ESEA § 5203(b)(3)(N)

## **ADMISSIONS POLICIES**

The school will adhere to the provisions of Section 2854(2) of the Education Law to guide the admission policies and procedures. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful. In short, there will be no admission requirements, and no tests of any sort will be given to determine whether or not admission will be granted. Preference will be given to students from the Community School District in which the school is located and students with siblings already enrolled in the school. We will recruit widely throughout the community.

### *Student Application and Enrollment Period*

Formal recruitment of incoming students will begin after PCS-STEM is authorized. Every student will be enrolled who submits a timely application, space permitting. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation.

In the first year, the application period will begin upon approval of the charter and cease April 1st of that same calendar year. In subsequent years (two through five of the proposed charter), all recruitment activity and application processing will begin around November, and the lottery will be held after April 1st. The board assures that the proposed charter school will not require parents to attend an open house before applying for admission to the school. There will be no required meeting, no open house, no interview and no required tour of the facility.

The application process begins when a parent or guardian completes an application form. A bilingual representative is present at all parents meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in the community's predominant languages (Spanish, Russian, and Creole) for parents who feel more comfortable submitting applicant information in the language they speak. Applications will be translated in other languages as needed. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, in particular the student's age, address, and sibling status. After an application has been deemed completed and accurate, a confirmation card will be mailed indicating the receipt of the application.

### *Outreach Plan*

Our Community outreach plan is written in detail in the application. Additional extensive community outreach efforts will launch upon approval of the charter in the local community and will not be selective in any way. A recruiting team composed of board members, local volunteers and staff will be formed to focus exclusively on this effort. The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this, information kits containing brochures, flyers, application forms and vital school information will be distributed throughout the community. These information kits, translated in Spanish, Russian, and Creole will be made available to local businesses, high schools, social service agencies, and any other institutions serving families with middle school, junior high school, and high school children and will also be mailed to families with school age children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

### *Attracting Economically Disadvantaged Students, Students with Disabilities and English Language Learners*

Aligned with the charter law, PCS-STEM is committed to making good faith efforts to attract and retain economically disadvantaged students, students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including economically disadvantaged students, students with IEPs (Special Education Students) and English Language Learners (ELLs) or students with Limited English Proficiency (LEP). PCS-STEM will ensure that such students are welcomed and served in an effective manner. The planning team and staff of PCS-STEM will recruit families of students who are learning English as a second language and who have special education needs. Some of the strategies the recruitment team will employ to attract students with disabilities and ELLs include:

- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services.
- Designing marketing materials that will describe the type of program the school will provide LEP/ELL students
- Designing marketing materials that provide a description of how LEP/ELL students will have equal access to all programs and services including the following:
  - Instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, theater, and technology programs; and all after school programs including athletics
  - Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities

## *Lottery*

Should the number of applications exceed the number of seats, PCS-STEM will hold a random lottery. The lottery will be held no sooner than April 1 and no later than April 15 each year. We will give a priority to students who have a sibling already enrolled in the school as well as students who live within Community School District 22. After that, all students will have an equal chance of getting into the school.

For the purposes of the lottery, all students will be assigned an applicant number and all applicant numbers will be placed into selection groups, according to their sibling and in/out of district status. The below chart demonstrates our lottery preference order:

- Siblings of currently enrolled students
- Applicants residing in Community School District 22
- Applicants residing outside of CSD

All students in a selection group will be selected randomly before any student will be drawn from the next selection group. We will use the draw order of applicants after all students have been drawn and the number of seats to be filled via the lottery to determine whether students are admitted and, if not, the order of the waitlist.

After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of registration dates, and a list of documents that parents need to bring on registration day to register their child. The letter will also explain that the child must be present at the time of registration. Students not selected for admission will receive a letter notifying them of their place on the waitlist.

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.

PCS-STEM admission policies will include provisions to allow for ten percent (10%) of newly enrolled students to be admitted via transfer under the No Child Left Behind choice program in compliance with city, state and federal policy.

## *Student Registration*

During the month of August, prior to the beginning of each new school year, PCS-STEM staff will hold several open-house days to register new students. The parent or guardian of every accepted student will have received an acceptance letter with a detailed explanation of registration dates, and a list of documents that parents need to bring on registration day to register their child. The letter will also explain that the child must be present at the time of registration. At registration, parents will be required to fill out a form with contact information and show proof of New York State residency and proof of immunizations.

### *Withdrawal Procedures*

Once the school receives notification from a parent or guardian regarding the child's withdrawal from PCS-STEM, a main office staff member will confirm the withdrawal in writing with the parent or guardian. PCS-STEM will call the student's new school to confirm enrollment and date of first attendance. Student records will be forwarded to the new school upon an official request. Student records will be in locked cabinets, and a record access log will be kept indicating all persons who reviewed the information and when.

### *Re-Enrollment:*

In April of each year, the school will disseminate an *Intent to Re-Enroll Form* to all students. The form will ask parents to indicate if their child will be returning to the school the following September.

### **Procedures for Student Withdrawal or Transfer**

PCS-STEM is a public school of choice, both for application and withdrawal. At any time there may arise circumstances in which a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from PCS-STEM will be asked to complete a request for student withdrawal form. PCS-STEM personnel will offer to meet with the family and discuss their reasons for withdrawing from PCS-STEM, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the PCS-STEM staff will make every reasonable effort to help to help the student find a school that better serves the family's desires. PCS-STEM will ensure the timely transfer with parental consent of any necessary school records to the student's new school.

<b>DATE</b>	<b>Individual / Company Name - Position</b>
<b>CSD 22 and "Feeder" Schools</b>	
<b>March 2015</b>	Ms. Julia Bove, CSD 22 Superintendent; Ms. Therese Salli, Family Advocate.
<b>April 2015</b>	Melida Quiroz, Lead School Counselor, JHS 240.
<b>June 2015</b>	Ms. Deanna DeBlasio, Guidance Counselor, Brooklyn Dreams Charter School.
<b>STEM Curriculum/program discussions</b>	
<b>March 2015</b>	Dr. Socrates Thanasas, Assistant Dean, Farmingdale State College School of Engineering.
<b>April 2015</b>	Tanya Navas, NYS Director, NAF Academy
<b>April 2015</b>	Prof. Bill Capitano, Biology Dept., Suffolk Community College.
<b>May 2015</b>	Dr. Godfrey Nwoke, NYC College of Technology, Career Technology Dept.
<b>May 2015</b>	Ms. Margarita Dominique, Science Teacher retired NYC DOE
<b>May 2015</b>	Frantz Victor, CEO, IT Consultant.
<b>June 2015</b>	Cheryl Matthews, Vice President, Tech-Ed Systems
<b>June 2015</b>	Alex Alfredo, STEM Program Director, Xaverian High School.
<b>Special Education discussions</b>	
<b>April 2015</b>	CEO Martin Handler, Special Education Associates, Inc.
<b>June 2015</b>	Kalliopi Xanthopoulos, NYC DOE Special Ed. Teacher.
<b>Internship discussions</b>	
<b>May 2015</b>	Doug Manowitz, CEO, Stone Core & Shell, LLC.
<b>June 2015</b>	Dinos Avlonitis, Manager, Magellan Aerospace, Inc.
<b>June 2015</b>	Mike Dimarino, CEO, LindaTool
<b>Higher Education Outreach</b>	
<b>Other community outreach</b>	
<b>April 2015</b>	Fr. Mykola Fylyk, Saint Pantheleimon Ukrainian Orthodox Church.
<b>May 2015</b>	Michelle Koutsoubelis, Director, Cathy's Dance Studio
<b>May 2015</b>	Frank Dody, Work Force Development Program Manager, Bedford Stuyvesant Restoration, discussed college readiness
<b>May 2015</b>	Jacob Hecht, Aide of District 48 Council Member Chaim M. Deutsch
	Cosmos FM 91.5, Q & A session for listeners

<b>DATE</b>	<b>Individual / Company Name - Position</b>
<b>CSD 22 and "Feeder" Schools</b>	
<b>August 2015</b>	High School Superintendent- <a href="#">Mr. Michael Prayor</a>
<b>STEM Curriculum/program discussions</b>	
<b>August 2015</b>	Giovanni Flores, Product Specialist, TEQ Inc. Discussed STEM products and Professional Development.
<b>August 2015</b>	Zakir Merchant, Education Specialist, MakerBot Discussed STEM LAB and Professional Development
<b>Special Education discussions</b>	

August 2105	Tim Lisanti, NYC DOE District 75 Superintendent Discussed Special Needs and NYC STEP Program
<b>Internship Program discussions</b>	
July 2015	Andrew Pandis, Vice President, Business Development, Precipart, Inc.
July 2015	George Karelas, VP Business Development/ QC Manager, Aerotech Processing Solutions
July 2015	Margaret Klieber, Processing Facility Operations, Triumph Group, Inc.
August 2015	James Flock, Technical Service, Vosky Precision Machining Corp
August 2015	Nick Scarfo, Ripak, Inc.
August 2015	Louie Davit, Precision Gear, Inc.
<b>Higher Education Outreach</b>	
August 2015	Mr. Shaun Rasmussen, CUNY ASAP Program Coordinator. Discussed Accelerated Study in Associate Programs (ASAP) and student placement.
<b>Other community outreach</b>	
July 2015	Dr. Sal Cumella, CEO, Lenco Diagnostic Laboratory. Discussed Medical Office Assistant Curriculum
August 2015	John Banks, Principal Origins High School CSD 22 Discussed Collaboration
August 2015	Ms. Anastasia Kitsantas, George Mason University Discussed Student Retention and Project based Learning
August 2015	Lenny Markh, Director of Community Affairs, NYS Assemblyman Steven Cymbrowitz, Assembly District 45 Discussed the school and overall plan / program

## **SAMPLE SCHEDULE FOR YEAR 1 (96 students/4 classes in Grade 9)**

Rationale for class placement:

1) This sample schedule assumes the student population will need one ICT class for ELA and math.

Students entitled to ICT ELA and/or MATH in their IEP will be placed in 9D.

An additional special education teacher is included in our budget in the event additional ICT classes are needed.

2) Students who already have Algebra 1 course and Regents credit must be placed in 9A or 9C.

Students in 9C taking Geometry join 9A during periods 1-2 only. Students in 9A taking Algebra 1 join 9C during periods 1-2 only.

3) Students who already have Living Environment course and Regents credit, including ELLs, will be placed in 9B.

4) Other ELL students will be placed in 9B or 9D as space permits. Those entitled to ICT will be placed in 9D.

5) Other students will be placed in classes as space permits.

**ELL = English Language Learners**

**ELL = English Language Learners**

**ICT = Integrated Co-Teaching**

	<u>Wed/Fri</u>	<u>M/Tu/Th</u>	<u>Grade 9A</u>	<u>Grade 9B (ELL)</u>	<u>Grade 9C</u>	<u>Grade 9D (ELL/ICT)</u>
HR	7:50-7:55	7:50-7:55	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
1	7:55-8:30	7:55-8:40	GEOMETRY	GLOBAL 1	ALGEBRA 1	ICT ENG.LAN.ARTS
2	8:33-9:08	8:43-9:28	GEOMETRY	GREEK	ALGEBRA 1	ICT ENG.LAN.ARTS
3	9:11-9:46	9:31-10:16	LIVING ENV (BIOLOGY)	STEM: Intro Eng Design	GREEK	GLOBAL 1
4	9:49-10:24	10:19-11:04	L.ENV.LAB / TECH	TECH / EARTH LAB	ENGLISH LAN. ARTS	ICT ALGEBRA 1
5	10:27-11:02	11:07-11:52	GREEK	EARTH SCIENCE	ENGLISH LAN. ARTS	ICT ALGEBRA 1
6	11:05-11:35	11:55-12:25	LUNCH	LUNCH	LUNCH	LUNCH
7	11:38-12:13	12:28-1:13	ENGLISH LAN. ARTS	ALGEBRA 1	GLOBAL 1	STEM: Intro Eng Design
8	12:16-12:51	1:16-2:01	ENGLISH LAN. ARTS	ALGEBRA 1	STEM: Intro Eng Design	HEALTH / GYM
9	12:54-1:29	2:04-2:49	STEM: Intro Eng Design	HEALTH / GYM	LIVING ENV (BIOLOGY)	GREEK
10	1:32-2:07	2:52-3:37	HEALTH / GYM	ENGLISH LAN. ARTS	L.ENV.LAB / TECH	TECH / L.ENV.LAB
11	2:10-2:45	3:40-4:25	GLOBAL 1	ENGLISH LAN. ARTS	HEALTH / GYM	LIVING ENV (BIOLOGY)
HR	2:45-2:50	4:25-4:30	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM

### **9TH GRADE SCHEDULE REQUIREMENTS**

**10 periods (45 min M/Tu/Th, 35 min Wed/Fri) + 30 min lunch**

2 periods = Math

2 periods = English

1 period = Social Studies

1.5 periods = Science (includes lab)

1 period = Greek

1 period = STEM course

1.5 periods = other subject Grade 9: Technology / Gym / Health

## YEAR 1 TEACHER SCHEDULES (96 students/4 classes in Grade 9)

\*When a teacher is listed as having 2 classess during the same period, the class before the slash meets on A days and the class after the meets on B days.

\*PLAN indicates "common planning period". All teachers assigned to PLAN for a given period will meet together in a designated room.

\*Each full-time teacher has 6 teaching periods and one common planning period, except the Special Ed teacher who has 5 teaching periods and two common planning periods.

\*FTE = Full-Time Equivalent (for part-time faculty)

<u>TEACHER</u>	<u>ELA 1</u>	<u>SPED 1</u>	<u>ELL 1</u>	<u>SS 1</u>	<u>MATH 1</u>	<u>MATH 2 (1/3 FTE)</u>	<u>SCI 1</u>	<u>STEM/TECH</u>	<u>GREEK (2/3 FTE)</u>	<u>GYM (2/3 FTE)</u>
<u>ROOM</u>	<u>ROOM 1</u>	<u>PUSH-IN</u>	<u>PUSH-IN</u>	<u>ROOM 2</u>	<u>ROOM 3</u>	<u>ROOM 6</u>	<u>ROOM 4</u>	<u>ROOM 5</u>	<u>ROOM 6</u>	<u>GYM/ROOM 6</u>
HR	9D H'ROOM	9D H'ROOM		9B H'ROOM	9C H'ROOM	9A H'ROOM				
1	9D ICT ELA	Rm1:9D ICT ELA	9D ICT ELA	9B GLOBAL 1	9C ALG	9A GEO				
2	9D ICT ELA	Rm1:9D ICT ELA	9D ICT ELA		9C ALG	9A GEO			9B	
3		PLAN(RM.3)	PLAN(RM.3: A DAY)	9D GLOBAL 1	PLAN	PLAN(RM.3)	9A BIOLOGY	9B (Intro Engineering)	9C	
4		Rm3:9D ICT ALG		9C ELA	9D ICT ALG		9A/9B LAB	9B / 9A (Intro to Tech)		
5		Rm3:9D ICT ALG	Rm3:9D ICT ALG	9C ELA	9D ICT ALG		9B EARTH	LUNCH	9A	
6	LUNCH	PLAN(RM.4: A DAY)	LUNCH	LUNCH	LUNCH		PLAN	PLAN (RM.4)	PLAN (RM.4)	PLAN (RM.4)
7	9A ELA	LUNCH		9C GLOBAL 1	9B ALG		LUNCH	9D (Intro Engineering)	LUNCH	LUNCH
8	9A ELA	Rm2:9D Resource Rm	9B ALG		9B ALG			9C (Intro Engineering)		9D: HEALTH/GYM
9	PLAN(RM.2)	PLAN(RM.2: B DAY)	PLAN(RM.2: B DAY)	PLAN			9C BIOLOGY	9A (Intro Engineering)	9D	9B: HEALTH/GYM
10	9B ELA		9B ELA				9C/9D LAB	9D / 9C (Intro to Tech)		9A: HEALTH/GYM
11	9B ELA		9B ELA	9A GLOBAL 1			9D BIOLOGY			9C: HEALTH/GYM
HR			9B H'ROOM				9D H'ROOM	9A H'ROOM		9C H'ROOM

# 2016-2017 PCS-STEM School Calendar

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
				T	3	

September 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
				T	20	

October 2016						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				T	17

November 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					T	19

December 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					T	17

January 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					T	20

February 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
					T	19

March 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					T	23

April 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30					T	13

May 2017						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					T	22

June 2017						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
					T	17

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Date	Event or Holiday
<b>Aug 08</b>	<b>Teacher First Day for 2016-17</b>
8/8 to 8/26	Staff Development Days
<b>Aug 29</b>	<b>First Day of Classes for 2016-17</b>
Sep 05	Labor Day
Sep 13	Eid Al-Adha
Oct 03	Rosh Hashanah
Oct 04	Rosh Hashanah
Oct 12	Yom Kippur
Nov 11	Veterans Day
Nov 24	Thanksgiving
Nov 25	Day After Thanksgiving
Dec 24	Start of Winter Recess
Jan 02	End of Winter Recess
Jan 03	School Re-Opens
Jan 16	Martin Luther King Jr Day
Feb 20	President's Day
Apr 10	Start of Spring Recess
Apr 18	End of Spring Recess
Apr 19	School Re-Opens
May 29	Memorial Day
<b>Jun 23</b>	<b>Last Day of Classes for 2016-17</b>
Jun 26	Staff Development / Snow Makeup Day
Jun 27	Staff Development / Snow Makeup Day
Jun 28	Staff Development / Snow Makeup Day
<b>Jun 28</b>	<b>Teacher Last Day for 2016-17</b>

## I. STUDENT DISCIPLINARY CODE

The *Pythagoras Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM) Student Disciplinary Code* sets forth the charter school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials will contact law enforcement agencies.

### A. DEFINITIONS

For purposes of this Code:

- "**Short term suspension**" will refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days;
- "**Long-term suspension**" will refer to the removal of a student from school for disciplinary reasons for a period of more than five days; and
- "**Expulsion**" will refer to the permanent removal of a student from school for disciplinary reasons.

### A1. RECORDS OF STUDENT DISCIPLINE

The Charter School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

### B. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below will be subject *minimally* to a short term suspension, unless the principal or Board of Trustees determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. **Such student may be subject to any of the disciplinary measures set forth in Part D of this Code. Depending on the severity of the infraction, a long-term suspension may be imposed and referrals to law enforcement authorities may be made.**

Disciplinary Infractions:

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others.

- Engage in insubordination.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheat on exams or quizzes, or commit plagiarism.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Drive recklessly on school property.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Possess radios or other portable entertainment devices, pagers, cellular telephones, or other personal electronic devices not being used for instructional purposes.
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code.
- Refuse to identify himself or herself to school personnel.
- Repeatedly commit minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act which school officials reasonably conclude warrants a disciplinary response.

#### Procedures and Due Process for Short Term Suspensions

The principal may impose a short-term suspension, and will follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short-term suspension, the principal will immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice will be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification will be provided by telephone as well. Such notice will provide a description of the incident(s) for which suspension is proposed and will inform the parents or guardian of their right to request an immediate informal conference with the principal. Such notice and informal conference will be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student will have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference will take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon as possible after the suspension as is reasonably practicable.

The principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

### C. LONG-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below will be subject *minimally* to a long-term suspension, unless the principal or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. **Such student may also be subject to any of the disciplinary measures set forth in Part D of this code. Depending on the severity of the infraction, a referral to law enforcement authorities may be made, and/or expulsion imposed.**

#### Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
- Vandalize school property causing major damage.
- Commit any act which school officials reasonably conclude warrants a long term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the principal's discretion.

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The principal will refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The principal will refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

#### Procedures and Due Process for Long-Term Suspensions

The principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the principal will inform the student verbally that he or she is

being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The principal also will notify the student's parent(s) or guardian(s) immediately in writing. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address(es). Where possible, notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice will provide a description of the incident or incidents which resulted in the suspension and will indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided will be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student will have the right to be represented by counsel, question witnesses, and present evidence.

If the suspension proceeding has been initiated by the principal, the principal will hear and determine the proceeding personally or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only and the principal may accept or reject all or part of it. The principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with the charter school's complaint process pursuant to Education Law § 2855(4).

#### **D. ADDITIONAL DISCIPLINARY MEASURES**

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the principal to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part A or Part B of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without reasonable excuse, also may be subject to these additional disciplinary measures.

In-school suspensions and suspensions of transportation may be imposed only by the principal. All other disciplinary measures may be imposed by the principal or a teacher, who must inform the principal of such action within a reasonable time.

#### **BEHAVIORAL CONTRACT**

School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian (s) are informed that the decision to enter into such a contract is voluntary and will not determine the child's admission to or retention in the Charter School.

#### **Detention**

After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent (s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

#### **Loss of School Privileges**

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) will be given an opportunity to meet informally with the principal or teacher involved. If possible,

the principal or teacher involved will hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

### **In-School Short-Term Suspension**

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) will be given a reasonable opportunity for an informal conference regarding such suspension with whoever was involved in imposing the suspension.

### **Suspension from School Transportation**

As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such action amounts to a suspension from attending school because of the distance between home and school and the unavailability of alternative public or private transportation, the school will make appropriate arrangements for the student's education.

## **E. PROVISION OF SERVICES DURING REMOVAL**

The charter school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent provided by law and as consistent with the practice of the surrounding school districts during the period of suspension; for a student who has been expelled, alternative instruction will be provided in like manner as a suspended student enrolls in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instruction will provided to students suspended or expelled in a way that best suits the needs of the student and the school on a case-by-case basis.

Instruction for such students will be sufficient to enable the student to make adequate academic progress, and will provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room at the charter school. Instruction will be provided by one or more of the following individuals in consultation with student's teacher(s): teacher aides or trained volunteers, individuals within a contracted facility, a tutor hired for his purpose.

## **F. DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. [A student not specifically identified as having a disability but whose district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] Students who have been presumed to have a disability for discipline purposes will be afforded the rights and protection of IDEA when such students are subject to suspensions and removals for disciplinary reasons. PCS-STEM will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that

the following procedures are inconsistent with federal law and regulations, such federal law and regulations will govern.

PCS-STEM will maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the 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 the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines. A behavior intervention plan, when developed, will include a description of the problem behavior, hypotheses as to why the problem behavior occurs and intervention strategies to address the behavior. A student's IEP may also include goals and objectives related to the student's behavior.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student will 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.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

PCS-STEM will work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student's disability.
- 3) 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 infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

## **II. MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY**

The following rules will govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the Charter School.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

**A. Prohibited Conduct** - No person, either singly or in concert, will:

1. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
2. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property, nor remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
7. Refuse to leave any building or facility after being required to do so by the principal or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
11. Commit acts which threaten the safety and welfare of persons on school property.
12. Violate any federal or State statute or regulation, local ordinance or school policy.
13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce any person.
15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the principal.

**B. Penalties and Enforcement** - Penalties for violations of these rules include, but are not limited to:

- the withdrawal of authorization to remain upon school property;
- ejection;
- arrest;

- for students, suspension or other disciplinary action; and
- for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the principal and to make reasonable efforts to stop the prohibited conduct. The principal is responsible for the enforcement of these rules.

**TABLE 1: APPLICANT GROUP INFORMATION**

**\*Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee,	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
John Tiliakos	[REDACTED]	Franklin Career Institute	Administration/Policy	Trustee	President	3	YES
			Curriculum Development		/Chair		
			Technology				
Anastasios Koularmanis	[REDACTED]	Saint Demetrios School	Administration/Policy	Trustee	Vice-President	3	YES
			Curriculum Development		/Co-Chair		
Leonidas Eracleous	[REDACTED]	Zeaccounting	Accounting	Trustee	Treasurer	3	Yes
			Finance/Auditing				
Adam Wittenstein	[REDACTED]	Saint Demetrios School	Curriculum Development	Trustee	Secretary	3	YES
			Technology				
			Mathematics Specialist				
Stamatina Hatzimichalis	[REDACTED]	P.S 169 K	School Administration	Member	Member	3	YES
			Academic Intervention				
			Bilingual Education				
			Teacher Coaching				
Christopher Iannelli	[REDACTED]	Franklin Career Institute	Administration/Policy	Member	Member	2	Yes
			Curriculum Development				
			Staff Development				
Christopher Tripoulas	[REDACTED]	Saint Demetrios School, Saint John's University	English as Second Language	Member	Member	2	Yes
		LaGuardia Community College	Public Relations and				
		The National Herald	Communication				
		PS 95Q					

BY-LAWS OF *Pythagoras Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM)*

**ARTICLE I: NAME**

The name of the Corporation is the *Pythagoras Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM)* (hereinafter “the School”).

**ARTICLE II: MEMBERSHIP**The School has no members. The rights which would otherwise vest in the members vest in the Directors of the School (hereinafter the “Trustees”) of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

**ARTICLE III: BOARD OF TRUSTEES**

**A. Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. 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;
8. 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, subject to the provisions of the Not- for-Profit Corporation Law and any limitations noted in the By-laws;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

**B. Number of Trustees.** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed eleven (11). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

**C. Election of Trustees.**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. Parent Trustees. Three Trustee positions will be reserved for parents of a current student at the School. The Parent Trustee will have all rights, powers and obligations of a Trustee, as defined in these By-laws.

a. Not more than forty percent (40%) of the persons serving on the Board may be Parent Trustees.

b. The Parents Association for the School shall provide the Board with a list of qualified candidates to be Parent Trustees.

c. A Nominations Committee of the Board created for this purpose, after due consideration and interviews with selected candidates, shall nominate a parent from the list of qualified candidates provided by the Parent Association for a vote before the Board.

d. The Board shall elect such Parent Trustee by the vote of a majority of the Trustees then in office. If the nominated candidate is not elected, the Nominations Committee shall select another candidate from the list provided by the Parents Association. Parent Trustees-elect assume office subject to approval by the charter entity.

e. If the child of a Parent Trustee is expelled from the School, such Parent Trustee shall no longer be a Trustee and shall be deemed to have resigned as a Trustee effective upon the date of expulsion of their child; provided, however, that upon a vote of a majority of the other Trustees then in office such departing Parent Trustee shall remain as a Parent Trustee for the remainder of his or her term if such departing Parent Trustee so wishes and can assure the Board that he or she is able to continue his or her responsibilities as a Trustee.

f. A Parent Trustee of a child that graduates from the School during his or her term of office shall remain as a Trustee until his or her term of office expires.

4. Interested Persons. Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

5. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible.

The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

b. 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 (“Classification Terms”). Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Each Trustee may serve no more than three successive three-year terms following expiration of his or her Classification Term (if any), and then must step down for at least one year before again becoming eligible to serve as a Trustee.

c. 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.

d. 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.

e. A Trustee’s term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school’s charter or the Bylaws or other Board action.

6. 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.

**D. 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.

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board 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 Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

**F. 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.

**G. Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee’s actual and necessary expenses while conducting School business.

#### **ARTICLE IV: OFFICES**

The School’s principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

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

**A. Place of Meetings.** Board Meetings shall be held at the School’s principal office or at any other reasonably convenient place as the Board may designate.

**B. Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

**C. Regular Meetings.** A minimum of seven (7) meetings inclusive of the June Annual Meeting shall be held each year on dates determined by the Board.

**D. 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.

**E. Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

**F. Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided at least ten (10) days in advance of the meeting.

2. 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 School'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. Public Notice.** Public notice of all Board meetings shall be given in accordance with the requirements of the Article 7 of the Public Officers Law.

#### **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.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. 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.

2. **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. Once a quorum is present, additional Trustees may participate in a

Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the board are subject to the provisions of the Open Meetings Law.

### **C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.

2. Standing Committees. The Board shall have the following standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (Chaired by the Treasurer) and an Education Committee. Additional Chairs and committee members will be appointed by the Chair of the Board.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board; c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

### **D. Standard of Care.**

1. 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.

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

a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, 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.

3. Investments. In investing and dealing with all assets held by the School 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 School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

**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 School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

**F. Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or 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**

**A. Officers.** The Officers of the School consist of a Chair (hereinafter “Chair”), Vice Chair (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The School also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. 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.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings 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 School’s Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School’s incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School’s properties, receipts and disbursements; (b) make the books of account available at

all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

#### **B. Election, Eligibility and Term of Office.**

1. 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.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII: NON-LIABILITY OF TRUSTEES**The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

**ARTICLE IX: SELF-DEALING TRANSACTION**The School shall not engage in any self-dealing transactions, except as approved by the Board. "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care, i.e. a transaction which is part of a public or charitable program of the School, if the transaction is approved or authorized by the Board in good faith and without unjustified favoritism.

#### **ARTICLE XI: OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of the School begins on July 1 of each year and ends June 30.

**B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

**C. 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 School may be signed by the Chair of the Board, the School Leader, Treasurer, or any trustee designated for that purpose. In the instance that that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

**D. 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 School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflict of Interest.**

The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School’s interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

**F. Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. 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 adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

**CERTIFICATE OF THE SECRETARY**The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect. \_\_\_\_\_ Secretary of the School

## Code of Ethics

*The following Code of Ethics shall apply to the Trustees and employees of the Pythagoras Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM):*

*The Pythagoras Charter School of Science, Technology, Engineering, and Mathematics (PCS-STEM) Board of Trustees (“the Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board of Trustees and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the PCS-STEM’s goals and objectives. The Board also recognizes its obligation to set forth a Code of Ethics under the provisions of the New York State Education Law.*

The Trustees, officers and employees of the *PCS-STEM* shall at all times be in compliance with the following Code of Ethics. Trustees, officers and employees must also agree as part of their service to or employment by the School to adhere to this Code.

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and bylaws. The *PCS-STEM* 's Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 40 percent of the people serving on the *PCS-STEM* 's Board of Trustees may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or 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” (see below); (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.
4. Neither members of the Board of Trustees nor the employees of *PCS-STEM* shall engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the to be in the best interest of the *PCS-STEM* and without 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.

5. Any Trustee, Officer or employee having an interest in a contract or other transaction presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to the Board acting on the contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School. A Trustee will be excused from discussion and votes only when, following the Trustee's disclosure, the Board or committee determines by majority vote of disinterested Trustees that the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. In the event of a conflict of interest, the interested person will be excused from voting or participating in discussion regarding the relevant matter. In instances where Trustees are excused, action may be taken on the matter by majority vote of the disinterested Trustees. The interested Trustee(s) may be counted for purposes of achieving quorum.

6. Trustees, officers or employees representing any not-for-profit corporation proposing to do business with the School shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the PCS-STEM shall serve as a voting member of the Board for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants and attorneys;

b. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;

c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

d. Individuals associated with other businesses, provided that the Board of Trustees consents to such involvement by majority vote and in writing. The individuals must provide notice to the board of any potential conflict of interest that may arise. Such notice must be provided to the Board of Trustees as soon as the individuals are made aware of the potential conflict of interest. In addition, the Board of Trustees will review the relationships on an ongoing basis and may withdraw its consent at any time.

8. In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.

10. Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

11. Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

12. No Trustee, officer or employee shall use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the School. Trustees shall report to the Board of Trustees their acceptance of any gift or privilege worth \$50 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.

13. The trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

## **Teacher Hiring Policies and Procedures and Teacher Qualifications**

As per § 2851 (2)(g) of the statute, the hiring and personnel policies and procedures, including the qualifications to be used in the hiring of teachers, school administrators, and other school employees, and a description of staff responsibilities are outlined below.

### *Hiring*

In accordance with § 2854 (3)(a-1) of the statute, the board of trustees will employ all teachers, administrators, and other school personnel. The school will be an equal opportunity employer and will hire the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status or disability. All applications will include the following:

The school is an equal opportunity employer in accordance with Title VII of the Civil Rights Act of 1964, as amended; with Title IX of the Education Amendments of 1972; the Americans with Disabilities Act; and all other applicable federal, state and local laws. We do not discriminate on the basis of race, religion, color, national origin, sex, age, disability, sexual orientation or any other characteristic protected by applicable federal, state or local law in admission or access to, or treatment or employment in, our educational programs or activities.

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty percentum of the teaching staff of a charter school, 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.

In general, the Board of Trustees will give final approval on all hires at the school. PCS-STEM will notify the State Education Department upon hiring, firing or resignation of staff from the proposed charter school. Specifically, the Principal will screen, interview, and select all other staff and present their selection to the board.

The hiring process will consist of the following steps:

Prior to the opening of school, the Board of Trustees will establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of school staff

during the charter term. These policies will be periodically reviewed by a labor attorney and revised, as necessary, over the course of the charter term.

The personnel policies and procedures manual that is included in this exhibit is a *draft* and would be subject to Board and attorney review and revision subsequent to PCS-STEM Charter School authorization and then ultimately PCS-STEM Board approval. The personnel policies describe the staffing procedures of the School, and they will establish rules, procedures and expectations regarding a wide range of personnel issues. These issues will include: a) employment administration and compliance with federal, state and local equal opportunity-related legislation; b) rules that must be followed and practices that must be implemented in the event of staff separation (i.e. via resignation or termination) ensure fairness and appropriate documentation; and c) expectations regarding staff (e.g. work days and work week, vacation-time and related issues, personal leave, sick leave, etc.). The policy will also set forth the School's position and expectations regarding matters such as harassment and sexual harassment.

With regard to procedures regarding the hiring of school personnel, the draft personnel policies describe procedures related to school personnel once *hired* by the school. Thus, the following describes the policies and procedures that the school will maintain regarding the hiring of school personnel.

PCS-STEM' recognizes that the quality of education offered in the school is directly related to the quality of its leadership and instructional staff. Under the direction of the Principal, with consultation and consent of the Board, the School will recruit highly qualified candidates to fill teacher positions and meet its educational needs. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to PCS-STEM' mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. PCS-STEM' teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and hiring teachers, PCS-STEM will continue to comply with state laws regarding certification and with the requirements of the No Child Left Behind Act (or its successor laws, if applicable).

The School will continue to establish a broad and diverse applicant pool for all vacant positions. It recruits teachers through a variety of means, which includes advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. PCS-STEM also leverages the relationships and experiences of Board members, staff and supporters to support its outreach, networking and teacher recruitment initiatives. PCS-STEM will continue to comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

PCS-STEM' teacher hiring process will include the following five phases:

- (1) **Screening**—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. PCS-STEM will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In compliance with law and school policy, PCS-STEM will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy;
- (2) **Interviewing**—PCS-STEM’ interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. PCS-STEM has developed an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School’s instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. Also, at the discretion of the Principal, candidates for teaching positions may be requested to provide a sample lesson and/or portfolio and may be asked to teach a demonstration lesson at PCS-STEM;
- (3) **Checking References**—PCS-STEM has an absolute policy of calling references provided by the employee, as well as contacting former employers. The PCS-STEM Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee’s past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. PCS-STEM will therefore implement a rigorous reference-checking policy;
- (4) **Offering Employment**—PCS-STEM will offer employment through a job offer letter and, in most cases, a phone call. PCS-STEM’ job offer letter will include at least the following: a) job title or position offered; b) salary and benefits offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. PCS-STEM will send candidates not selected an Applicant Rejection Letter; and
- (5) **Fingerprinting**—before employees can begin working, they must clear the NYSED fingerprint screening process.

### **III.B.1.b. Administrator Hiring Policies and Procedures and Qualifications**

With the exception that the Board of Trustees is responsible for hiring the PCS-STEM Principal, the hiring policies and procedures for administrators and other school employees are essentially similar to those for teachers.

In the event that it becomes necessary to recruit and hire a new school principal, the school will implement a comprehensive outreach and selection process that includes advertisements in national newspapers and educational websites, extensive networking and/or use of regional and national educational search firms. Candidates for the Principal position will be screened extensively in a manner identical to that described above for teachers (e.g. employment application, review of résumés and background and reference checks). The process of recruiting

and selecting a Principal will be implemented by the Board of Trustees. Candidates for the position of Principal whose applications, résumés and references indicate that they are both qualified and a good fit with the School will be interviewed by the Education Committee of the Board of Trustees. Trustees who are not members of the Education Committee who want to participate in the Principal candidate interviews may do so, and their input will be solicited and considered by the Committee. Following these interviews, the Education Committee will report and make formal recommendations to the full Board, which will make the final hiring decision.

In selecting the Principal, the PCS-STEM Board of Trustees will consider the following qualifications and experience:

- 3+ years of proven, successful experience in a school-based leadership position in an urban school district (high school preferred)
- Minimum of 2 years of teaching experience in Math, Science, Computer Science (or equivalent professional experience in Engineering, Science or related field) preferred
- Strong background in and/or passion for implementing Career and Technical Education (CTE) programming as a means to enhance students' college and career readiness
- Experience recruiting staff and students preferred
- Master's Degree
- Certification as School Administrator, School Building Administrator or School District Administrator, preferred
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction.
- Experience working with academic and operational staff and with diverse populations of students, parents and families.
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance.
- Demonstrated ability to work with nonprofit organizations and relevant governmental agencies.
- Experience in curriculum design and/or educational research.

Candidates for other administrator positions, as well as for non-instructional staff, will be recruited through a fair and extensive process that includes advertisements in newspapers and other media (including minority media) and networking. Candidates for these positions may be interviewed by the Principal or his/her designee, under the supervision of the Board of Trustees. A written or recorded record of each interview will be maintained by the Principal. Following interviews, the Principal will select a candidate and make an offer of employment. Throughout the process, the Principal will keep the Board fully informed about the process, and the Board must consent to each hire prior to any offer of employment.

See Attachment-Job Descriptions that provides the attributes and minimum qualifications that PCS-STEM would seek for all of its administrative, instructional and non-instructional staff positions.