

Full Application Summary

Proposed Charter School Name	The Staten Island Green Charter School for Environmental Discovery
Application History	We applied to SUNY in 2010, 2011, 2012. We applied to NYSED in 2013 and 2014,2015
Proposed Board Chair Name	Dr. Vincent Maligno
Proposed Board Chair Email Address	████████████████████
Proposed Board Chair Telephone Number	██████████
Public Contact Name	Dr. Carole B. Reiss
Public Contact Email Address	creiss1952@gmail.com
Public Contact Telephone Number	718-608-5232
District of Location	NYC District 31, North Shore
Opening Date	September, 2017
Proposed Charter Term	5 years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span for Indicated Years	Year 1: 125
	Year 5: 425
<p>Mission Statement- The Staten Island Green Charter School for Environmental Discovery (SIGCSED) will deliver outstanding educational instruction and services to students in grades K–5 of varied language and ability levels and cultures so they can acquire the knowledge, skills necessary to successfully meet future college, career, social and environmental challenges in the 21st century. At SIGCSED we are guided by curricula that actively will engage students in STEM studies through cooperative and shared learning. Students will develop respect, responsibility, and citizenship while they experience challenges within the inclusive and diverse community that they will be focusing on. SIGCSED is a data driven instructional model where teachers are given professional development that enables them to instill life-long learning while creating a powerful student who can stand up to challenges as they experience, explore explain, elaborate, and evaluate every situation they face. SIGCSED School Leaders, teachers, students will be given the academic tools as well as the technology that they will need to increase their academic growth as they strive to meet the rigorous demands outlined in the New York Charter School Performance Framework. We strive to develop a school culture where everyone works in teams and is committed to school excellence. We expect everyone student, teacher, administrator, and parent to meet the high expectations that charter schools require.</p>	

Certification and Assurances Statement

Proposed Charter School Name: The Staten Island Green charter School for Environmental Discovery _____

Proposed School Location (District): NYC D-31 _____

Name of Existing Education Corporation (if applicable): None _____

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

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

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

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

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

I, Dr. Vincent Maligno hereby certify that the information submitted in this Full Application to establish The Staten Island Green Charter School for Environmental Discovery is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

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



Dr. Vincent Maligno

Date:8/1/2016

A charter application proposal for the establishment of the:

The Staten Island Green Charter School for Environmental Discovery

Submitted to
New York State Board of Regents
Charter School Office

August 14, 2016

Table of Contents

Full Application Summary	
Certification and Assurances Statement	iii
Section I—Mission, Key Design Elements, Enrollment, and Community	1
Part A. Mission Statement and Objectives	1
Part B. Key Design Elements	3
Part C. Enrollment, Recruitment, and Retention	7
Part D. Community to be Served	10
Part E. Public Outreach	13
Part F. Programmatic and Fiscal Impact	15
Section II—Educational Plan	17
Part A. Curriculum and Instruction	17
Part B. Special Student Populations and Related Services	29
Part C. Achievement Goals	33
Part D. Assessment System	35
Part E. Performance, Promotion, and Graduation Standards	39
Part F. School Schedule and Calendar	40
Part G. School Culture and Climate	40
Section III—Organizational and Fiscal Plan	44
Part A. Applicant Group Capacity	44
Part B. Board of Trustees and Governance	44
Part C. Management and Staffing	46
Part D. Evaluation	48
Part E. Professional Development	49
Part F. Facilities	53
Part G. Insurance	53
Part H. Health, Food, and Transportation Services	53
Part I. Family and Community Involvement	56
Part J. Financial Management	57
Part K. Budget and Cash Flow	59
Part L. Pre-Opening Plan	60
Part M. Dissolution Plan	63
Attachments	
Attachment 1: Admissions Policy and Procedures	
Attachment 2b: Evidence of Public Review Process	
Attachment 3a: Sample Weekly Student Schedule	
Attachment 3b: Sample Weekly Teacher Schedule	
Attachment 3c: Proposed First Year Calendar	
Attachment 4: Student Discipline Policy	
Attachment 8a: Hiring and Personnel Policies and Procedures	
Attachment 8b: Resume for Proposed School Leader	
Attachment 9: Budget and Cash Flow	
Table 2: Public Outreach Information	

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Proposed Board Chair Email Address	Drmaligno426@gmail.com
Proposed Board Chair Telephone Number	718-744-5847
Public Contact Name	Dr. Carole B. Reiss
Public Contact Email Address	creiss1952@gmail.com
Public Contact Telephone Number	718-608-5232
District of Location	NYC District 31, North Shore
Opening Date	September, 2017
Proposed Charter Term	5 years
Proposed Management Company or Partners	North Shore Learning Center
Projected Enrollment and Grade Span for Indicated Years	Year 1: 144
	Year 5: 336
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Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Dr. Vincent Maligno

Date:8/1/2016

Section I—Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement and Objectives

The Staten Island Green Charter School for Environmental Discovery (SIGCSED) will deliver outstanding educational instruction and services to students in grades K–5 of varied language and ability levels and cultures so they can acquire the knowledge, skills necessary to successfully meet future college, career, social and environmental challenges in the 21st century. At SIGCSED we are guided by curricula that actively will engage students in STEM studies through cooperative and shared learning. Students will develop respect, responsibility, and citizenship while they experience challenges within the inclusive and diverse community that they will be focusing on. SIGCSED is a data driven instructional model where teachers are given professional development that enables them to instill life-long learning while creating a powerful student who can stand up to challenges as they experience, explore explain, elaborate, and evaluate every situation they face. SIGCSED School Leaders, teachers, students will be given the academic tools as well as the technology that they will need to increase their academic growth as they strive to meet the rigorous demands outlined in the New York Charter School Performance Framework.

Our students, who are diverse and largely English Language Learners (ELLs) and students with disabilities (SWD), will lead the community in environmental awareness issues as they learn from the core values delivered by outstanding school leaders, teachers, parents and community stakeholders.

We will create a school that brings students into the 21st century through the implementation of an experiential STEM model and the establishment of a scientific school culture focused on character development, research, discovery, and expansion of self-learning applied to a cooperative education model. One major focus is to develop students as leaders in their communities. Students will own the tools necessary to improve living conditions and advocate for medical and health care services as well as creating an Anti-bias values model in the community. Our academic curricula support our dual language program designed to develop cultural diversity through the Success for All Foundation (SFA) model as well as integrate global environmental themes that cross all cultural barriers. We developed a dual language model to teach students in English and Spanish. English and Spanish dominant students will become literate in their second language. We expect our students to spend a significant portion of their core instruction time exploring topics using literacy and hands-on learning tasks. They will utilize resources in the classroom such as technology and manipulatives and texts. Instruction will be delivered to varied groupings and learning will be individualized to target students' strengths with teachers and instructors who believe that all children can learn. The program's sequential and clearly structured approach will support students' growth in foundational skills in all core subject areas that will be applied to their experiential learning projects. Our objectives are to:

- Increase literacy for underserved students with diverse cultural language backgrounds and special learning needs, and students with disabilities.
- Develop awareness for environmental stewardship through the Cooperative Learning Model.
- Research a hypothesis and create an evaluation by experiencing, exploring, experimenting, and explaining the process.

- Increase mathematical literacy, literacy and global awareness using blended technology and science as a basis for discovery.
- Develop writing skills to promote communication and research.
- Teach ELL and English speaking students using a dual language tutorial model scheduled in the instructional time each day.

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

- Our primary goal is to raise student achievement to a level that puts them on the pathway to college and a civic career. We intend to use rigorous instruction to develop organization and discipline so that students can learn in an orderly and collaborative atmosphere using students' interest in the environment. In addition to measuring students' performance and gains through their proficiency of standards on state tests, the school will set its own high standards for academic achievement and character development using the local environment as a context for learning that will be measured by students' level of literacy as they progress from day 1. Through their engagement they will experience a sense of wellbeing as they interact with others as well as from their sense of pride as important leaders in their community. Partnering with community organizations will also support their civic engagement. This awareness helps our students gain confidence and the ability to face stressors such as test-taking and challenging community concerns. The SIGCSED student is powerful because he or she can see and feel growth through the day to day learning objectives in every classroom. The classroom is seen as a new frontier each day, and is met with a sense of eagerness, urgency, and commitment. Using these values, our school grows leaps and bounds above many learning communities that do not share in our inspirational vision. Students are instructed using targeted assessment tools that focus directly in the instruction they receive. Students who are at risk of academic failure will be given intense one to one and small group instruction that will support the individual needs of the student.
- By locating the school in the neighborhood of the North Shore and targeting the North Shore Community from the northern, eastern, and western points, SIGCSED will expand the learning opportunities for students at risk of academic failure. Our success will be measured by the achievement of our low-income and minority students, ELL and SWD, who will benefit from our unique system of small group learning and direct instruction, using technology, experiential learning (doing the learning), and accessing community resources. All of our subject-curricula (English Language Arts, math, science, social studies, health and wellness, sports and citizenship, music, art, technology) are aligned with the Common Core State Standards. We have included a Special Education Coordinator, and an ELL Coordinator to support our students and collaborate with the district to ensure compliance that all mandated services are provided for each child in need.
- SIGCSED will model innovative teaching and learning methods by introducing a unique experiential model that utilizes data driven instruction. This new approach allows teachers to focus on the individual needs of students (in order to provide targeted small group instruction using blended learning with all students); teachers will also use assisted technology with SWD, who need extra supports in the learning experience.

- SIGCSED also utilizes a co-teaching model and will provide new professional opportunities for teachers and staff to plan and deliver instruction, to use formative assessment data to improve practice, and foster collaboration and growth in a team and shared setting. At our school, the principal and executive director, teachers, and all staff will know each student as they enter kindergarten, and will work with them and their families to assist our school in providing high quality education that meets the needs of every student. Entrance level testing will be administered to each student before school begins so that proper classroom instruction can be programmed right from day one. Teachers will be in training before school begins so we can set a tone for shared and collaborative team approach right from the beginning.
- SIGCSED will provide parents and students with opportunities not available in most wealthy districts and private schools. Our unique combination of experiential education and 21st century pedagogy, emphasis on school culture and character development, and high achievement will become a cornerstone for education within our community.
- The founders of SIGCSED believe that in exchange for a high degree of autonomy in the design and implementation of our school program, we will be held highly accountable for our success in measuring student achievement results that correlate to the highest standards of teaching and learning resulting in outstanding performance levels. Being “green” at our school is a combination of goal setting, relationships experiencing, evaluating, and nurturing in an environment where students take ownership of themselves and their responsibilities as scientific students inquiring about the well-being of their community’s residents at all times. They know that their success in school serves as a pillar in the community, and they will grow up in the environment that they will control and not be controlled by others.

B. Key Design Elements

We call our education model powerful because we supply every student with the tools they will need based upon their readiness level and as they develop day by day in our school program. We meet the needs of ELL and SWD using a 2-Way Dual Language model for ELA and other subject areas. Students who are Spanish speaking will receive tutorial instruction in Spanish by a qualified Spanish speaking teacher. Students speaking other languages will be supported using Assisted Technology in their home language with a qualified bilingual teacher. English speaking students will receive tutorial support in English and Spanish as they learn to speak Spanish as well. We apply results based Success for All Effective Teaching model as the foundation for all subject area teaching at our school. This model will allow our educators to focus on the teaching practices suited to children who are living in a multicultural, low socio economic and disadvantaged community. The reasons we chose the Success For all Model is that using a collaborative style learning model embraces the community to the needs of the children we serve, and focuses on delivering targeted instruction that will increase successful learning as the student is experiencing the local environment as a context for learning, and furthering his or her experiences with thematic reading and writing instruction for collaboration and community speaking.

To deliver this model our Key Design Elements are:

1. **Collaborative Leadership**—SIGCSED teachers and leaders work together as a team to implement change. We use the collaborative leadership model of the Success For

All Foundation (SFA), where leadership process is built around teams of staff members who take responsibility for different aspects of building school and student success. Instructional teams examine student progress and address implementation quality for each of the academic components present in the school. Team members support one another to improve instruction and increase student learning. Schoolwide Solutions teams focus on creating systems to support students, parents, and teachers to engage in problem-solving to meet the needs of the individual students. Each team develops a quarterly plan, meets regularly, and reports progress in each quarter to the entire school. Together, they build a dynamic school culture that provides powerful instruction in every classroom to ensure that no child falls through the cracks.

2. **Cooperative Culture**—A school Success Network (Power Team) engages parents and actively addresses attendance, behavior, and health problems that interfere with progress. We partner with several health organizations who will support our SWD as they climb the ladder of success. The Dignity for All Students Act is enforced at our school at every age level, and the culture of peace and harmony and acceptance for all students does not allow bullying of any nature. A successful and powerful environmentally educated citizen does not disrespect any other person based upon discrimination of race, sex, culture, creed, age or natural origin or disabilities. It is the requirement of a cooperative culture to ensure that the learning needs of all students are met using the data and instructional tools we have adopted. Research has shown us that students needs are the key to academic success and together we are building a structure that enable us to target the instructional needs of ELL and SWD, which in turn will allow us to deliver corrective targeted instruction that will facilitate student growth and will deliver adequate yearly progress to exceed the growth expectations according to Benchmark 1 of the Charter School Performance framework.
3. **Dual Language**—We have added a two-way dual language program to our school curriculum. This program has been researched and written about in 2009 by Collier and Thomas. A two-way dual language program is based on the premise that two groups of students (each with different home languages, in the United States one being English) learn together in a systematic way so that both groups become bilingual and biliterate in the two languages. Stephen Krashen (1999) and Jim Cummins (1996) are two language researchers who heavily influenced the growth of bilingual and dual language programs. Both have asserted and confirmed in their research that, given time, the stronger language-minority students become in their native language, the more proficient they will become in their new language. Collier and Thomas (2004), two other noted long-term researchers in this field, describe a two-way program as an enrichment model that is transformative for teachers, parents, administrators and communities
4. **I RESPECT values**—At all times we should be teaching and modeling these values and supporting our students in doing the same. We encourage all teachers to honor and recognize these values in our students at all times with on-going dialogue, discussions, and reinforcement.
 - **Integrity**—being honest and ethical with thoughts and actions.
 - **Responsibility**—being accountable for thoughts, actions and deeds.
 - **Empathy**—understanding and caring for the feelings of others.

- **Sustainability**—ensuring that your own body and surroundings are cared for so they are clean and healthy for as long as possible.
 - **Peace**—contributing to a state of harmony.
 - **Equality**—respecting everyone as an equal and as an individual.
 - **Community**—being part of a group seeking common goals and taking care of each other.
 - **Trust**—building and maintaining strong relationships with each other, the school and the environment.
5. **Community Partnerships**-SIGCSED partners with tutoring programs and community organizations who promote environmental awareness and student engagement in healthy living and positive community culture and a power attitude for success. All SIGCSED students will learn math, science, English, social studies, music, art, wellness, language and culture integrated into a daily “Discovery” question where students use scientific research methods to apply their knowledge to tasks and projects that will benefit their learning, help them meet the standards, as well as develop leadership skills in community projects with global impact on all communities in every nation. We have developed our curriculum based upon Common Core State Standards and aligned them to National Standards as well. These standards are needed to structure student learning and organize teaching outcomes for teachers and their students. Our school offers choices for parents who have expressed the needs for school design models on Staten Island that focus on student achievement using alternative methods that include trips, and community partnerships.
6. **Experiential Learning**- Studies have shown that students who are given the opportunity to experience the environment and are part of a hands-on learning experience fare far better on standardized tests.¹ In 1998, the State Education and Environment Roundtable (SEER) published a study highlighting the positive effects of environmental education on student achievement. Integrated environmental education programs throughout the curricula (science, language arts, math and social studies) combined with hands-on learning produced top-performing students. A follow-up study in 2000 showed that classrooms that used the Environment as an Integrating Context (EIC) for learning performed better overall and experienced fewer behavioral and attendance problems. Children who are exposed to natural or outdoor settings receive benefits to their cognitive health, such as reduction of ADHD symptoms.² Parents rated their child’s symptoms as having improved after activities that took place in a green setting compared with activities in non-green settings. Learning in a “green” classroom will also result in a healthier lifestyle for these children. They will learn how to grow their own food and live healthier lives in an age where fast-food and childhood obesity seem to be predominant. Exposure to the outdoors will also produce more active children, who otherwise may not get as much daily exercise as they need. Based on this information, we believe our school will

¹Bartosh, Oksana. Environmental Education: Improving Student Achievement. Thesis. Evergreen State College, 2003. Web.[http://www.seer.org/pages/research/Bartosh 2003.pdf](http://www.seer.org/pages/research/Bartosh%2003.pdf).

²Wells, N.M. (2000). At Home with Nature: Effects of “greenness” on children’s cognitive functioning. *Environment and Behavior* (32), 6, pp 775-795.<http://eab.sagepub.com/cgi/content/abstract/32/6/775>

lead to physically, emotionally and academically superior students. Our community is a population of ELL—recent immigrants from Africa, Mexico, Albania, India, and Asia. Our dual language learning model will support our targeted population using phonics based, thematic instruction incorporating environmental themes. We have created a method to apply performance based accountability systems by requiring the students to meet measureable achievement goals. Students with special needs will benefit from our program since experiential learning is a method used to enable students to engage in their own learning as they work cooperatively and inclusively with others. Our school will expand to grade 5 with a well-rounded student body that is grounded in the belief that testing knowledge is equivalent to researching environmental concerns. Students who are striving to become proficient learners will get real-time exploration and experience as their learning increases and formative measurements are tracking their growth as they conquer every unit that they study. A direct link to their experiences will be represented in their learning and evidenced through assessments. Students will be asked to speak, write, and read in every subject and will be assigned research projects in every class as well.

7. **Parents**—Parents are involved in every aspect of their students’ lives and are a part of the school’s success model, and service to the community. Our school calendar includes Project Learning Tree Investigations that parents work at home with their children on. Students then come to class representing the work that their entire families are engaged in using our thematic investigation topics which change each month. At the end of the year, the student presents his portfolio to the school community and can speak about the contributions their families have made within these topics of study.
8. **Research**—Research tells us what works. We don’t want to use what we did 100 years ago when curriculum has changed, the student has evolved, the parent has different responsibilities, and the school culture has shifted. SIGCSED proposes to use the Success for All Foundation (SFA) whole school reform model to create a cooperative learning environment for all students. SFA was developed at Johns Hopkins University to serve underperforming elementary schools in Baltimore at the request of the school board in 1986. It was built to capture research proven practices in a model that could be replicated broadly, and has subsequently been evaluated in over 30 independent studies involving hundreds of schools, primarily urban, underperforming elementary and middle schools. SFA currently partners with schools in 48 states and four other countries. Current urban partners include the 20 schools in Baltimore, 15 schools in Detroit, and 10 schools in Phoenix. All serve diverse student bodies with significant problems of poverty and disadvantage. This literacy program has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of ELL. We looked at multiple sources of research from different states such as Texas, California, Michigan, and Wyoming to evaluate how our program will work for ELL and SWD. We have concluded that constant support for the learner with computer-based assisted technology, as well as hands-on learning, cooperative and shared learning, and parent and community engagement were the factors leading to powerful student achievement. We looked at other charter networks using SFA. One school is the Success Academy Bronx 1 charter school in the South Bronx—an

institution that draws much praise and much criticism for its rigorous instruction and other aspects of its approach to education—70% of students met the state’s standards on the English test in 2015. That’s more than twice the city average of 38%. And unlike elementary schools P.S. 24, P.S. 81 and P.S. 95, the charter school actually exceeds its “comparison group” rate—which stands at 58%. Also unlike the three elementary public schools, the charter school has a nearly exclusively black and Hispanic student body—groups that, according to the Education Department, generally fare worse on state tests than white or Asian students. Some 98% of the charter school’s students are black or Hispanic, and, given the school’s location in the South Bronx, many come from underprivileged neighborhoods or have to travel a considerable distance each day to get to school. Riverdalian elementary public schools’ success rates on the state English test of 42% and 46% seem anemic by comparison. The fact that many schools in the city show even lower performance rates should hardly serve as a consolation. While the problem of poor reading skills among school students may have no easy fix, the community should look into more ways of improving academic performance at the ailing local schools so that all students regardless of where they come from can be a success.

C. Enrollment, Recruitment, and Retention

SIGCSED will serve a combination of low socio-economic families, SWD, and ELL students who reside on the North Shore of Staten Island as well as other neighborhoods. We will hold a lottery on April 1, 2017 and will train parents on how to apply through the lottery system. We project a targeted enrollment of 41% ELL students and former ELL students and SWD. The ratio of white students is approximately 49%, and minorities are 41% including Hispanic and African American, and multiracial. We will reserve our seats for those percentages listed for ELL and SWD which is 41% according to the 2015 statistics for Richmond County. Our retention rates will be held to 90–95% of students for each category of the target group as a targeted district model from the State Education Department. We do not anticipate a drastic change in the demographics for the next five years as Staten Island grows it will be the home of more immigrant populations as the need for laborers and business development will be a natural outcome of a growing community.

The following table shows the projected enrollment over the next five years for SIGCSED. We anticipate through researching the development of more Universal Pre-K schools, in District 31 that parents are looking for charter school options that will support continued academic growth for their children. Parents are also aware of our Founding Groups experience in education, and have trust in the abilities of experienced, and school reform focused leaders who are creating a cooperative learning culture that is not only diverse and inclusive, but will offer the services that the individual student needs according to mandated Individualized Educational Plans developed through the district and the CSE with our school.

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
K	4–5	72	48	48	48	48
1st	5–6	72	72	48	48	48
2nd	6–7	0	72	72	48	48

3rd	7–8	0	0	72	72	48
4th	8–9	0	0	0	72	72
5th	9–10	0	0	0	0	72
Totals		144	192	240	288	336

We anticipate the need for two new Kindergarten classes each year as the population in Staten Island grows and the demands for high quality charter schools continues. We also have added 24 Special Education seats for a 12:1 class or a separate ratio as needed aligned to students I.E.P's in grades K and 1. After year 1 we want to keep our enrollment at 48 students per year. This will provide our school with a more personalized learning environment and will help us perfect our formula to make certain that our financials are strong. Many students may be in need of a 12;1:1 class as we have an increase in students with special needs. Having this type of program aligns to our population and will help us recruit and retain special needs students. Our Dual Language program will help us recruit and retain ELL or Non-English Speaking students. We understand that each year the growth in a grade may alter as the demand for our school increases. We will establish wait-lists and fill empty seats immediately. The need for alternative school options for North Shore residents and other neighborhoods are evidenced in the Quality Review and School report card for the North Shore Staten Island schools. We chose to look at level 3 and 4 students in the ELL categories as well as SWD. We have also researched level 1 and 2 students to formulate our own hypothesis as to why ELL and SWD are scoring so much lower on the examinations. We are speaking to teachers at every school on the North Shore to gather information about the student population which is clearly a largely minority population of Hispanic and African-American children. Many Hispanic students are either ELL (55%) or SWD (35%). The later classification can be due to a complex situation of learning factors where students are placed into special education self-contained classes but actually are ELL students.

Speaking to the data where a school on the North Shore (P.S. 20) had less than 5% of their students passing ELA or achieving level 3 in 2015. We will recruit students in areas of the most need and will retain our students using multiple measures of support with guidance, small group and one-to-one instruction, and students. We will be supported with community services and a growth analysis system to measure progress and support teachers in instructional areas where students are most in need. Our Student Solutions Coordinator will monitor every child's progression a regular basis. We will also provide families in transition support at our school through our community relations with El Centro, Human First NYC, Staten Island Mental Health, and The Children's Aid Society. We will conduct a thorough recruitment process that demonstrates to parents our commitment to serving SWD, ELL, and low-income students. Our marketing materials will describe our special education and ELL programs as well as our approach to individualizing instruction so all students can succeed. To ensure our program is accessible to low-income students, our admissions policy will include a preference for students eligible for free and reduced price meals as well as ELL and SWD. Once admitted, all students will be screened to identify special needs.

SIGCSED will engage in extensive efforts to inform families in the District 31, North Shore of Staten Island and its neighboring communities about the new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to community-based organizations, local businesses and religious organizations to raise awareness in the community. We will conduct open houses at our school in District 31, North Shore and disseminate materials and host

information sessions at day care centers, Head Start programs, public and private elementary schools, afterschool programs and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. These community outreach programs have already started and are included in our calendar as we focus on year 1 calendar and the pre-opening plan beginning in January, 2017. We are currently in consultation with The Staten Island Head start-Staten Island Mental Health Society, INC. Our contact is Ms. Sherelle Mark.

As a school of choice, parents must indicate their desire to enroll their child by submitting an application. Applications will be as simple as possible, only requesting information necessary to ascertain eligibility and preference criteria and will be available in multiple languages. We will enroll a new kindergarten class each year and fill empty seats each year. A random lottery will be held to select students. Preference will be given to students who live within District 31, North Shore, low-income students and siblings. Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in the school if any become available.

Our RTI process will ensure all struggling students are quickly provided targeted support. We will have two full-time, certified special education teachers, one a Special Education Coordinator and an English Language Learner Coordinator We acknowledge the state's preliminary enrollment targets in District 31. Based on our recruitment strategies and academic program design we believe the school should attain both enrollment and retention targets. We will monitor our enrollment data carefully, and consider incorporating additional preferences in our admissions policy and/or changes to our intervention programs if necessary. Community Immigrant Agencies such as El Centro and local housing development organizations such as HUD-Neighborhood Housing, Rosebank Community Planning Board, Stapleton Community Planning Board, Port Richmond Community Planning Board, Arlington Houses, and Mariners Harbor House will partner in outreach programs for our school. Through our extensive outreach, we have made contacts with all local non-profits that can serve as liaisons with the community. One such partner is The Staten Island Museum. The Staten Island Museum promotes environmental education and will partner with us in creating programs that align literacy into environmental education local programs. Our enrollment plan balances the following premises:

- We have informed the Staten Island Mental Health Organization about providing a Head Start partnered relationship as a pathway for Kindergarten success. Given the challenges of creating a new school with an innovative academic program, we believe it prudent to devote our resources to opening with just kindergarten and 1st grade and then add one grade each year, reaching 5th grade in year 5.
- We anticipate class sizes of 25 students in a class, but using a small group model with a Lead Teacher plus a teaching assistant will allow a teacher to student ratio of about 1:13. Having a rigorous instructional team on board from day one is costly but essential to establishing innovative programs and building a strong professional staff culture. We intend to maximize enrollment in the start-up years to support our staffing plan, including a Special Education Coordinator and Solutions Coordinator. This will ensure that all students learning needs will be represented and assessed on both the part of our teaching staff, as well as in student learning. We expect that every teacher will receive professional development using data to inform instruction and the Special Education Coordinator, and ELL Coordinator will serve as a guide to instruction in the classroom as well as in a pull out program warranted as a section of

our RTI program. We will include a self-contained Kindergarten Class if necessary at the request of several parents who expressed this need at the Youth Committee Meeting of Community Planning Board 1 (June 10, 2016).

See **Attachment 1** (Admissions Policy and Procedures) for more information.

D. Community to be served

SIGCSED will provide a college laboratory education to underserved elementary students in the North Shore neighborhood of District 31, Staten Island. Staten Island as entire district has a statistic of 56% disadvantaged families who can benefit from the services that our charter school is providing. We expect a large percentage of our students to be low-income and ELL, as well as SWD. Due to Staten Island having the highest percentage of special needs students at 29%, (New York Times, Dec. 2014) we have designed our school specifically to meet their needs with a hands on learning program and a green cultural awareness program that stresses mindfulness and stress reduction activities. There are long waitlists for charter schools in this area, indicating high demand for quality education. We have researched the demographics as well as the NYS Test Scores on Staten Island and we have developed a plan to increase literacy for the population which consists of 55% ELLs and students who are former ELL students and 29–30% SWD.

The boundaries for the district are the Staten Island Ferry, and going east to the Verrazano Bridge, to the south to the Goethals and Bayonne bridges and the Staten Island Expressway, to the West Shore to the site where Superstorm Sandy destroyed and eroded natural preservations, beaches, homes and businesses. The North Shore is a highly-dense neighborhood and predominantly Latino and African American. Over 11.9% of the population lives below the poverty line, and 56% are economically disadvantaged. Whereas 16.9% is a borough average in NYC and populations in other boroughs are almost double that on Staten Island. The argument for the need for the school on Staten Island is that District 31 is one district as opposed to Brooklyn, Queens, Bronx and Manhattan, and our most impoverished citizens is not represented in the statistical evidence of “need.” Staten Island’s total population is 472,621, whereas all of NYC is 8.4 million. In order to represent the Staten Island residents fairly, the census must include transient immigration, as well as residents in public housing, Shared Storm Relief Housing and multiple illegal dwelling units as well. The North Shore housing situation has also created homelessness, forcing residents to apply for public shelters and be moved to other boroughs. The added stress of inadequate housing, Superstorm Sandy, a lack of affordable housing, unemployment, cutbacks in community services offered by public schools, seven closed Catholic schools and increased racial tension as seen in July 2014 when a Staten Island resident lost his life due to an unfortunate encounter with local police, has created hostilities within all of New York City as well as the entire nation. Our planning team proposes to address the problem of intolerance, as well as illiteracy, health related issues and cultural biases. The North Shore residents are an underserved community on Staten Island and our mission is to bring that community into the 21st Century with a high-quality, well-planned charter school. There are 58,106 students in the NYC public schools on Staten Island.

The North Shore is located in CSD 31, which disproportionately serves at-risk students. Seven out of 10 students are eligible for free or reduced lunch and about 30.3% of the student population is ELL, which includes Spanish, Russian, Polish, Albanian and several languages

from Liberia, Ethiopia and other West African nations. Staten Island has the highest proportion of Liberian citizens living in the Park Hill Apartments on the North Shore where our school will be located. The local schools on the North Shore in grades K–5 are P.S. 20, P.S. 13, P.S. 14, P.S. 16, P.S. 18, P.S. 44, and P.S. 74. Surrounding areas and all of District 31 schools will be eligible to apply. This means that students from every school in District 31 as well as other boroughs can apply to SIGCSED’s lottery program in April 2017. First preference will be given to District 31 students. We evaluated NYS Common Core Test scores from these schools and find that ELL and SWD score at the bottom 5–10% at every school including former ELL students. This is what led us to design a dual-language model as suggested by the Borough President, James Dodo, and his Education Director. Rose Kerr, former principal of the A-Rated Civic Leadership School. One of the schools on the list, P.S. 44 has been deemed a low performing school and parents are now looking for new alternatives. On August 8, 2016 our Parent Team leader collected signatures at the Arlington Houses located on the North Shore of students attending P.S. 44. One parent complained that the school is dangerous and that the Chancellor has sent out letters to parents to transfer their students to other schools. Our charter school will offer another alternative to parents who want a safer academic environment for their children. The data below was received from the NYC Department of Education Test Results website for NYC schools 2015-2016. Although the scores in ELA have improved approximately 7 points in ELA, and 1.5 points in Math, schools are still performing 30-40 points below most NYC Charter Schools. This is why there is such a large outcry from Staten Island Parents who presently have no charter school options for grades K-5.

We use data to create intervention plans for struggling learners as quickly as possible so that they stay on grade level and out of level 3 in the RTI model of intervention. We intervene to support the students cognitively and socially and to help them develop self-efficacy, as they grow confident in their abilities, and a desire to achieve. SIGCSED offers children an exciting, new opportunity to become powerful high achievers as well as more environmentally-conscious citizens. The school will offer an ideal way to integrate academic disciplines, stimulate the academic and social growth of its students and promote nature conservation. Environment-based education emphasizes specific critical thinking skills such as questioning, investigating, forming hypotheses, interpreting data, analyzing, developing conclusions and problem-solving.

Level 3 and 4 Proficient ELA Exam 2016

		Grade 3			Grade 4			Grade 5		
		All	ELL	SWD	All	ELL	SWD	All	ELL	SWD
P.S. 74	#	21	13	3	18	11	3	15	7	6
	%	22.3	15.4	13.6	17	3	0	14.2	s	18.8
P.S. 16	#	21	1	2	18	3	2	15	0	1
	%	22.3	21.4	0	1.7	0	0	14.2	0	2.7
P.S. 18	#	29	1	0	22	6	1	11	20	1
	%	36.3	1	0	22.4	0	2.5	12.4	2	0
P.S. 19	#	34	s	4	43	0	0	18	1	0
	%	32.7	s	3.4	44.8	0	0	19.6	12.5	3
P.S. 20	#	11	8	1	13	3	3	7	1	1
	%	12	0	4.8	17.3	12	0	8	5	0
P.S. 21	#	11	0	1	16	0	3	36	0	11
	%	15.7	0	4.8	23.9	2	11.1	17.8	0	2.5

P.S. 22	#	43	0	3	75	2	0	55	0	2
	%	28.5	0	7.3	40.1	13.3	0	34.6	0	3.3
P.S. 44	#	4	0	0	16	1	1	18	0	4
	%	2.9	0	0	11.9	0	2.4	12.9	2	3.6

All = all students; ELL = English language learners; SWD = Students with Disabilities

Level 3 and 4 Proficient Math Exam 2016

		Grade 3			Grade 4			Grade 5		
		All	ELL	SWD	All	ELL	SWD	All	ELL	SWD
P.S. 74	#	9	0	4	11	1	0	11	0	0
	%	15.3	4	15.4	22.4	2	0	26.8	0	7.1
P.S. 16	#	1	0	0	4	0	1	13	0	4
	%	4.8	0	0	17	0	3.3	12.6	0	4.2
P.S. 18	#	33	0	30	26	s	2	26	s	0
	%	40.7	0	6.8	28.9	s	4.8	28.3	s	0
P.S. 19	#	4	0	0	20	0	0	26	0	0
	%	7.3	0	0	2.5	0	0	28.3	0	0
P.S. 20	#	16	0	0	16	0	1	—	—	—
	%	15	0	0	21.3	0	4.2	—	—	—
P.S. 21	#	49	0	2	32	0	1	134	3	0
	%	33.6	0	5.7	26.8	0	5.3	60.9	4.2	0
P.S. 22	#	51	0	4	46	2	7	121	0	2
	%	61.4	0	11.4	29.5	13.3	14.9	23.9	0	8.3
P.S. 44	#	51	0	4	68	1	0	49	3	0
	%	61.4	0	11.4	37.2	14.3	0	32.6	81	0

All = all students; ELL = English language learners; SWD = Students with Disabilities

2014–2015 Demographics for District 31, K–12 enrollment: 59, 106

- Eligible for Free Lunch 85%—25% of students are SWD, as well as students living in public housing
- Eligible for Reduced-Price Lunch 15%—students of all backgrounds
- Limited English Proficient 25%—students living on all Staten Island Shores
- Black or African American 15%—mainly concentrated on the North Shore
- Hispanic or Latino 27% (approx. various immigrant populations are not included in the census and fall under the category of ELL students)
- Asian or Native 1%
- Multiracial 5%
- White 48%*
- 56% of Staten Island’s students are economically disadvantaged.

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

E. Public Outreach

We have informed parents at schools, churches, community organizations such as the Jewish Community Universal Pre-K, YMCA, Staten Island Mental Health, Kindergarten Fairs, Staten Island Community Charter School, JCC Pre-K sites, and businesses such as Perkins, Panera, IHOP, The Staten Island Mall, Starbuck's, and Barnes and Noble, where we have held book fairs and yoga classes. We have created postcards explaining the school's mission and vision and have handed them out to residents at 7 NYCHA housing complexes, 3 Rosebank Community Planning Board Meetings, and at Barnes and Noble Book Fairs, Staten Island Mall –MACYS "Shop for a Cause Day", and to 40 Pre-K schools on Staten Island's north and East Shores. We have also reached out to schools like Moravian Church Nursery School, where we held a vegetarian cooking class, St. Phillips Nursery School, P.S. 22, and we have contacted 45 Pre-K programs on the North Shore including DOE Pre-K programs. We have our own Facebook page with pictures of our Beach Clean ups and community events and fundraisers and we are on LinkedIn, Twitter, and <http://www.sigcs.com>, and we are presenting our petition forms, sign-up sheets and open houses at Constant Contact, where parents contact us directly for school enrollment. Our website is linked to Quick Schools, and Constant Contact. Quick Schools will be used to collect all of our enrollment data and will serve us in collection of teachers' test scores and electronic notebooks for data analysis once we begin our assessments for our K, and 1 class in 2017. We have attended the July 23, 2016 Feast at Mt. Carmel in Rosebank (North Shore), Staten Island handing out flyers and surveys and meeting with local parent groups. We delivered post cards to all NYCHA Housing units and all churches located on the North Shore. We are also located on the Rosebank Facebook page and are receiving messages from the community asking for "An OPEN HOUSE" which will be at St. Carmel in Rosebank on August 9, 2017. We just conducted a meeting in Mariner's Harbor at the Arlington Homes (NYCA) with the Head Start Director, and Social Services Director. Our website at <http://www.sigcs.com> is a source of parent sign up, as well as community comments and support. The website is a donation from Staten Island's Restaurant owner, "Joe Broadway" who is personally funding the newly designed website.

SIGCSED has secured community support from a range of sources. For example, letters of support have come in from Staten Island Mental Health Society and Staten Island YMCA, Jewish Community Center (JCC), Pratt Recycling Institute, Sylvan Learning, Neighborhood Housing Services, Barclays Center, Victory State Bank, Senators Savino and Lanza, Assemblyman Titone and Councilwoman Debi Rose (found in **Attachments 2a** and **2b**). In addition, our lead applicant has reached out to elected officials, the local community board and the community school district. Finally, local parents have expressed interest in enrolling their students in our school because of its focus on high expectations, teaching character, and developing future leaders of environmental education and health for their communities. We have included emails from parents, surveys, and petitions in **Attachment 2a**. We have included ongoing information that has developed in support for opening the doors to our school since 2011. We have met with the Community School Board 1 and the Community School District Education Council to make them aware of our proposal. Based on our meetings with stakeholders, our proposal has generated enthusiastic support and evidence of the need for new school options for parents. We also include documents from Rosebank Parents as a result of our Community Planning board meetings. Parents are asking for another school in the area and have signed petitions and reached out to local leaders and media. The parents are excited about our K-5 charter with a possibility of expansion to K-8.

We also presented at the District 31 CEC meeting on March 2, 2015 and February 1, 2016. Mr. Anthony Lodico, District 31 superintendent, told us that a Pre-K-5 school is also interested in working with us on a sustainability theme. Superintendent Lodico was contacted on July 28, 2016 to write a letter of support for our school, as well as CEC President, Mike Riley who has been present at every one of our CEC presentations over the last 3 years. The rest of the council seemed to appreciate our hands-on learning program as a method to instruct SWD and ELL students and that our focus on diversity and sustainability will copartner with other Staten Island schools who are trying to develop conservation curriculum strategies and to include more STEM into their curriculums as well. At our last CEC meeting on March 7, 2016, a member of the CEC wanted clarification on how our school would be different than other District 31 schools. We were able to present our environmental education program as well as an example of an environmental education school in Queens “Growing up Green.”

SIGCSED has secured a significant amount of community input prior to the submission of this proposal and will continue to solicit input throughout the course of the building and executing of the school’s mission. The input that we received from our parent meetings, CEC council meetings, restaurants and community organization meetings have informed the development of this proposal that some of our needs should include:

- Strong school leader with ties to the community.
- Connections to the Latino and immigrant community.
- Start at K-1 and grow to grades 6,7,8,
- Small teacher-to-student ratio.
- Safe and healthy, drug free and crime-free environment
- High culture of learning and high level of academic performance.
- Respect and self-awareness tied into the curriculum using our 2-Way Dual Language Model
- Partnerships with local organizations that provide family services, mental health and medical services. We are focused on helping parents to meet their children’s needs through parenting support programs, and mental health and all health services using the partnerships the SIGCSED is aligned to.
- Strong academic curriculum and high expectations for all children with support for ELLs and SWDs.
- Teaching the whole child.
- Going on local outings and working to improve the environment with other schools, and community organizations. Parents work with their children using our Project Learning Tree Investigations.

We have taken this feedback to heart and it is reflected in our education and organizational plans. Moreover, a community meeting is being organized in the coming weeks and future meetings will take place to solicit feedback and raise awareness of our new public school option.

SIGCSED’s founding group is working with Councilwoman Rose, Senator Diane Savino, as well as Senator Lanza and Immigration Services, such as El Centro, and Community Planning Board 1 and the CEC council at district 31. We are also a partner in the Latino Chamber of Commerce on Staten Island, which is headed by one of our supporters, Investor’s Bank.

All meetings are advertised in local area newspapers (*S.I. Advance*) and letters have and will be sent to families and community members encouraging participation. We also have an email blast

that we use to inform our parents about meetings and fundraisers. Bilingual outreach is planned for the community to ensure all voices will be represented in crafting the vision for the school and the needs of the community. Several parent volunteers from other charter schools are working with us to reach out to the ELL and special needs communities. The table in section 2a and Public Meetings in 2b lists our Public Outreach to date and for future meetings. Our outreach is ongoing as we proceed through the approval process. We presented to the CEC and Community Planning Board 1 and have been approved overwhelmingly at all meetings to establish our charter school. We also appeared on NY 1 on March 24, 2016 where we are endorsed by Borough President James Oddo. We are currently invited to present our school's mission and educational plan to the September, "Let's Rebuild Cromwell Center" rally to be held at the Community Planning Board Youth Committee Meeting on September 17, 2016. Parents interested in signing their students up for our lottery will be present, and will be discussing their preference for our charter school. We are also formed a partnership with The North Shore Learning Center, 501c3, and they have provided an MOU. Please see Attachmentb7. They will be helping us with parent meetings and their data base of eligible North Shore students, and Special Populations.

There is strong evidence of high demand for charter schools in the District 31, North Shore of Staten Island. The NYC Charter School Center's survey of schools enrolling students for 2015–2016 found over 2,000 students on waiting lists within the District 31, North Shore of Staten Island, specifically there were 327 seats and 2,163 applicants in 2015. In the North Shore neighborhood where SIGCSED intends to open, 500 students applied for 75 Kindergarten seats and 600 applied for 75 grade 1 seat at the Staten Island Community Charter School. There is also strong evidence of demand for experiential education as more schools are becoming interested in teaching to all learners regardless of disabilities, social background and language acquisition. Our teaching model focuses on the total community where its citizens, as well as the topography and environmental limitations, create a sense of bonding and healing with many of our families who have moved to Staten Island from countries all over the world. At the District 31 Community Education Council meeting we were asked about how our program differs from the district schools that are doing "green projects" and I was able to develop a dialogue about the needs of ELL and SWD who need multiple forms of varied learning as well as differentiated instruction.

See attached **Table 2** (Public Outreach Information), **Attachment 2a** (Initial Samples of Public Outreach), and **Attachment 2b** (Evidence of Public Review Process) for more information. **Attachment 2c** (Evidence of District Support for Restart/Turnaround) does not apply to SIGCSED.

F. Programmatic and Fiscal Impact

We believe SIGCSED will not have a negative programmatic impact on the schools in District 31. Our school will open with 144 students and our anticipated full enrollment of 336 in 2022 would only constitute about 3% of the district enrollment. There are 50 elementary schools in District 31. There are no charter elementary schools and only one middle school in the immediate vicinity.

While individual schools may offer similar components, to our knowledge none of these district or charter schools offers an integrated program comparable to that of SIGCSED (i.e., extended

day/week/year, environmental education, parenting programs, mental health services). We have identified seven parochial and private elementary schools located within a mile radius of our proposed school in District 31, but given our inclusive program do not believe it will compete with them. Moreover, with 2,163 applications for charter school seats in the district last year, we do not believe the introduction of another charter school in the neighborhood will have an adverse effect on their enrollment. Since the North Shore area is being currently gentrified with the new NYC wheel, improvements to the Staten Island Ferry and more affordable housing opportunities, we see a neighborhood growing in both population as well as opportunities that our school can provide especially with our focus on “Green Education.” SIGCSED has the potential to positively impact local schools by modeling innovative programs and sharing effective practices. As we intend to work with the same population of students as other schools in the area, our success will hopefully draw other educators to learn from our methods and explore opportunities to collaborate in areas such as professional development, parental involvement, extra-curricular activities, environmental education and community services.

The aggregated FY14–15 school budget for District 31 as of 02/8/14 was \$492,243,709. In Year 1 we expect to enroll 144 students (.32% of the district enrollment) and anticipate per pupil revenue of \$2,610,513 which is .3% of the district budget. In Year 5 we expect to enroll 336 students (1% of district enrollment, which is 44,703). We anticipate per-pupil revenue of \$7,196,314, which is 1.5% of the district budget. When considered as a proportion of the overall New York City education budget, SIGCSED will account for only a fraction of a percent.

Section II—Educational Plan

A. Curriculum and Instruction

The Key elements of SIGCSED's academic program are literacy, math, STEM (science, engineering, and technology), social studies, arts, music, physical and health education, and a dual language program which is developed as a Common Core Framework embedded into environmental education themes. The EIC model uses the local environment as a context for learning applied to the New York and Common Core standards. We see our local environment overflowing with cultural richness where as a shared collaborative community we focus on environmental education so that we can make our community a cleaner, safer, respectful, sustainable, energy efficient and a robust magnet for new settlers to New York City. We will follow the State Environmental Roundtable (SEER Model) for evaluation and structure and have been in correspondence with Dr. Gerald Lieberman the project director who will assist us in planning. Our immediate focus is the richness of our Success for All Foundation's (SFA) cooperative learning model that aligns perfectly to the I-Values of our green theme. We chose SFA because the model is in direct alignment with the theme for our community and together as a team we will rebuild and strengthen the youth in our community so that they are powerful voices in planning the community and serving in it as they grow and have their own families.

At the core of an experiential education is the notion that citizens need a common body of knowledge in order to productively communicate with each other and effectively participate in their society. We believe it is critical that every child should learn the fundamentals of science, and citizenship, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music and great literature defined by the test of time. Moreover, research has shown that the current trend of teaching isolated skills is neither sufficient nor possible in the absence of meaningful content knowledge. We believe an organized, clear and sequential curriculum best serves our students. Similarly, the Common Core State Standards adopted by New York State call for a curriculum that is intentionally and coherently structured to develop rich content knowledge. Thus, we intend to use SFA for ELA, and their PowerTeaching Math model for math, Science Fusion, and Houghton Mifflin Harcourt Social Studies to define the focus of learning in each grade. ELA is the focus of each subject area and is aligned to the Common Core State Standards and NY State Testing Program. Our curriculum embeds language arts and reading in every subject area by allowing environmental and health issues to become a focal point in student's developmental awareness. We have over 500 minutes a week of ELA, and writing with a 90 minute reading block. We include literacy in 400 minutes of math, science, and social studies; our specialty subjects of music, art, physical fitness and health and wellness; and dual language programs in ELA, math, science, and social studies all contain integrated STEM subjects, where writing and reading must take place to fully engage in studying, and researching. We teach our students how to incorporate the knowledge of their brain functioning to help them develop their individualized learning styles. We encourage them to utilize their subject area learning by speaking, reading, and writing about it so that they can collaboratively work together as a group of concerned citizens who are change agents in their communities. SIGCSED curriculum develops academic leadership and responsibility thereby nurturing within our students the ability to obtain depth of knowledge critical thinking.

SIGCSED intends to use an innovative classroom-based model that features students rotating between teacher-led instruction and teacher team instruction and student collaborations with their

teachers, as we do not want the learning experience to be teacher centered but led and directed for the child centered experience. This model is appropriate for elementary school students that need positive emotional experiences and help students persist despite negative experiences such as failure. Our school does not rely on computers to educate our students, but we incorporate technology into our experiential design so that research is a focus on student learning discovery.

Subjects—Each day our students will study ELA and STEM (science, technology, engineering, and math) and dual language study and review. They will also participate regularly in arts and fitness education as well as character education, which are integrated throughout our curriculum. We use Blended Learning in all subjects as integration to instruction and student research. In discussion of our program for each subject; we reserve the right to change program components based on developments in the field or the hiring of staff that have expertise in alternative programs and make a compelling case for their substitution. Our links to the curriculum provide the promotion and graduation standards at each grade level.

English Language Arts—The Success for All Foundation (SFA) provides Common Core State Standards aligned curriculum in reading with the KinderCorner, Reading Roots, and Reading Wings programs for students in kindergarten through sixth grades.

- **KinderCorner 2nd Edition Plus**—KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of children’s language, literacy, math, and interpersonal and self-help skills and science and social studies concepts. KinderCorner provides kindergartners with an experiential and child-centered curriculum. Ideally suited for a full-day classroom, KinderCorner provides a balance between child-initiated activities and teacher-directed instruction, with emphasis given to oral-language and literacy development. The KinderCorner curriculum also includes Home Links. These are television programs that are watched from a DVD that is sent home with each child. The shows contain video segments presented in class and videos not seen in class, but which provide information about the same subject matter. Each Home Link show contains one or more videos relating to the thematic content, letters and sounds, math, a story, and music and movements.
- **Reading Roots 4th Edition**—Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning-reading program that provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students’ love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading level every quarter to ensure that they receive the most focused instruction.
- **Reading Wings 4th Edition**—Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons over a period of five days and targets the needs of students in grades 2–6 who have successfully learned to decode but need to develop more sophisticated reading skills. Reading Wings also offers middle

school level lessons for students reading above the sixth grade level. To ensure that students become proficient readers, Reading Wings provides detailed daily lesson guides to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both literature and informational text. Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each lesson cycle centers around a literary or informational trade book, allowing for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

Reading Wings further supports reading comprehension through the Savvy Reader, providing intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Instruction is supported by video introductions to each strategy. Additional Savvy Reader lessons provide comprehension strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.

- **Writing from the Heart**—Writing from the Heart is a research-based writing program for students in grades 1 and 2. This model gets students writing as teachers gradually introduce them to the concepts and steps in the writing process. This includes having students publish their writing and sharing those final stories with an audience. All children like to talk about themselves. This writing program helps young students learn that writing enables them to share their stories with many people. Writing about their experiences, their thoughts, and their ideas—whether real or made up—gives their writing meaning.
- **Writing Wings**—Writing Wings is a research-based curriculum and support package for grades 3, 4, and 5. It provides detailed lesson plans and classroom video segments to model the instruction for teachers and students. The DVD provided with the program also includes live action and animated video skits as part of the language-mechanics instruction.

The program emphasizes teamwork and cooperative-learning instructional strategies to help students become better writers. In each unit, the students take on challenging writing projects with specific guidelines. They give and receive helpful feedback from their writing team members as they brainstorm, plan, draft, revise, edit, and finally publish their work. These writing and publishing experiences engage the students in a community of writers and introduce them to the power of expressing their ideas through writing. An important tool in each unit is the student revision guide. Through the use of student revision guides, partners and teams learn to evaluate and critique each aspect of their writing—ideas, organization, style, and mechanics—and to revise and edit their work. The effectiveness of Writing Wings depends upon the balanced organization of teams and the use of cooperative-learning instructional strategies.

Writing Wings also prepares students to meet state and national standards for high-stakes assessments by identifying student writing expectations. The core themes of this program provide instruction in the types of writing most often cited in state standards: descriptive, informative, persuasive, and narrative in the key skill areas: ideas, organization, style, and mechanics.

To learn more about SFA and their programs visit the following links:

- Kinder Corner lesson: http://www.successforall.org/wp-content/uploads/2016/03/410481000_KC2AnntdLsn.pdf
- Kinder Corner introductory video: <http://www.successforall.org/our-approach/classroom-programs/kindercorner/> then click “demo video”
- Reading Roots lesson: <http://www.successforall.org/our-approach/classroom-programs/reading-roots/>
- Reading Roots introductory video: <http://www.successforall.org/our-approach/classroom-programs/reading-roots/>
- Reading Wings lesson: http://www.successforall.org/wp-content/uploads/2016/03/ZZ5252_AnnotatedLesson_RW.pdf
- Reading Wings introductory video: <http://www.successforall.org/our-approach/classroom-programs/reading-wings/> then click “demo video”
- Curiosity Corner Sample lesson http://www.successforall.org/wp-content/uploads/2016/03/410601000_CC2AnntdLsn_Bklt.pdf
- Curiosity Corner brochure: <http://www.successforall.org/wp-content/uploads/2016/03/CC2-Brochure.pdf>

Mathematics—SFA will provide SIGCSED with PowerTeaching Mathematics 2nd Edition, a curriculum framework that uses a powerful cycle of instruction to energize mathematics lessons. This instructional framework engages students in cooperative teams focused on maximizing every member’s learning in every lesson. PTM provides teachers with the tools necessary to deliver rich and engaging lessons from any math textbook or curriculum. The second edition includes start-up guides that provide teachers with detailed lessons to help introduce PTM and cooperative learning to students. These materials are available for grades 1–8 and give teachers the option of using interactive whiteboard technology. SFA also provides curriculum in mathematics for students in grades 6–8 and advanced students learning Algebra 1 with Power Teaching Math 3rd Edition. The goal is to prepare students for the rigorous demands of high school math and beyond. It was developed, based on the Common Core State Standards, to promote college and career readiness in math. Each unit focuses on a set of math objectives aligned with the standards, as well as with the four “Cs” as cited by the Partnership for 21st-Century Skills: critical thinking and problem solving, communication, collaboration, and creativity and innovation. Cooperative-learning structures and routines provide daily opportunities for students to practice and refine collaborative skills, and speaking and listening skills in teamwork and class discussion. Clearly presented rubrics outline the expectations/outcomes necessary to meet the standards, as well as skills necessary to succeed both in school and in the workplace. We will use Math in Focus in conjunction with the PowerTeaching Math framework.

Available in English and Spanish for our dual language model, Math in Focus is an authentic Singapore Math® curriculum—with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. Beyond the digital learning tools and apps that are native to the core program, Math in Focus® Digi+™ offers a complete online teaching and learning environment for students in Grades 1–5.

Math in Focus Supports the goals of the Common Core State Standards for Mathematics is research-based and focuses on classroom learning, discussion, and practice, balances conceptual understanding, visual learning, and problem solving.

Math in Focus was a Model for the Common Core State Standards. The Singapore Math® framework was one of the 15 national curricula examined by the Common Core committee and had a particularly important impact on the Common Core writers and contributors.

Math in Focus is a Research-based Pedagogy. *Math in Focus*® offers you the same authentic Singapore Math® curriculum that has propelled Singapore students to international success. It follows the pedagogical framework developed by the Singapore Ministry of Education.

Math in Focus uses the research-based Concrete–Pictorial–Abstract Learning Progression. Numbers and symbols can be confusing when you don't have a grasp of what they actually mean. Singapore Math® teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences.

Math in Focus offers pedagogy fit for RtI. *Math in Focus* adapts instruction to the needs of individual learners through scaffolding, the systematic sequencing of prompted content, and support to optimize learning. The ultimate goal of scaffolding is to gradually remove the supports as the learner masters the task.

Finally, Math in Focus integrates technology for the 21st-Century Classroom. *Math in Focus* provides seamless integration of technology with a range of online tools including Interactive Whiteboard activities, online manipulatives, and a Bar Modeling app. *Math in Focus* Digi+™ is an online curriculum for Grades 1–5 that is designed to complement the core materials of the *Math in Focus* program, using the same pedagogical principles of the Singapore Math® approach, combining multimedia technology with instructional strategies to offer an engaging teaching and learning experience!

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

Research and Efficacy: http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/179345/revised_mif2015_researchandefficacy_brochure.pdf?la=en

Science—Available in English and Spanish for our dual language model, Science Fusion's innovative and award-winning print and digital curriculum encourages inquiry and scientific thinking in all students. This state-of-the-art science program incorporates multimodal learning, support for STEM and 21st-century skills acquisition, and a vast set of unique and engaging online resources. ScienceFusion® can be accessed in the classroom or at home, on a laptop or tablet, or through the print write-in textbook. The digital and print pathways develop important critical-thinking skills that prepare students for success in future science courses and in the workplace. **Science** Fusion Science is being used because of its Integrated Common Core Aligned and Next Generation Science Standards approach to student learning. We also like it because it promotes students Blended Learning in Science and Math as well as Writing, and Reading. It also contains interactive writing journals for students to work on in groups. Experiences and cooperative learning are the major focus of every lesson shared with other students. See Community Outreach for all subject standards Robotics is an integral part of our

Hands-On Learning model as students work in teams and develop ideas about how their Robot will show and instruct learning as the task is created for them.

In order to develop literacy skills, students need to be engaged in active reading and interacting with the content. The Science Fusion Write-in Work text was designed from the ground up to strengthen students' Common Core Literacy Skills. In addition, the Science and Engineering Leveled Readers provide support for learners on, above, and below grade-level reading. Add the ScienceSaurus® Student Handbook's dynamic visuals and clear explanations of key scientific concepts to further build students' literacy and vocabulary abilities. Science is all about doing. That's what kids like the most about learning science—the hands-on activities. With the Inquiry Flipchart and Equipment Kits, students learn the excitement of investigating, asking questions, and drawing conclusions.

Preparing students for STEM-based careers and interests is at the heart of ScienceFusion. STEM lessons and labs, People in Science, Careers in Science, and the new Technology and Coding lessons offer a multitude of touchpoints to develop 21st-century skills. ScienceFusion's Interactive Digital Curriculum is an award winning, research-proven way to teach science in a familiar, engaging, online environment. Through continuous interaction via simulations, animations, videos, virtual labs, video-based projects, and assessments, students are active participants in the learning process. Teachers can assign the lessons and resources to students, or use them on an interactive whiteboard for whole class or small-group instruction.

Teacher Professional Development includes a one day Getting Started session to learn the resources. Science Background Professional Development is available in every grade's planning guide. Professional Development resources on how to differentiate, use technology, assess, and more, is located on every page of the teacher's edition. The Google Expeditions Teacher Guide offering ideas on ways to incorporate the virtual field trips into your lessons and guide the experience. The Assessment Guide PDF files including Cumulative Tests A, B, and C with Answer Keys, Unit Tests and Answer Keys, Lesson Quizzes and Answer Keys; are also available in Spanish. There are Daily Inquiry Transparencies ideal for use as bellringers, activity stations, independent skill practice, and more. There is Inquiry Support which presents additional tips and strategies to support activities. And finally, there is Lesson Differentiated Instruction offering extra support for vocabulary and concepts worksheets.

Please see attached documents for correlations to the Common Core ELA and math standards.

Social Studies—Available in English and Spanish for our dual language model, our NYC Social Studies curriculum was created for NYC Social Studies Standards and was the official SS Curriculum for the NYC DOE. NYC Harcourt Social Studies brings a comprehensive Social Studies program for students. A “Big Idea” approach provides an organizational framework of learning the themes and disciplines of elementary social studies curricula. Combined with this integrated and interdisciplinary approach, a strong foundation is laid with Common Core connected reading skill development and reinforcement, skill lessons that develop thoughtful, participating citizens, engaging content supported with dynamic visuals, and differentiated instruction including leveled readers to reach all students.

We include engaging presentation tools like the whiteboard-ready Electronic Interactive Presentations, hands-on resources such as Readers' Theater, the Primary Source Center, and project based reinforcement, and TimeLinks Interactive Time Lines. These are 21st century resources to help our students be college and career ready, as well as engaged and excited about

learning history and their world. The resources are available in English and Spanish, and online in full audio.

The following links go to a scope and sequence and correlation to NYC Social Studies Standards for Kindergarten:

- **Unit 1 – School and School Community**
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_1a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_1a3.pdf
- **Unit 2 – Self and Others**
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_39a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_39a3.pdf
- **Unit 3 - Families**
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_69a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_69a3.pdf
- **Unit 4 – The Neighborhood**
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_103a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bkz/pacing/pdf/gk_p_103a3.pdf

The following links go to a scope and sequence and correlation to NYC Social Studies Standards for Grade 1:

- **Unit 1 – Families are Important**
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_1a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_1a3.pdf
- **Unit 2 – Families, Now and Long Ago**
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_39a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_39a3.pdf
- **Unit 3 – Families in Communities**
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_85a1.pdf
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_85a3.pdf
- **Unit 4 – A Working Community**
 - https://www.eduplace.com/ss/socsci/nyc/books/bka/pacing/pdf/g1_p_137a1.pdf

Environmental Education/Experiential Learning—Project Learning Tree/State Environmental Education Roundtable (SEER) are the tools we use in our STEM program which also include Robotics. These two Environmental Education Programs teach students to evaluate hands-on learning projects while integrating reading, writing, math, science and social studies and Technology in every lesson we teach. Science Connections help students test hypotheses and ideas while explaining the world around them.

Technology Connections introduce students to new technologies and to the to the great minds that designed them. Engineering Connections include project design challenges, creation of action plans, and “thinking like an engineer” activities. Mathematics Connections encourage students to identify trends and patterns using real-world numbers and data for a given topic.

Senderos—Senderos is a research based pedagogy and was designed to provide all students with a path to achieving rigorous standards. Students are empowered by skill mastery, inspired by authentic, award-winning text, and are confident in their problem solving and critical-thinking skills, confident in their ability to analyze complex text, and confident that they are building the skills they need to prepare for college and careers. Built for the Common Core State

Standards, HMH Senderos is a comprehensive reading program that provides instruction, student materials, and planning support. Senderos respects the beauty of the Spanish language and meets the needs of schools across the nation.

Senderos fosters the success of all students with in-depth, integrated, Common Core State Standards coverage, which includes a balance of 50% informational/50% literary text in each grade-level core text, with additional nonfiction selections in the *Libritos de vocabulario* and *Libros graduables* (Vocabulary Readers and Leveled Readers).

You will find increased rigor with appropriate text complexity levels and strong academic vocabulary, scaffolded access to complex texts through supported first and second reads, enhanced text analysis that guides students to cite text evidence to support their responses, grade-level-appropriate topics to develop cross-curricular knowledge, with explicit support for domain-specific vocabulary development, three Extended Reading trade books per grade level, with accompanying lesson plans after Units 2, 4, and 6, trade books provide additional authentic text in Spanish, and Common Core-based Performance Tasks and writing instruction.

From the first day of each lesson, Senderos uses authentic, award-winning complex texts—the same type of popular texts that you would purchase from the bookstore and that students will encounter on state tests—to ensure students are always engaged with high-quality text worth reading closely.

Senderos' close reading routine—Think Through the Text, Analyze the Text, Independent Reading—is practical and powerful because it's supported by unique planning tools such as the Text X-Ray and is paced into the instruction every week beginning on Day 1 with the authentic Anchor Text, giving students the time and support they need to dig deeply and build lifelong habits of close reading.

To apply those habits of close reading effectively, students need practice. Within the Student eBook, students can answer text-based questions, make notes, and save their responses, giving teachers insight into students' depth of thinking. For consumable practice, the Senderos Close Reader provides high-quality paired text from each lesson of the Student Book in an interactive format that guides students to annotate text, take notes, and answer text-based questions, giving them practice with those 21st century skills required in college and today's careers.

The Senderos Leveled Readers, spanning levels A–Z, are each precisely leveled by Irene Fountas according to the F&P Text Level Gradient™. Plus each Leveled Reader is accompanied by an eight-page Teacher's Guide developed by Irene Fountas that reflects the best research in guided reading.

For RtI, in addition to complete *Cajas de herramientas para la lectura* (Spanish Reading Tool Kits) and *Cajas de herramientas para la lectoescritura* (Literacy Tool Kits), Tier II Intervention for Spanish literacy now includes the enhanced Common Core *Libros de lecturas para escribir* (Write-In Readers), which provide parallel, more-accessible texts for every lesson to build close reading skills and provide a below-level scaffold back into the grade-level core text.

Instructional support is included in the core Teacher's Edition Authentic literature in Spanish to support appreciation of students' first language and to celebrate America's Spanish-language heritage. There are fully authentic *Revistas para el estudiante* (Student Magazines) at Grades 3–6, three trade books per grade (1–6) of authentic literature in Spanish, with Common Core-based instructional support in the core Teacher's Edition, and for each grade, lists of suggested

authentic trade books in Spanish for extended reading It is based upon the NYS Scope and Sequence outlined on the NYS Engage NY Website.

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

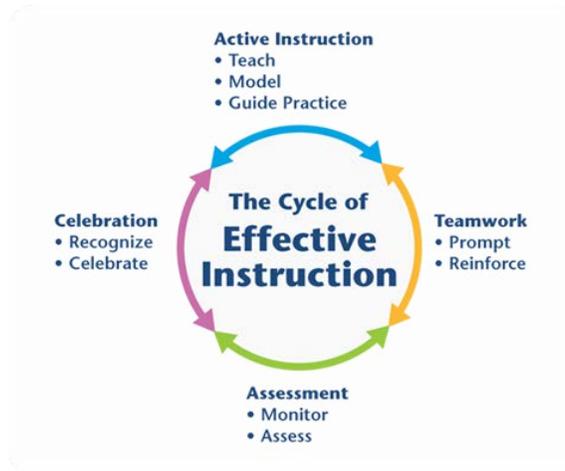
Art—Our Art program will teach students mechanical drawing as well as the concepts used in engineering to design buildings and bridges. A complete Art appreciation program will be developed within our Specialty program aligning to our Stem program.

Health and Fitness Education—Alliance for a Healthier Generation/NBA FIT will be a standard course in teaching health and fitness, nutrition and sports skills. Students will learn basketball, soccer, tennis and golf and yoga.

Blended learning—We teach science, ELA, math, and as well as Dual Language with technology to help student’s research topics and reports and investigations. All of the Project Learning Tree units have a technology component where students research data on an investigation and use literacy and math skills to help them write about their experiences.

SIGCSED’s focus on teaching students from a variety of backgrounds and abilities combined with a green theme of incorporating environmental awareness in the school and community matches with the goals of SFA’s own mission and curriculum pieces. SFA’s reading curriculum is designed to introduce students to a variety of literature from different cultures and with characters from both familiar and unfamiliar backgrounds, and informational topics covering geography, ecology and the environment, science, and history. Teachers are always encouraged to extend thinking by questioning students on relevant topics as they read, providing opportunities for students to relate larger ideas about the environment to their own communities. The Power Teaching Math framework gives teachers the opportunity to design lessons, which can incorporate topics relevant to their communities or environmental matters.

SFA’s reading, writing, and math curriculum is based on the Cycle of Effective Instruction. The Cycle of Effective Instruction is based upon STAD, Student Teams Achievement Divisions, a cooperative-learning process defined by Robert Slavin in his book Using Student Team Learning. The arrows indicate that this is a cycle; re-teaching or extra practice can be planned to meet student needs. All parts of the cycle may be present during the course of one day’s lesson, or the cycle may be developed over the course of several days.



- **Active Instruction**—During the first portion of each lesson, teachers prepare students for learning. Through questioning and modeling, they lead students through the new content they need to complete the rest of the day’s activities, whether reading a novel, conducting research, or working on a team product.
- **Partner/Team Practice**—During this part of the lesson, students take control of their learning, working as partners or teams while teachers circulate through the room checking with individuals or small groups of learners to monitor comprehension and to clarify misunderstandings. This is a teacher’s chance to meet with students one-to-one for targeted instruction.
- **Assessment**—This takes place both formally and informally across the weekly cycle of instruction. Formal assessments take place at the end of each cycle. Informal assessments occur on a daily basis as teachers circulate around the classroom, through the daily products that students or teams complete, and during the wrap-up discussions at the end of a class period.
- **Celebration**—Teams earn daily points throughout the cycle for working well together and meeting certain behavioral objectives, and they receive formal recognition and rewards at the end of the cycle based on both the academic improvement of individual team members and the team celebration points students have earned.

In addition to SFA curriculum pieces, SIGCSED plans to use the following research-based and research-proven resources from SFA:

- **Getting Along Together**—Getting Along Together is SFA’s schoolwide social problem-solving program for elementary school. Through GAT, students learn to use and master cognitive and interpersonal skills that create the foundation for academic and lifelong success. GAT teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success.
- **Leading for Success**—Leading for Success is a collaborative leadership process that brings school staff together to focus everyone’s efforts on success for every child. Together, staff members assess current status, set annual and quarterly goals for growth, identify measurable targets for short-term improvement, make a detailed action plan to ensure achievement of those targets, review progress quarterly, celebrate targets met, and

then plan next steps. Every team makes a quarterly plan, meets regularly to put it in place, and reports progress each quarter to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no child falls between the cracks.

- **Computer-Assisted Tutoring Tools**—Tutoring is the most powerful intervention that can be provided for struggling students. In Success for All, students who demonstrate a need for additional help in reading receive targeted group or individual tutoring aligned to classroom instructional objectives. Regrouping for reading instruction meets many individual instructional needs, and often it is enough to support progress for on-level readers and accelerates below level readers. However, some students need focused or intense support. Both small group tutoring (tier 2) and individual, intense tutoring (tier 3) are available with highly engaging computer assisted tools.
- **Schoolwide Solutions Teams**—Schoolwide Solutions teams are created in five critical areas, attendance, interventions for struggling students, parent and family involvement, cooperative school culture, and community connections. Teams set measurable targets and develop action plans to address any issues that can contribute to success or decrease barriers to success. Plans may focus on the whole school, a specific grade, a sub-group, or an individual child. Teams report on their progress quarterly to the whole school. By assessing the scope of the program and focusing intervention at the right level, tough problems become solvable.

We adopted SFA, and created ninety-minute block in the school day when all students will go to assigned reading groups. This helps make reading class sizes manageable, because all teachers in the school are made available to help in classes. With this common reading time, teachers have the ability to group students effectively, and move students rapidly to challenging levels as they grow.

Student progress is reviewed school-wide each quarter to ensure that goals are being met. The school sets up a Leadership team that makes sure everyone understands the school-wide goals and quarterly data, and to build a continuous improvement process that involves all school staff. Teacher teams meet twice a month to evaluate previously set goals, share their data, and define new targets. These teams focus on improving student achievement by improving the fidelity of program implementation and quality of instruction in all classrooms.

Grouping practices, cooperative learning structures, tutoring supports, media resources, and professional development supports all work together to create an environment where celebration of success of individual progress is the keystone. Students with special educational needs or issues related to learning English are provided with supports that allow them to succeed in a mainstream, diverse environment that in itself increases both the expectations and resources available to them. Scientifically rigorous studies of Success for All's strategies have documented the effectiveness of these strategies with for both Special Education students and ELL.

Grouping practices for the ninety-minute reading block allow for special education students to be provided with instruction at a level that will support success in a class in the mainstream. They also allow for underperforming students to be provided with instruction at a level that will support accelerated, step-by-step success in a class that is not identified as low-performing because it includes students at a variety of age levels. Performance is reviewed quarterly, and groupings change. Underperforming students are expected to make more than a quarter year's

gain each quarter. Goals are shared with students, and students are engaged in the process of achieving accelerated growth.

In addition, underperforming students are offered additional time in small groups or one-to-one in key instructional areas to accelerate their progress. In reading, a research proven computer-assisted tutoring model (described above) is used to support small group and one-to-one tutoring in reading.

Success for All is the most extensively evaluated of all comprehensive school-reform programs, and studies have used the most rigorous standards. SFA one of only 4 awardees of an Investing in Innovation \$50 million Scale-Up grant through the US Department of Education. Awardees are required to have evidence of success that meets the highest scientific standards. A meta-analysis of research on twenty-nine models categorized SFA as one of only three programs with the “Strongest Evidence of Effectiveness” (Borman, Hewes, Overman, and Brown 2003). SFA was evaluated in a three-year randomized control trial, the “gold standard” of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers 2007). In addition to increasing reading achievement, schools who implement SFA have fewer students assigned to special education and fewer students who must repeat grades (Borman and Hewes 2002). Six studies have involved ELL and have shown that SFA teachers are prepared to support their special needs and are successful in increasing their reading levels substantially more than control schools (Cheung and Slavin 2005). In a series of studies involving more than 6,000 students over 10 years, students in SFA schools were on average a full grade level ahead of students in similar control schools by fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes 2002). Research on the SFA middle school program was reviewed by the federally funded What Works Clearinghouse. No middle school program was given a higher rating for research quality and effectiveness (Chamberlain, Daniels, Madden, and Slavin 2007). For more information on the gains made by schools using SFA, visit:

- <http://www.successforall.org/results/evidence-for-success/>.
- Please visit <http://www.successforall.org/results/research-archive/> for a comprehensive list of research on SFA and its benefits to schools and students.

The use of comprehensive curriculum for ELA and math should help students meet or exceed achievement indicators for proficiency as outlined in Benchmark 1 in NYSED standards which expects all students to achieve level 3 proficiency within the charter term. SFA structures its curriculum to help underachieving students work at a pace that allows them to take smaller steps and meet their goals. The use of benchmark assessments helps teachers track their students’ progress toward meeting goals. SFA’s 4Sight Benchmark assessments are aligned to the Common Core State Standards and were developed to correlate with the PARCC and Smarter Balanced tests. Using these correlations can help teachers and SIGCSED see how students will perform on state standardized tests and plan interventions as needed.

B. Special Student Populations and Related Services

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

- Supplemental curricula
- Computer-based programs for remedial and accelerated learning
- Small group instruction
- Push-in and pull-out services by certified special education staff and contractors
- Small group and one-to-one teaching
- Tutoring
- Peer Share and Learn
- One-to-one teaching and team focused teaching using assisted technology with instructional commands recorded in both Spanish and English. We also use various language tapes to help us deliver instruction to students in multiple languages using our technology program.

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

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

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

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

- **Tier 2–Targeted Interventions**—For students who struggle in the general education classroom, the Quick School Electronic Grading Notebook Management System permits teachers to select from and add an ever widening array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Co-teaching permits additional support to small groups and individual students. In addition, we will have trained and certified intervention teachers on staff who can push-in and pull-out to provide one-on-one and small group targeted interventions. Finally, our teachers will provide tutoring to struggling students and the school will seek an afterschool program that provides academic support services. Our assessments will provide item analysis for my intensive interventions.
- **Tier 3–Intensive Interventions**—the goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. For example, we anticipate in our first years of operation most Tier 3 students may require intensive one-on-one reading programs, The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students’ intervention plans. Ongoing assessment is a key to a successful RTI program, and our program is uniquely suited to monitoring the achievement of individual students and providing personalized instruction to meet their needs.

Special Education

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

Identification—we are well aware of the fact that poor minority students are over-identified for special education and will take vigorous steps to determine whether a student’s struggles are the result of a legitimate disability or the consequence of a poorly executed education program. At the start of our community outreach, our team will institute a Child Find Study. We will actively seek out partnerships such as Head Starts, and Pre-K’s and Special Needs programs to identify students with disabilities who will be supported in our school program. We have already begun this outreach at our CEC, and local Community Planning Board, and North Shore youth Committee meetings. We are actively involved with Head Start Offices at Staten Island Mental Health Organization.

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

Team (CST) comprised of a Special Education Coordinator, general education teacher and administrator to review past attempts at meeting the student’s needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. We recognize that the school itself cannot make a determination and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. As SIGCSED will be implementing a unique school model, it will be incumbent upon the Special Education Coordinator to develop an effective working relationship with CSE staff so as to educate them in regards to the effectiveness of our program for at-risk students. In addition, we also recognize that parent consent is required for both initial evaluation and provision of services and our staff will work closely with parents to involve them throughout the entire process. Initial referrals will be filed and sent to the Committee on Special Education.

To identify students with a pre-existing IEP, after our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming SWD. They will obtain and evaluate IEPs to determine whether SIGCSED 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 IEP developed by CSE will be fully implemented to meet measurable annual and short term goals, and objectives and overall student needs. We will develop and initiate programs and supplementary agent's services that are consistent with the I.E. P. developed by CSE. In instances where the school cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services. SESIS access will be coordinated for all of our staff and our Special Education Coordinator will conduct annual and 3-year reviews. Our school will identify, assess and observe special education students with the NYSED Commissioner's and Individuals with disabilities regulation Act IDEA. Initial referrals will be filled and sent to the committee on Special Education. The At-Risk student will be discussed at the Weekly CST meeting. Students will also be discussed at the Teacher's common Planning Meetings so that supports and interventions can be coordinated with all teachers and Specialists. At the beginning of each school year, each academic and related service provider will be given copies of I.E.P.'s and student records will be kept and maintained in student education files to be kept in a secure location in addition to SESIS records. The Parent coordinator will organize and communicate various trainings and counseling as set forth in the I.E.P.

Staffing—In addition to the Special Education Coordinator, SIGCSED will employ Solutions Support Teacher certified in special education to provide support services for students with IEPs and other at-risk students (see job descriptions in section III.C). In the case of a student who's IEPs require the provision of related services not available at the school the school will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with external providers. We provide a smaller size class with a Para as needed for students, who have an I.E.P. specifically requiring smaller class size.

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

Services—we whole-heartedly agree with the legal requirement that SWD should be taught in the least restrictive environment and believe that our inclusion model will permit them to receive many of their required services within the general education classroom. In reading, the Success for All approach allows students to be grouped based on achievement level, which allows SWD to be grouped in regular classrooms with all students working on the same level of instruction.

This inclusive environment makes it possible for special needs students to meet goals appropriate to their abilities. Having Learning Support Teachers in the general education classroom reduces the stigma for at-risk students and provides both types of teachers with another opportunity for collaboration. Either direct or indirect special education teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy, physical therapy or counseling will be provided on site. Our literacy model allows students to be scheduled for pull-out services in a manner that limits missing critical components of classroom instruction. We have also budgeted for supplemental curriculum and assessment resources, such as specialized computer software and reading programs. Finally, in consultation with the CSE, the school may issue an RSA letter that authorizes parents to avail themselves of free services that the school is unable to provide.

Reviews—SIGCSED will conform to all laws and regulations regarding the regular review of IEPs. If the Special Education Coordinator and support staff determines that a student's IEP may no longer be appropriate to the child's needs, they may recommend that the CSE conduct re-evaluation to adapt the IEP or declassify the student.

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

English Language Learners

The most recent data indicate that 22.5% of District 31 students are ELL and 35% are ELL SWD. This means that 35% of our ELL students and 30% of our SWD would correlate to a 65% student ratio of students who are SWD students and ELL in total. The North Shore area where we intend to be located is the highest concentrated of ELL on Staten Island. Given our planned location in the District 31 section of Staten Island, we anticipate serving 65% of students in our Dual Language program. One reason we chose to open our school at the elementary level is to give the opportunity to help students quickly build foundational skills in the English language that will serve them for a lifetime. Moreover, we believe our literacy and experiential design with frequent opportunities for targeted instruction and independent practice is especially well suited to meeting the needs of ELL students. We have an ELL Coordinator/Teacher responsible for overseeing testing, as well as intervention.

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

Staffing—The ELL Coordinator will be responsible for implementation of our programs for ELL students. He or she will maintain all records, ensure timely screening to establish initial eligibility for services, and administer annual assessment to determine ongoing eligibility. The

ELL Coordinator will work with teachers who will be trained to support ELL students during Common Planning and Professional Development. Once we know our students and can evaluate their needs, the school is to hire additional staff or contract with external service providers such as the Staten Island Mental Health Society and El Centro.

Services—It is our intention to use structured English language immersion to help ELL achieve proficiency in the English language as quickly as possible. We also have a 2-Way Dual Language Model that supports the ELL student in their home language. Kinder Corner is an ideal context for Blended and Assisted Learning program. Using computers and headphones, students can both see and hear the English language and practice speaking and writing. The computer initially targets student learning with differentiated, individualized lessons that enables them to learn at their own pace and to focus on specific skills. Classroom teachers, on the other hand, are freed to do what they do best: use the rich resources of the classroom to expand and socialize new language. Increasingly, the classroom takes over the primary work of developing conversational language in a context that helps students for real-life communication. And must meet the following criteria: emphasis on rapid vocabulary acquisition, basic language structures, and development of listening, reading, writing and speaking skills. For students who require more intensive interventions, the school will be able to provide additional push-in support by a teacher or aid and/or intensive pull-out instruction. ELL students will receive a lot of support using visual as well as audio resources.

Accessibility—SIGCSED will ensure that ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. In reading, the Success for All approach allows students to be grouped based on achievement level, which allows ELL students to be grouped in regular classrooms with all students working on the same level of instruction. This inclusive environment makes it possible for these students to achieve success.

The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community. Spanish will be taught at the school to help define cultural awareness for native languages. Other languages represented in our school will be taught in future years. Staten Island is a diverse community and our population, and teachers will reflect that diversity.

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

C. Achievement Goals

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

- **Goal 1**—SIGCSED students will possess reading and writing skills at or above grade level by at least 1 year.
 - **Metric 1**—70% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State ELA exam. (Absolute)
 - **Metric 2**—SIGCSED students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam. (Comparative) since the ELA scores for District 31 schools show a level at about 38% of all students reading on grade level, we are committed to ensuring that using our Collaborative teaching model, targeted and corrective action instruction, as well as all mandated supports being provided to special populations, we see a realistic growth measure at 10-20% above the district, with a progression level of 20-30% each year as mandated in the Charter School Performance framework, Benchmark 1.
 - **Metric 3**—Based on a regression analysis controlling for students eligible for free lunch among all public schools in New York State conducted by SUNY each year, SIGCSED will exceed its predicted level of performance on the state ELA exam with an Effect Size of at least 0.3. (Comparative)
 - **Metric 4**—Each year, each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year’s state ELA exam and 70 percent at Level 3 and 4 on the current year’s state ELA exam. (Growth)
- **Goal 2**—SIGCSED students will possess mathematics skills at or above grade level.
 - **Metric 1**—70% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State Mathematics exam. (Absolute)
 - **Metric 2**—SIGCSED students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state mathematics exam. (Comparative)
 - **Metric 3**—Based on a regression analysis controlling for students eligible for free lunch among all public schools in New York State conducted by SUNY each year, SIGCSED will exceed its predicted level of performance on the state mathematics exam with an Effect Size of at least 0.3. (Comparative)
 - **Metric 4**—Each year, each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year’s state mathematics exam and 70 percent at Level 3 and 4 on the current year’s state mathematics exam. (Growth)
- **Goal 3**—SIGCSED students will possess science skills at or above grade level.
 1. Each year, each grade level, all students will perform at level 3 or 4.
 2. Each year all students will outperform the district grade levels in Science.
 - **Metric 1**—75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4th grade science exam. (Absolute)
 - **Metric 2**—SIGCSED students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 4th grade science exam. (Comparative)
- **Goal 4**—SIGCSED will achieve Adequate Yearly Progress.

- **Metric 1**—Each year the school will attain a status of “In Good Standing” under the state’s ESSA accountability system. (Absolute)
- **Leading Indicators**—Because the state does not administer assessments before 3rd grade, SIGCSED will use the NWEA MAP, a nationally normed standardized exam, to evaluate student performance in all grades and gauge progress towards meeting our stated goals along with formative assessments administered such as 4Sight and NYSITELL and NYSESLAT as well as Gates MacGinitie. Examinations which gauge the ELL student at the point of entry and yearly growth.
 - **Metric 1**—At the end of each year, the average percentile ranking will be at least 50% in reading and math. (Comparative)
 - **Metric 2**—At the end of each year, 95% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score in the same 10-point RIT block. (Growth)

D. Assessment System

Results matter. We understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals (which are outlined in Section II.A). We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5th year of operation.

SIGCSED will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth. Our assessments also include quarterly benchmarks using the assessments from Success for all and Gates McGinitie. The 4Sight Benchmark in Success For all aligns to the Common Core. We will be using the Gates MacGinitie to assess our K students to get a baseline assessment. All 1st grade students will be assessed using Reading Roots and will be administered before school begins. These tests will be paper and pencil and then students in K-1 will receive one to guidance to place answers online.

We will also use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). Grades 2-5. The MAP uses computer-based adaptive assessments to evaluate individual students’ proficiency levels. Students’ scores are generated immediately and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also use state standards to create high quality assessments with each item purposefully aligned to a specific learning objective.

- **Diagnostic Assessments**—We will use diagnostic assessments to determine our incoming students’ knowledge, skill levels and interests and to identify signs of special needs as part of our RTI process.

- **Home Visits**—Each summer, school staff will visit the homes of newly enrolled students to get to know the family, share school policies and procedures and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation and fine motor skills. They will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.
- **NWEA MAP**—At the beginning of each year, teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year. The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals. At the end of the year, students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year-to-year progress.
- **Reading Inventory**—The Principal will select an appropriate assessment tool, such as:
 - Gates-MacGinitie, Brigance, Degrees of Reading Assessment 2..
 - Teachers and students will set goals for increasing reading levels throughout the year.
 - Upper Elementary grades 3-5 will take yearly NYS Common Core Assessments. These tests are administered by New York State Education Department (NYSED), and our students are being prepared to meet the standards outlined in the test requirement.
 - We will do our part to ensure that every child is well adapted to perform proficiently on the Common Core NYS Assessments.
- **New York State Identification Test for English Language Learners (NYSITELL)**—Formerly called the Language Assessment Battery-Revised (LAB-R), students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services.
- **Formative Assessments**—Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning.
- **Questioning**—Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom’s Taxonomy and Webb’s Depth of Knowledge to ascertain students’ content knowledge and conceptual understanding.
- **Checklists**—Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes 10 Skills Checklist Reading tests and 28 Skills Checklist Mathematics tests. These tests extend student assessment beyond the screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense and computation.
- **Observation**—Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.

- **Rubrics**—With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.
- **Computer-Based Assessments**—One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students’ learning and administrators can evaluate programs and teachers. Some of our assessments will be online for students to work on at home and at school.
- **Reading Inventory**—Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- **Writing Prompts**—As part of our writing program, teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.
- **Benchmark Assessments**—In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography and mathematical and scientific concepts.
- **Summative Assessments**—Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards.
- **New York State Testing**—beginning in 3rd grade, all eligible students will take the NYS ELA and mathematics exams annually, as well as the state’s science exam in 4th grade. We understand that the state’s testing system is likely to change to reflect implementation of the Common Core State Standards and will administer all assessments required by the state.
- **New York State English as a Second Language Achievement Test (NYSESLAT)**—all limited English proficient students will take this exam annually to determine academic progress and eligibility for services. NYSITELL is the entrance exam used for all languages other than English for new arrivals to the United States. This must be administered upon entering our school.
- **New York State Alternate Assessment (NYSAA)**—students specified by their Individualized Education Program (IEP) will take an annual data folio assessment that measures their progress in achieving learning standards through alternate grade level indicators. Eligibility is determined by the Committee on Special Education (CSE).
- **Unit Tests**—Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

In addition to the above assessments, the Success for All curriculums also provides teachers with the tools they need to monitor their students’ progress throughout the year. SFA uses three tracking tools to monitor student progress during the course of the year to provide feedback to students, parents, and teachers.

- Class Assessment Summaries gather data from formative assessments conducted during classroom instruction on a daily basis, and show progress quarterly.

- Benchmark assessments in reading and math, aligned with the Common Core State Standards, are administered online quarterly, provide an independent, more formal assessment of progress designed to be predictive of performance on the annual state assessments. A variety of reports allow analysis of strengths and weaknesses for individual students and groups of students on the benchmark.
- An interactive data report in the online Member Center, called the Grade Summary Form, summarizes student progress against grade level expectations each quarter for each grade and school wide. The report allows staff members to drill down to rapidly identify students not performing at expected levels, track their trajectory, identify issues, and plan solutions. The online Member Center data tracking resource provides a quarterly summary of school wide progress in reading, as well as summaries of progress for students by homeroom and by reading group, and for students individually.
- Success for All relies on assessing students informally throughout the quarter, and formally at the end of each quarter, to help students set goals, group in appropriate reading classes, and monitor progress toward goals. Students take unit and cycle tests to assess their knowledge of the skills and text they have been working on.

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

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

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

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

own potential and capabilities. The more the student becomes self-aware of what he needs to learn, the more learning he will be able to consume. Here is how teachers and School Leadership Teams can target instruction with necessary intervention:

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

E. Performance, Promotion, and Graduation Standards

Promotion Standards—We believe students must demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Common Core State Standards provide the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Because we have designed RTI into our experiential design, we can easily rate student progress and achievement and allow teachers to personalize learning in a given subject; it is often not in the best interest of the student to repeat an entire grade with all of the same units of learning when it is just one area he may need improvement in. Our RTI program is designed to identify struggling students early, implement targeted strategies to get them on track and include parents in the process. Thus both teachers and parents will know if a student was at-risk of not achieving grade-level proficiency by the end of the year and what steps were taken to prevent failure. For students whose promotion remains in doubt, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including both achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision based upon recommendations from the Leadership Team including, Solutions Coordinator, Parent Engagement Coordinator, and Teachers involved in daily teaching of the student.

Exit Standards—In order to complete elementary school at SIGCSED and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the 5th grade level or above. Our sample exit standards are included in attachment for grades 1–5 in English Language Arts, mathematics, science, and social studies, which are aligned to the Common Core Learning Standards. Our units of study are listed in our Curriculum Section, as well as the links to view each subject by grade and their units of study. Student mastery of these standards will be evaluated using results from the NYS State exams, NWEA MAP tests and internal school assessments and grades-appropriate intervention. At the end of each grade students must be proficient in the Scope and Sequence in reading, writing, math, science, and

social studies units aligned with Common Core standards. At the end of end of the year student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments. The Common Core Standards are the exit standards used to decide a student's promotion to the next grade and are embedded in Unit Testing, Benchmark Testing, Classwork, Projects, Presentations, Community Partnered projects, Citizenship, Attendance, and cooperation. At the end of each grade students will meet the standards proficiently as described below and assessed through varied assessments. A student must reach grade level proficiency in ELA, and Math in order to be promoted to the next grade level. Our promotion standards are listed in our Curriculum section where links to the curriculum are displayed for each grade and subject. Students must be proficient using the unit examinations for subjects not aligned to standardized NYS tests,

F. School Schedule and Calendar

Teachers are expected to be at school from 7:15 am until 4:30 pm every day. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have two daily 45-minute periods of common prep plus lunch. Two periods a week can be used for teacher team planning. Given the importance of literacy and STEM as a foundation for learning in all subjects, SIGCSED will devote significant time to literacy and STEM as well as daily social and science instruction. Wednesdays are early dismissal for professional development but tutoring and environmental education programs will be going on until 4:30 pm so that parents' work schedules will not be disrupted. Students are not dismissed early but are working with tutors and specialists during this time.

In addition to the weekly instruction described above, students will attend Saturday school for 11 weeks from 8:00 am to noon for additional remediation and enrichment with a focus on literacy and mathematics. Upper grades will alternate scheduling for lunch room and wellness space as the school grows to grades 3-5. The calendar for 2017–2018 is provided in **Attachment 3c**. Our extended school year provides students with 190 full days of instruction. In addition, Saturday school provides an additional 11 half-days of instruction. In August teachers will participate in one week of Summer Institute for staff development and planning; the school year for students will begin in late August and run through the end of June. In order to maximize student time in school, we will only recognize major federal holidays and extended breaks that align with those of the district. Not all holidays will be observed. For grading purposes, the calendar is divided into four quarters. Holidays are both religious and federal and follow the NYC Department of Education Schedule. We do not observe a February break week so that adds 4 days to the calendar. We also begin the last week of August to begin assessments, and allow our Kindergarten children to become familiar with our daily schedule. This is also the time teachers need to get acquainted with the parents and invite them into the classroom to share ideas.

See **Attachment 3a** (Sample Weekly Student Schedule), **Attachment 3b** (Sample Weekly Teacher Schedule), and **Attachment 3c** (Proposed First Year Calendar).

G. School Culture and Climate

The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff and parents. We believe that school culture should be respectful, structured and above all else completely in service to helping the school to achieve its mission.

This requires clarity, consistency and action. Based on other successful charter schools, we will establish a vibrant learning environment built on character as well as a desire for achievement and success. Our school uses and abides by the Dignity for all Students Act which every teacher will be trained and certified in. By adhering to the principles of this act, there will be no bullying, discrimination, or intolerance for our students allowed in our SIGCSED Community, and students are responsible for the I RESPECT Values embedded in our green school principles. At all times we should be teaching and modeling these values and supporting our students in doing the same. We encourage all teachers to honor and recognize these values in our students at all times with on-going dialogue, discussions, and reinforcement.

Explicit Expectations—We have selected the Citizen Science as a culture for our school. The Citizen of Science will be the subject of academic lessons, the cornerstones of classroom management and the building blocks for productive relationships between staff, students and parents. Virtues are the behaviors and habits through which students cultivate moral excellence and achievement in research. Unlike values which are typically vague and culturally relative, virtues speak to global understandings about living a good life. Our virtues will be posted throughout the school and referenced frequently. During Summer Institute, teachers will develop a common understanding of the meaning and potential impact of the virtues. Beginning with the home visit and first days of school, students will be explicitly taught the expectations for conduct and how the virtues will contribute to their success in school and life. For example, teachers will use the virtues to explain the rationale for explicit routines and procedures in the classroom, hallways, public spaces and buses that both foster a sense of security and maximize learning time. Being “green” means being healthy and following safety procedures and sanitization at all times. Students will learn the importance of hand washing, and washing of clothes, bedsheets, outerwear, socks, sneakers, book bags, and lunchboxes.

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

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

Students will be consistently and warmly welcomed into the building and classrooms by adults. To set a calm tone, music will be playing softly in the background as students eat their breakfast. Every day will begin with a school-wide morning meeting, including routines such as a pledge, chants or songs and activities to recognize the achievements of students and adults; parents will be welcome to attend. SIGCSED will also host events throughout the year, such as holiday concerts and end-of-year promotion celebrations. Monthly parent workshops will include family-

style meals and allow community members to better know each other. The following practices will be used to build a strong school culture:

- **Routines and Procedures**—School leaders and teachers will develop a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Given the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of school culture. Transitions will be signaled with visual cues, songs, raps, rhythms or chants. Students will also be taught to use signals to avoid disrupting instruction; for example, students might silently hold up one finger to indicate the need to use the bathroom and the teacher will need only point to give permission
- **Recognition**—Teachers and staff will develop systems for monitoring and recognizing students’ embodiment of the virtues and other character traits, such as quick words of praise in the classroom and coordinated celebrations during daily school-wide meetings and occasional assemblies. They will track and recognize both academic and personal accomplishments, individual and class attainment and progress and mastery for students, parents and the community to see.
- **Class Competition**—To encourage community, we will institute a class competition based on student performance always looking at bringing green ideas to our community of learners. Teachers will select specific areas for which classes can earn points; the foci will be appropriate for the grade level, such as general behavior in kindergarten and homework completion in later grades. Grade level teams will collectively develop a simple assessment strategy to be implemented consistently across classes, e.g., a behavior rubric. The class with the highest number of points each day will earn a credit, which can be redeemed for a basic reward (e.g., ice cream, cartoon during lunch) or banked for more valuable rewards (e.g., full movie or field trip). This incentivizes each class to strive for more credits. Scores for the day and earned credits will be posted in each classroom and on a master chart in the cafeteria. This model was suggested to us by the Staten Island Mental Health Societies Director, Libby Traynor, and Chief Clinician. She also discussed implementing the ABC Method, a rewards program using chips for positive behavior. We agreed that learning cannot and will not take place without a strong behavior management school wide foundation.
- **Always with a book**—The best way to build vocabulary and content knowledge is reading. Our students will be expected to carry books with them at all times; they will have opportunities to go “book shopping” in class libraries to select books at their independent reading level. Whenever downtime occurs, e.g., while waiting for meals to end, students will be expected to take out their books and read silently. This will reinforce our scholarly culture and develop in students the habit of reading for pleasure.
- **Getting Along Together**—Developed and supported by Success For All, GAT helps students learn ways to solve problems, from learning to calm down on one’s own to discussing problems with others and working toward solutions that work for everyone involved.

Evaluating School Culture and Climate—As a data-driven school, SIGCSED will collect specific information about school culture to monitor implementation of practices and procedures and make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from

recognition activities, class competitions and individual student's behavior and performance will be used to evaluate the efficacy of character development initiatives.

See **Attachment 4** (Student Discipline Policy) for more information

Section III—Organizational and Fiscal Plan

A. Applicant Group Capacity

Our founding group is more than capable of operating a high quality charter school:

- **Dr. Vincent Maligno**—Psychology major and a former Assistant Principal in a special needs school in Manhattan. He serves the College of Staten Island as an adjunct professor. Dr. Maligno is Chairman of the Board of Directors and will be in charge of the Board of Directors and establishing guidelines for the evaluation of the school's performance at each quarter.
- **Madeline Vasquez**—parent of a child at P.S. 22 and serves as an Office Manager presently at The Children's Aid Society and formerly a Case worker at S.I. Mental Health. She is a Lead Applicant and Trustee. She heads our ELL outreach process and served as a start up to a Head start program in Coney Island –part of District 31.
- **Scott Fried**—ELL teacher at Mahalia Jackson School and founder of a Chess program that competes and earns national awards. He has superior fundraising skills and serves as a Trustee.
- **Dr. Elizabeth Tavares**—Graduate of Columbia Teacher's College and works in Special Education/Bilingual at the NYC Department of Education. She serves as a Trustee.
- **Dr. Carole Reiss**—Executive Director with a 40 year career in Education as a teacher, curriculum specialist, and health lecturer. She now serves as Teacher/Director of an Early Childhood program. She founded the school with Dr. Maligno, and past team member, Dr. Elaine Friedland. Dr. Reiss also collaborated with several Staten Island principals, and teachers to develop the theme of "Green" for our school as a reference to the harmony in our community. She is a nonvoting member. She has experience in developing relationships with charter school administration and with their teachers as she was a collocated teacher at P.S. 123 with Harlem Success. She also managed a Regional budget in Physical Education for 150 schools. She planned professional developments and created the Fitnessgram Assessment Program in Region 10.
- **Davis D'Alberio**—A Financial Planner and serves as a Trustee and is in charge of board oversight. He is a brilliant operation and budgeting professional with strong ties to the Staten Island North Shore Community as a resident of Rosebank. and Ocean Terrace.
- **Debi Hansen**—Vice President and Loan Officer at Victory State Bank, She serves as our Treasurer. She is the director of fundraising for our Jr. Nets League. She is in charge of all fundraising and currently fundraises for man school programs.
- **Jeff Lipton**—Has also worked on this application as a past Board Member.
- **Dr. Roy Calafato**—is an advisor to the Board and also presently works with 2 other charter groups on Staten Island.

See attached **Table 1** (Applicant Group Information) for more information.

B. Board of Trustees and Governance

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

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

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

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

As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Secretary and Treasurer. Board members will serve staggered three-year terms. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Principal and will include a written or oral report by the principal, a financial report and opportunity for public comments. The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board.

Committees will have a job description that clearly describes any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

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

Parent and Staff Involvement—The board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the Principal’s evaluation. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

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

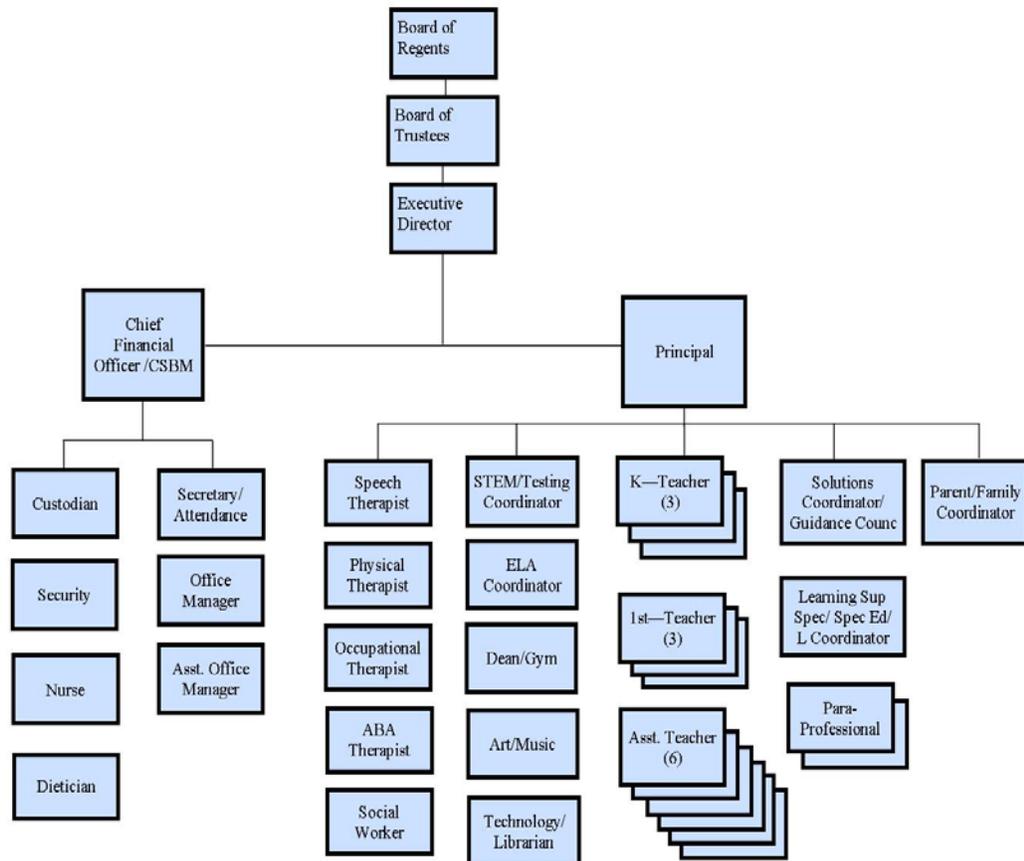
See **Table 1** (Applicant Group Information), **Attachment 5a** (New Applicant and Prospective School Trustee Background), **Attachment 5b** (By-Laws), **Attachment 5c** (Code of Ethics) for more information.

C. Management and Staffing

Organizational Chart—Our organizational chart and staffing chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the Principal, who reports to the Executive Director and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school; he or she will also collaborate with the Dean/P.E. Teacher, ELA Coordinator, STEM Coordinator, ELL Coordinator, Solutions Coordinator, and the Parent Coordinator to support teachers and any contracted service providers, including an occupational therapist, speech therapist, physical therapist, social worker, school psychologist, ABA Therapist, security personnel, office administration personnel, nurse, dietician, and Special Education Coordinator.

When the school opens we will have a total of five classroom lead teachers, and five assistants. All our coordinators are also teaching positions and the Solutions Coordinator is an out of the classroom assignment and coordinates counseling services. All of our teachers and the Solutions Coordinator will have dual certification in special education and general education. There will be two bilingual teaching assistants on staff and four specialty teachers (art/music, physical education (Dean), and technology (Blended Learning Coordinator/Librarian). The teaching staff, with the exception of specialty teachers, will be expanded year-over-year commensurate with the increase in enrollment. We are looking at two new teachers and two new assistant teachers to support the new grade as the students move up in years 2–5. We have an ELL Coordinator, Student Support Specialist (Coordinator, Special Education), Solutions Coordinator, Parent Support Coordinator, Technology Coordinator/Librarian and STEM Coordinator. All Coordinators assist the Principal with professional development and testing but the STEM Coordinator will focus on testing data. We also have contracted a psychologist, ABA therapist, social worker, speech therapist, physical therapist, and occupational therapist.

We have identified Ms. Joan Stewart as the School Leader who is a resident of The Bank Street Leadership program and is experienced in the opening of charter schools. She is a 5th grade social studies and an Early Childhood Common Branch Teacher with a master's degree in Early Childhood Education and bachelors in women's studies from Columbia University



Staffing Plan					
	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1
Chief Financial Officer	0	0	1	1	1
Dean/PE Teacher	0	1	1	1	1
ELA Coordinator	1 (teacher)	1	1	1	1
Principal	1	1	1	1	1
STEM Coordinator/Testing Coordinator	1 (teacher)	1	1	1	1
ELL Coordinator/Special Ed./Coordinator(Learning Support Specialist)	1 (teacher)	1	1	1	1
Solutions Coordinator/Guidance Counselor	1	1	1	1	1
Parent/Family Coordinator	1	1	1	1	1
Teachers/Classroom	7	10	13	16	19
Para Professionals	2	2	4	6	8
Assistant Teachers	6	8	10	12	14
Specialty Teachers— Art/Music/Technology/Librarian	2	3	5	5	5
Physical Therapist (contracted)	1	1	1	1	1
Occupational Therapist (contracted)	1	1	1	1	1
Speech Therapist (contracted)	1	1	1	1	1
Social Worker (contracted)	1	1	1	1	1
School Psychologist (contracted)	1	1	1	1	1
ABA Therapist (contracted)	1	1	1	1	1
Security Guard	1	1	1	1	1
Secretaries/Assistants/Attendance	2	2	3	3	3
Nurse/NYC	1	1	1	1	1
Dietician (contracted)	1	1	1	1	1
Custodial Services/Janitor	1	1	1	1	1

Responsibilities and qualifications for key positions are provided in **Attachment 8a**. Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, and skills managing staff in a complex organization.

See **Attachment 8a** (Hiring and Personnel Policies and Procedures) and **Attachment 8b** (Resume for Proposed School Leader) for more information.

- **C.1. Charter Management Organization:** We do not intend to contract with a charter management organization.
- **C.2. Partner Organization:** Not applicable

D. Evaluation

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

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

Teacher Evaluation—We use the Danielson Evaluation Rubric as well as professional development evaluations using the GREATER Coaching model from Success for All using meaningful teaching and instructional strategies to support the teachers so that they can set their own goals for change and take pride in student achievement.

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

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

E. Professional Development

Our teachers will receive 160 hours of professional development using topics that directly conform to texts and strategies used in their classrooms. Our dual language program will work in

teams with our ELA Coordinator, ELL Coordinator, and Solutions Coordinator to plan lessons that will develop English Language and Cultural awareness for global concerns through reading, writing, speaking and research planning. Teachers in the dual language program will teach all ELL students in their home language as well as in English for 10% of the day. Teachers who are not Spanish or English speaking will work with other teachers, parents and who are proficient in home languages. We use the GREATER Coaching model from Success for All which stands for:

- **Goal**—a performance goal is something that the teacher wants his or her students to achieve. A learning goal is something that the teacher needs to learn to achieve the performance goal.
- **Reality**—Assessing the current reality in the classroom that the teacher identified as a barrier to accomplish the goal.
- **Exploration**—Brainstorming strategies that can be utilized or strengthened to ensure that the teacher accomplishes his/her goal.
- **Action**—Choosing a meaningful strategy from those explored. Identifying actions of the facilitator/leadership/teachers and/or Success for All coach to support the implementation of the adopted strategy.
- **Timeline**—The who, what, when, and where of the action plans should be used to create a focus and sense of urgency.
- **Evaluate**—Utilizing data to evaluate the short term goal set and celebrate success.
- **Renegotiation**—Re-evaluating current goals or setting new short term goals to continue working towards meeting annual schoolwide goals.

Teaching pairs will have daily periods, and grade level teams will have common planning times. On Wednesday the schedule will be set up for Team/Collaborative meetings as well as for 1½ hour for professional development. Teachers will review student performance data, identify instructional strategies and materials and plan lessons. Using the guidance resources described above, each Friday teachers will submit lesson plans for the following week that include objectives, activities for whole-class, small group and technology, materials, formative assessments, accommodations necessary for students with special needs, and specific co-teaching models response. Coordinators will provide critical feedback, and lesson plans will be posted on a shared server so that support staff can coordinate their intervention activities with general classroom instruction. After lessons have been conducted, teachers will reflect on implementation and annotate weekly plans to identify effective practices and areas of weakness, and then archive them for future use. The Principal and Executive Director will work with the teachers and professional development teams to create a culture of learning where teachers, parents, students, administrators and the community are involved in supporting the learning of every child.

Lead Teachers and Assistant Teachers—SIGCSED will typically have two teachers in each classroom and specialists as well as parents will be assigned to a reading block. Lead Teachers will be experienced educators who have mastered classroom management, instructional planning and delivery, and assessment with a track record of raising student achievement. Each will be paired with an assistant teacher, a novice educator or a graduate student helping in our classroom for STEM will be developing his or her teaching skills.

- **Team Teaching**—simultaneous instruction with shared responsibility.
- **Teach and Assist**—one teacher leads the lesson while the other assists individual students, which allows targeted support to individual students with special needs.

- **Shared Teaching**—Each teacher works with groups in the same lesson at the same time with half of the class, which allows for increased student interaction and checks for understanding.
- **Alternative Teaching**—one teacher works with a large group while the other pulls a small group for pre-teaching, re-teaching, make-up work, assessment or enrichment.
- **Station Teaching**—lessons are divided into multiple activities and each is led by the teacher in separate stations, with the assistant teacher rotating, which allows for extra teaching and support including:

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

Training—Staff development sessions will be designed and coordinated by instructional leadership and may include vendor representatives and consultants. In August all staff will participate in a five day Summer Institute for training and planning. In our first year, training topics for instructional staff will include: the school mission and vision; Success for All curriculum programs and unit and lesson design, school culture, routines, procedures and discipline; assessment and data analysis protocols; Response to Intervention (RTI) program; co-teaching and mentoring. The School Leader and Facilitators and The Solutions Coordinator will conduct training, explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the student’s progress toward meeting IEP goals and objectives, confidentiality of student records, structured English language immersion and dual language programs and discipline of SWD. In the future, topics will be differentiated based on assessment of staff needs; new staff will be oriented to the school’s program and practices while veteran staff will receive refresher or more advanced trainings.

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

Our schedule supports teacher team meetings, professional development, as well as RTI and regular planning for instruction. Traditionally teachers work in isolation and receive little pre-service or on the job training in the skills necessary to make collaboration effective. Therefore, SIGCSED teachers will be trained to use protocols to evaluate student work to norm expectations, review assessment data to inform action plans, and discuss students’ achievement

and behavior to develop re-directing strategies. School leaders will facilitate and then observe meetings as teachers become familiar with the protocols.

Coaching—According to cognitive scientists who have studied expert performance in a wide variety of fields, high-quality feedback is the key resource for novice performers to become competent and for competent performers to become experts (Sartain et al). Our staffing plan includes a robust operations staff to free up instructional leaders to spend significant time supporting faculty. Success for All includes coaching in all of its programs as a part of implementation of their curriculum in reading, writing, and math.

The Principal, ELL, STEM, and Solutions Coordinator, Special Education Coordinator and ELA Coordinator will visit classrooms and attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities to collect evidence related to each teacher's professional growth goals and evaluate the implementation of staff development training into practice. Faculty and students will be accustomed to classroom visitors and will not break stride. We also intend to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. A constant theme of classroom observation will be instructional rigor and student engagement. Feedback may be verbal or written, and will be aligned with the teacher performance rubric. The principal will hold meetings with co-teaching teams each week and individually once per month, though we anticipate much more frequent informal interaction. Similarly, the Solutions Coordinator will meet regularly with learning support staff. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching.

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

Mentoring—As part of their job description, Teacher Coordinators will be responsible for mentoring Teachers and will receive training to do so. They will be expected to include specialist teachers in all planning activities, define clear roles in the classroom, and use a gradual release of responsibility to enhance their skills. They will support the Specialists in achieving their professional growth plan goals and will provide school leaders with feedback regarding their progress, but will not formally evaluate them. We have teaching training programs with The College of Staten Island and these teachers will assist us in environmental education programs.

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

expected to develop a self-reflection checklist based on their individual goals and bring supporting evidence, such as assessment results and video of instruction. Teachers with serious performance deficits will be placed on an improvement plan that includes specific objectives, strategies and deadlines for improvement. The end-of-year conference will inform bonuses, decisions about placement the following year, and termination decisions.

Staff Development Resources—Our principal will be the driving force behind staff development and work closely with the Solutions and Special Education Coordinator to ensure adequate resources, including dedicated time in the schedule, trainers with relevant expertise, and technology such as video cameras and data analysis software. We intend to connect the school with external resources as well as Success for all, and Houghton Mifflin Harcourt. The Faculty may request funds for external training that is aligned with the school program and can be turn-keyed for the benefit of others.

F. Facilities

SIGCSED will be located on 30 Beach Street/with a second location at Water Street which provides space for a gymnasium in Stapleton Staten Island. The total site is the home to 17,000 square feet plus additional space at 528 Bay Street 3 blocks away. We have a signed Letter of Intent as well as the plans for renovation which we are working on with our Architect, who has begun drawing the renovation plans. His name is Giuseppe Bonomo of Staten Island's BNI High Achievers Chapter and will provide detailed s for the buildouts. We provided the floor plans in our Community Outreach 2b section. We intend to have approximately 100 square feet per student with a bathroom in each Kindergarten class as well as a bathroom in the gymnasium/multipurpose room. We will have seven classes in year 1 and three administration rooms plus a teacher's dining and planning area/Parent's meeting room. Our multipurpose room will serve for our pull out programs and house fitness and nutrition equipment. See Facilities Letter of Intent in Attachments. We intend to receive funding for building out of the necessary requirements to the building from a lender who we have met at Schoolhouse Projects. Mr. Carlo Schiattarella has visited our 30 Beach Street site, and has assessed the costs for our build outs. We also have a site at closed St. Mary's Catholic School on Virginia Ave. on Bay Street. Our Board Member David D'Albero is working with the Archdiocese presently to secure the site should we need it as an alternative. We included pictures and a letter from the Archdiocese.

G. Insurance

Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage we expect to secure: general aggregate: \$2 million aggregate and \$1 million for each occurrence umbrella Liability: \$5 million limit of coverage School Leaders Errors & Omissions: \$1 million in coverage student Accident: \$500,000 aggregate per accident student Accident Medical: \$25,000 per accident student Catastrophic Accident: \$1 million limit Auto: for non-owned vehicles used in school business property: \$250,000 in coverage for school furnishings, equipment and leased space betterments Workers' Compensation: rate determined by state of New York.

H. Health, Food, and Transportation Services

Health Services

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

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

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

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

SIGCSED will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

Food Services

Healthy meals are an important foundation for academic success, especially for low-income students. According to a recent report by the Food Research and Action Center, New York City ranks last in a list of 26 urban school districts when it comes to getting qualified children to participate in the free school breakfast program. We intend to contract with NYCDOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective food services within a school context. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics and capacity. SIGCSED will be located in a former parochial school building which already includes a kitchen and cafeteria. We will hire staff with appropriate food handlers permits to serve meals. Volunteers will also be used who are qualified to help serve meals and handle food. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

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

Transportation Services

SIGCSED is intending to be located at a District 31 school or leased space. We recognize that charter schools are considered non-public schools for the purpose of receiving transportation

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

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

The school's Executive Director/CFO will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops. The Office Manager will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

I. Family and Community Involvement

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

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

In order to assist families in supporting their child's academic and character development, SIGCSED will design and host monthly parent workshops. Separate family literacy workshops

for native English speakers and native Spanish speakers will be held in different breakout spaces. At the end the two groups will reunite as a whole school community and we will be joined by El Centro, a local immigrant association on Staten Island. And a family-style lunch or dinner will be provided to the participants. In addition, necessary materials such as books, paper, art materials, and writing utensils will be provided as well. If possible, a minimum of one book will be donated to each family at each workshop, contributing to the building of a library for each child and her/his family. These workshops will strengthen parents' commitment to the school, their ability to support their children's learning at home, and encourage positive change in the community.

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

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

J. Financial Management

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

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

Planning Year	Operational Years
<ul style="list-style-type: none"> • Payroll <ul style="list-style-type: none"> ○ Set up payroll system using ADP ○ Process payroll per school's pay schedule ○ Post payroll expenses in accounting system ○ Complete quarterly payroll reconciliations ○ Review/distribute W-2s and distribute 1099s ○ File payroll related documents • Finance/Accounting <ul style="list-style-type: none"> ○ Set up accounting system using QuickBooks Online ○ Create/recommend edits for the annual/multi-year budgets (including review of 5 year charter application budget) ○ Create/recommend edits for the chart of accounts • Human Resources <ul style="list-style-type: none"> ○ Handle the administration related to HR files ○ Enroll/withdraw staff members in benefits including insurance and retirement plans • Audit Charter School <ul style="list-style-type: none"> ○ Introduce school to potential auditors ○ Support completion of the 990 by auditors ○ Provide support with completion of the Initial Statement of Financial Controls ○ Reconcile monthly bank statements ○ Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team ○ Present financial reports to Finance Committee and/or Board of Trustees ○ Post revenues and expenses and process deposits and disbursements ○ File all financial documentation in Binder System 	<ul style="list-style-type: none"> • Payroll <ul style="list-style-type: none"> ○ Process payroll per school's pay schedule ○ Post payroll expenses in accounting system ○ Complete quarterly payroll reconciliations ○ Review/distribute W-2s and distribute 1099s ○ File payroll related documents • Finance/Accounting <ul style="list-style-type: none"> ○ Create/recommend edits for budgets ○ Coordinate grant reporting and assess whether grant restrictions are fulfilled ○ SIGCSED Charter School – Page 57 ○ Create/recommend edits for Financial Policies and Procedures (FPP) manual ○ Coordinate grant reporting and assess whether grant restrictions are fulfilled ○ Reconcile monthly bank statements in the accounting system ○ Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team ○ Post revenues and expenses and process deposits & disbursements ○ File all financial documentation in CSBM's Binder System • Audit <ul style="list-style-type: none"> ○ Support completion of the 990 by the auditors ○ Charter Schools are for on-site testing by auditors ○ Close books for the fiscal year ○ Charter School is all requested schedules/analyses and work with auditors until completion ○ Review/recommend edits for draft financial statements and draft management letter ○ Participate in meeting with Finance Committee of Board of Trustees and auditors

The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000.

Approval of the Board Chair is required to open a bank account. Clear procedures will be established to ensure:

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

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

K. Budget and Cash Flow

We have a conservative budget with assumptions based on the experiences of other expenditures assume 100% enrollment. The per-pupil rate of \$13,877 is held constant over five years. This figure may change but we wanted to plan conservatively. We have assumed minimal revenue from uncertain grants and fundraising and hope to build a school that can ultimately operate primarily on public funds like any other public school.

- **Year 1 Budget**
 - **Revenues**—80% of revenue is from per-pupil funding for general and special education students; we do 80% in year 1, 84% by year 2, 89% by year 3 and 89% through year 5. We are nearly in parity with them on this and expect to receive IDEA funding until Year 2. We have conservatively estimated 20% of our SWD and 80% eligible for free and reduced price lunch, though in reality these could be underestimates. We have not budgeted for any income from IDEA; if we are eligible, that would be great but our budget works right now without it. We also anticipate receiving the second of three CSP installments and to raise \$50,000 in Year 1. We did not anticipate any increase in the CSP funding grant over the entire period. I think this is very aggressive.
 - **Expenditures**—The bulk of expenditures are salary, and while we have budgeted for every staff member to receive a full bonus, this is an unlikely scenario. Bonus!?! Not for a start-up institution. This is something you can give to the staff if you have an excess. 37% of salary is administration; 59% is instructional staff. We have 37% in year 1 for administration dropping to 31% by year 2, 26% in year 3, 26% in year 4, and 24% in year 5. Instructional staff starts at 55% in year 1, 63% in year 2, 69% in year 3, 69% in year 4, and 72% in year 5. You want

talented management in place when the institution is in its infancy so you may need higher costs up-front.

- **Personnel costs**—including taxes and benefits, account for 77% of total expenditures, (drops to 72% and stays stable by year 2) with another 6% devoted to contracted services. School operations are 10% for us stable and facility operations are 6% of our costs.
- **Cash Flow**—Most start-up costs are incurred early in the year; while salaries are distributed across the year with bonuses budgeted for the end of the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. But we don't budget for any DYCD funding. We project a positive cash balance in all but one month of the first year of operation. We have one month with negative cash flow when laptops are purchased at the beginning of year 1, the remainder of the year the budget is balanced. Given our conservative estimates we believe we will be able to cover that month as well and laptops will be donated through Microsoft as we are working with them in Freehold and have presented at their leadership conference on February 26, 2016. We have budgeted \$40,000 for this anyway in year1 in the event we cannot secure donation.
- **Year 5 Budget**
 - **Revenue**—We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility, but we don't budget for this. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2 but we do not include it in this budget. We also assume textbook funds will continue at the current rates. We conservatively increase just about all expenses 4% per year.
 - **Expenditures**—Salaries increase 4% per year, though in reality that may vary depending on economic conditions. An Office Clerk is hired in Year 1, and an AA Finance Director is also hired in Year 3, replacing contracted services for financial management. Administration is 24% of salary costs and overall personnel is 73% of total expenditures in Year 5. Facility costs are 0% of total expenditures and at the end of the charter term \$75,000 is set aside for dissolution costs. Should our assumptions and estimates prove wrong, contingencies include reducing or eliminating bonuses, reducing the number of assistant teachers, and/or securing a bridge loan until we reach a more sustainable enrollment size? We will carry a surplus on budget from year 1 of 65K increasing each year to \$3M by year 5. We will hold a sizeable emergency reserve to manage unforeseen costs.
 - **Charter School Program (CSP) Grant**—Our budget assumes only the base amount of \$500,000, though we believe SIGCSED will be eligible for the entire \$700,000 because it meets both incentive priorities. Our budget does not include CSP funding as of this application.

See **Attachment 9** (Budget and Cash Flow Template) for more information.

L. Pre-Opening Plan

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

Domain	Action	Start	End	Responsibility
Governance	Appoint board officers	1/2017	2/2017	BOT
Facility	Conduct facility negotiations and execute lease	1/2017	3/2017	BOT
Facility	Renovation: Identify needs, secure contractor, establish timeline, complete punch list	1/2017	5/2017	BOT, PR, ED
Governance	Recruit Head of School	1/2017	4/2017	BOT
Operations	Obtain 501c3	1/2017	4/2017	BOT
Finance	Approve fiscal policies and	1/2017	4/2017	BOT
Finance	Contract	1/2017	4/2017	BOT, ED, PR
Staffing	Recruit Operations Director	in-process	1/2017	PR, ED
Recruitment	Recruit students: Develop and disseminate materials, host open-houses, door-to-door marketing	in-process	11/2017	PR, ED
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents		4/2017	PR, ED
Operations	Obtain student records: obtain permission from parents, contact previous		6/2017	BM
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates check references	1/2017	6/2017	PR, ED
Staffing	Hire school staff: salary negotiations and offer letters	1/2017	6/2017	PR, ED
Academic	Research and secure online content providers	1/2017	6/2017	PR
Academic	Research and secure curriculum resources	1/2017	6/2017	PR, ED
Academic	Research and secure standardized assessments	1/2017	6/2017	PR, ED
Technology	RFP for technology infrastructure	1/2017	6/2017	Technology, ED

Finance	Approve budget for FY16–17	3/2017	5/2017	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	3/20/2017	6/20/2017	BM
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	3/20/2017	6/20/2017	BM
HR	Finalize staff handbook and personnel policies	3/20/2017	6/20/2017	BOT, PR, ED
Operations	Develop and distribute student handbook	3/20/2017	6/20/2017	PR, ED
Technology	Install technology infrastructure	3/20/2017	6/20/2017	Custodian, Technology, ED
HR	Complete fingerprinting and background checks	3/20/2017	7/20/2017	BM, ED
Academic	Prepare school calendar and distribute to families	3/20/2017	6/20/2017	PR, Admin, ED
Technology	Install Curriculum Based Management	5/2017	7/2017	Admin, Technology,
Facility	Obtain Certificate of Occupancy	3/2017	8/2017	BM
Recruitment	Conduct open houses for admitted students	5/2017	6/2017	PR, DOO, ED
Academic	Contract with Related Service Providers	1/2017	7/2017	ED
Academic	Conduct home visits	5/2017	6/2017	PR, ED, Teachers
Operations	Secure insurance policies	1/2017	5/2017	ADMIN.
PD	Prepare Summer Institute materials	5/2017	7/2017	PR, ED
Finance	Complete Initial Statement of Financial Controls	1/2017	6/2017	Financial Officer
HR	Complete staff fingerprints and background checks	1/2017	4/2017	ADMIN/PR
Operations	Secure IEPs and student records	6/2017	7/2017	Special Ed. Coordinator/PR
Operations	Create a draft SAVE plan and submit it to NYSED	1/2017	3/2017	ED, PR.

Operations	Purchase AEDs and train staff	6/2017	8/2017	Red Cross
PD	Conduct Summer Institute	7/2017	8/2017	PR, Curriculum Director, ED
PD	Develop staff growth plans	6/2017	7/2017	PR, ED
Academic	Create lesson plans for first weeks of school	6/2017	7/2017	PR, ED
BOT = Board of Trustees; PR = Principal; ED = Executive Director, CFO = Business Manager, AS = Administrative Staff				

M. Dissolution Plan

The school will work closely with appropriate representatives of the New York City Department of Education (NYC DOE) to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health/immunization records, attendance records, and report cards. Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of education programs of their children, including New York City district schools, charter schools, and nonpublic schools.

The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified and eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the New York City School District as designated by the Board.

Staten Island Green Charter School for Environmental Discovery
Admissions Policy and Procedures

Enrollment Plan

Staten Island Green Charter School for Environmental Discovery (SIGCSED) will serve grade levels from kindergarten through grade 5. Students must be at least four and a half years old and/or will turn five years old on December 31 of the matriculation year for acceptance into the kindergarten level. For any other of the grade levels, the school will accept students only until age nine.

SIGCSED opens with an enrollment of 144 students in grades K–1 in its inaugural year. Kindergarten and grade 1 will each have 72 and 72. Special Education students who are mandated to be in a 12:1:1 class will have such appropriate seating and services. Our class size in all regular education classes are no more than 24 students per class. We are committed to keeping class sizes to that number. Approximately 24 seats will be Special Education mandated students respectively. The Special Education seats were added to align to our mission and vision. This design helps build in flexibility to offer additional seats to students in stages of reaching full capacity. Admissions will be by lottery. Students will be wait-listed and seats will be filled through attrition through our wait lists and as siblings become age ready for open seats. We anticipate that our projection of 144 seats in year 1 will be 3 grade K classes and 2 grade 1 classes and 2 Special Education classes, 1 in each grade. The total year 1 enrollment will be 144 students even if we alter the grade K and 1 enrollment. We are committed to guaranteeing the enrollment figures we project at the grade levels K-5 and may alter class size as per student enrollment. If parents and the community push for a grade 2 or grade 3 class, we will present this option to our Board of Trustees and NYSED as an option within our specified enrollment figures.

SIGCSED expects to serve no more than 72 students in each grade level and a maximum of 24 students per class. From its first year of operation, the school anticipates having the following number of seats, reaching its planned full capacity in year five of enrollment, and having its first graduating class in year five. Since an annual lottery is planned to be held, it is expected that any vacancies occurring due to attrition will be “backfilled” from a waiting list.

The following numbers outline enrollment figures, which are described further in the school's student enrollment chart in this response.

- 144 students for the first year
- 192 students for the second year
- 240 students for the third year
- 288 students for the fourth year
- 336 students in the fifth year.

The school's full capacity will be maintained at 336 students in year 5 and beyond. As a result, we intend to recruit for open seats by grade K -1 or backfill at the lower grades in order to maintain maximum enrollment. SIGCSED will make every effort to hold total enrollment with level cohorts in order to manage personnel and expenses efficiently. We realize that salaries are allocated per pupil funding and we always will be focused on retention of every student by working closely with the parents to ensure that there is a harmonious relationship based on trust with our faculty and parents, and children.

The variation in open seats by year and grade level is designed to maximize effectiveness in building human capital to support academic, financial, and leadership goals while building the school's culture and its place in the community.

Enrollment Rationale

In order for our school to be financially and fiscally sound, as well as aligned with our mission and vision, we devised an enrollment plan consistent with the needs of our community. Our community is interested in safe schools that provide high quality instruction for all students. We will be admitting 72 students year 1 and 2, then 48 after those years. The new K students yearly and will begin with a K-1 growing 72 seats every year for 2 years. By year 5 we will be fully enrolled with students which will afford our school to provide a fiscally sound K-5 program according to per-pupil expenditures which will balance our budget.

Additionally, the grade level configuration of SIGCSED is in specific response to feedback that followed meeting with the Community Education Council (CEC31) and with our school Financial Planner, board of trustees, and Executive Director. Also the announcement of the closing of the Staten Island Community Charter School prompted the parents in that school to support us as a future K–8 model. Finding affordable space is challenging and that Department Of Education space should be an option. At this time, Dr. Carole Reiss, Executive Director of SIGCSED, promised to have a collaborative relationship with the Department of Education Principal, should space be provided. A contact at the Department of education was initiated at the Charter School Office, NYC DOE. The person contacted was Ernesto Orlando who asked Dr. Reiss to forward a letter with school’s need to his office. An email was sent to that office on July 27,2016.

Surveys, community public event participation, and neighborhood canvassing by the school’s founder plus a team of parent volunteers continues to gather information that consistently supports the school’s K–5 programs and design. Indications are that the community is interested and excited by the option of a K–8 school with a kindergarten to college preparatory and career orientation pedagogy. The CEC Council representatives praised the idea of a green charter school with an emphasis on science, math, and technology, and that this school would provide career training, as well as college preparation for a community whose school system is rapidly failing its children. Although no one can clearly predict what future careers will be in the next 10–20 years, it appears highly desirable to parents and community leaders that the students who enter a K–16 pipeline through SIGCSED beginning in 2017 will have the academic preparation and help in developing the abilities and skills that will enable them to become contributors to their community’s economic development and sustainability.

The school’s leaders and board believe this model supports efforts to obtain the broadest assessment data possible during SIGCSED’s initial charter. Despite additional challenges, moving from an initial plan to open as K–5 to being a K–8 future model is viewed by SIGCSED as providing opportunities to have a greater impact on education reform and academic achievement in Staten Island, particularly on its North Shore.

Bridging elementary grades allows SIGCSED to become established in its own community, as well as to effectively develop a teaching and learning model that is responsive to needs of all stakeholders and members of the school's family and the greater community. The longitudinal data it will be possible to collect will instruct how to meet those needs on an ongoing basis. It will also enable the school to have its first graduates within its initial charter period, providing information about the success and any issues in the critical transition to select high schools and playing a role in strengthening New York State's kindergarten to career pipeline. A K–8 model will be an ongoing research project as the school opens and proves to be a success for all of its students.

At the same time, this enrollment plan provides administrators, teachers, staff, and parents the opportunity to be responsive to the school's goals of being a positive influence on students' social and emotional development; and instilling core values of striving for personal best in academic achievement, raising literacy skills, and learning to be caring environmental stewards who value the world they live in.

The board members of SIGCSED have agreed to start the proposed charter school with grades K–1, an enrollment plan to create an academic culture that both centers on the needs of early grade learners and preparing students for other key transitions in K–12 education—moving from elementary grades to middle grades, and being ready to successfully apply to select high schools with higher education and career goals in mind. With a focus on preparing for success even for students who enter kindergarten, those who begin at SIGCSED will have the competencies to master skills needed to achieve passing grades on state standardized tests by the time they reach third grade.

The rationale for building to full K–5 capacity and focusing on K–8 in this way provides teachers and students the opportunity to work closely with one another. SIGCSED will build a strong educational support and assessment system, while strengthening literacy, math, and inquiry skills by grade three and then continue to do so throughout later elementary and middle grades. During grade levels K–3, students will be learning the required skills to develop their academic potential and to enrich the basic knowledge they will build on throughout elementary and middle school grades, preparing for upper grades and post-secondary pursuits.

Moreover, this model will provide school staff with sufficient time to get to know students and their families and effectively build strong and lasting relationships with them. This aligns with the school's goals of keeping the school community closely knit and minimizing or preventing student attrition.

Collective Bargaining Waiver

The proposed charter school does not request a waiver from the requirement that all employees must be members of an existing collective bargaining organization in the school district where it will be located since it will not enroll more than 250 students at any point during the first two years of operation. Response does not apply to Staten Island Green Charter School for Environmental Discovery for this reason.

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
01/16/2016 meeting date	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Families of students with disabilities, community members	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
June 10,2016 June 14,	Met with the Youth Committee of Community Planning board 1. Announce Meet and greet for public outreach for September 6, 2016 Community Board 1 Rosebank Meeting	New Brighton Church, Stapleton CSD 31 All Saints Episcopal on Victory Blvd.	Community Planning Board, Elected Officials, Youth Committee Members	Continued Support for our green Program. Recruitment of Planning Board 1 for Board Membership	Public Advocates Office will help us with outreach.	55
May 23,2016, June 17,2016	MetLife Community Announcement Flyers	North Shore 2 Teleport Drive Staten Island N.Y. 10314	Board Sponsorship	Joe Palomino will provide website development, and startup funding, as well as fund raising at his restaurant	Begin planning of the fundraising and Develop a lost 10 sponsors for opening of school.	5
PRE-K June 25, 2016	Phone Call Flyers Facebook	JCC Jewish Community Center North Shore Location	Parents and Community Members.	Parents asked for transportation or yellow school buses.	Will sign application sheets	20

PRE-K June 25,2016	Phone Call Flyers	JCC –South Shore Location 1426 Manor Rd. Staten Island, N.Y. 10304	Parents and Community Members, and Community Members	Parents asked for certified teachers	Will sign Application Sheets	25
Pre-K June 25,2016	Phone Call Flyers	SI YMCA-Broadway 651 Broadway S.i. NY.10310	Parents and Community Members	Parents asked for school lunch menu and special education program	Will sign application Sheets	16
Pre-K June 25,2016	Phone Call Flyers	Goddard Pre- School	Parents and Community Members.	Parents asked for special education program Parent’s sked for Spanish instruction and Arabic instruction, Russian, Liberian.	Will sign application Sheets	26
Community Education Council Meeting , April 1,2016	Superintendent’s Office, Petrides Complex	Petrides Complex 715 Ocean Terrace S.I. N.Y. 10301	Parents, Politicians, CEC Council and Superintendent.	Support from a vocal Parents Group from Rosebank Community	Chancellor Farina was notified of the need to open our school.	14
Councilwoman, Debi Rose June 10,2016	Community Planning Board Meeting at Youth Center Meeting	Brighton Heights reformed Church Stapleton, Staten Island	North Shore community Planning Board Education Group	Continued Support for our school	Will hold a meeting in July	45
Senator Diane Savino July 25,2016	Phone conference	Assemblywoman’s office/home conference	Community Groups in Rosebank, discussion regarding DOE Space.	Will support our school opening.	Will send a letter of support to Chancellor Farina	2
Mike Riley CEC President	Email to Superintendent Lodico, and Mike	Speak to parents at a community meeting	September , CEC Meeting Superintendent will	CCEC, and Superintendent Tony Lodico will	Superintendent will review the Full application.	2

	Riley		be present at CEC meeting	support the SI Green Charter Application		
Kathy Vilar	Community Planning Board Youth Committee Chairman	Asked to present at the September 17 th Rebuild Cromwell Center north Shore Planning Board Presentation.	Invited to present at the Let's rebuild Cromwell Youth Committee Meeting and North Shore School Planning Meeting on September 17,2016	Kelly Villar and Carole Reiss will head the North Shore Jr. Nets program as a part of the partnership with other district 31 schools with the S.I. Green Charter School.	Community Planning Board 1 will announce partnership with the Staten Island Green Charter School by providing 2 community Board members to our Board of Trustees. The Staten Island Green Charter School must be the mecca for health and wellness on Staten Island which traditionally lacks physical education programs in district elementary schools. Our charter school includes a North Shore Jr. Nets League with the Brooklyn Nets NBA team.	38
Emmanuel Wheagar, CEO, North Shore Learning Center	CEO, Sharell Joseph, Parent	Meeting on August 8,2016	North Shore Learning provides The Staten Island green Charter	North Shore Learning will provide recruitment of	Provide environmental programs to the community.	6

			School with an MOU	students outreach and learning and social services.		
Sharell Jones Elizabeth Martinez, Joseph Trimarchi	Parent Outreach Program in Rosebank, Mariner's Harbor, Stapleton	Handed out postcards, flyers, met with community social services	Parent Coordinators are distributing flyers, postcards, and setting up community meetings and outreach to parents.	Parents are working on distributing flyers at the local beaches, churches, community centers and libraries on the North Shore.	Parents want more programs for Special Needs students and more support for parents of students with special needs.	39 150 postcards with student's names for enrollment in year 1.375 parents 1200 parents are signing letters and petitions for our school to be located on the North Shore-Rosebank, Stapleton areas.

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Charter school

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Circles

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Community Outreac...

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More

Evelyn Martinez

to rdiaz, me

Hello Mrs. Rosaline Diaz,

I don't know if you remember me. My name is Evelyn Martinez and you helped me with contacting you on a different event but one just as important. Due to closure of 2 charter schc opening of a charter school in the North shore area . We know of the literacy Inc. program the new charter school. This charter school will open up seats for pre-kindergarten and Kinderga and I can be reached at  or by email. Thank you and hope to hear from you soc

Sincerely,
Evelyn Martinez



Click here to [Reply](#), [Reply to all](#), or [Forward](#)

 Carole

 Maria Pizarro

 Tssaj M.

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Drafts (163)

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Travel

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 Carole

 Maria Pizarro

 Tssaj M.

Evelyn Martinez

to me

[Event: Binx the Clown Show at Fantasy Shore Amusement Park at Fantasy Shore Amuseme](#)

Event: Binx the Clown Show at Fantasy Shore Amusement Park at Fantasy Shore...

8/13 2pm | A local Staten Islander, Binx has been performing since 1999. Creating some of the funniest and most ...

[Saturday August 13 Cinema Saturdays!](#)

[@ 3 p.m.](#) Watch the library become a movie theater and enjoy a great film on the b

[Event: Movies Under the Stars: Snow White and the Seven Dwarfs at Schmul Park in Schmul](#)

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Alodico@schools.nyc.gov

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Carole Reiss <creiss1952@gmail.com>

to Alodico, creiss, Lisa, Mike, Rose, Vincent, Bobby

Dear Mr Lodico,

I spoke at the CEC meeting on February 1, 2016 regarding my proposal for The Staten Island Green Charter School. I asked for the support from the community to help me bring more awareness and support for our proposal to our parents.

I also opened up a discussion regarding " safety and the need for principals to become involved in behavior issues". I am asking the field office to develop " Behavior Modifications" that would suit the needs of the individual learner while supporting the creation of a culture of mutual respect for the student and teacher and clearly this is a goal for the development of my program.

I would like to know if you have any further comments or questions for me that I can add to my Letter of Intent which will be showing more concerns as the North Shore will be facing a charter school closing and will be needing alternative solutions.

I would also be grateful if you can respond with your acknowledgement of this letter and any suggestions to attend the meeting.

Please feel free to email me at creiss@schools.nyc.gov, or creiss1952@gmail.com.

Thank you again for allowing me to speak at the CEC District 31 Committee Meeting.



Carole



Maria Pizarro



Tssaj M.

Dr. Carole Bonnie Reiss
New York City Department
of Education
President of Friends of
Staten Island Green Charter School
for Environmental Discovery
P.O. Box 1200076
Staten Island, N.Y. 10312
K-5
www.sigcs.com
[7186085232](tel:7186085232)

Lodico Anthony <ALodico@schools.nyc.gov>

to Castelucci, me, CECmike

Dear Ms. Reiss,

It was a pleasure meeting you again. Please make the request to CEC President Mike Reilly Castelucci she can give you the dates of SI Parent Federation and Presidents' Council meeting.

Best,

Anthony R. Lodico

Superintendent

District 31 Pre K-12

715 Ocean Terrace, Bldg. A, Rm. 129

Staten Island, NY 10301

Automatic reply: Automatic reply: The Staten Island Green Charter School for Envirc

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Lodico Anthony via nycdoe.onmicrosoft.com
to me

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Thank you for your email. I am out of the office until August 8, 2016 and will respond to all emails as soon as I am able.

Notes

Community Outreac...



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 Carole

 Maria Pizarro

 Tssaj M.

Students Schedule Elementary School

Monday	Tuesday	Wednesday	Thursday	Friday
7:15 Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45 Math Meeting	Citizens Council	Math Meeting	Science Meeting	Citizen's Council
8:00-9:30 Reading	SFA-Reading	SFA-Reading	SFA-Reading	SFA-Reading
9:30-10:00 Math	Math	Math	Math	Math
10:00-11:00 Writing	Writing	Writing	Writing	Writing
*11:00-11:45 Physical Education	** Art/Reading	***Music/Reading/Math	Physical Education	Physical Education
11:45-12:30 Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:45 Science	Science	Tutoring/Math	Exploration/Discovery	Science
2:00-2:45 Social Studies	Social Studies	Tutoring/Social Studies/Reading	Social Studies	Social Studies
2:45-4:15 Dual Language Studies	Dual Language Studies-Reading	Tutoring/Science/Reading/Math	Dual Language Studies-Writing	Dual Language Studies-Writing

3:30- 4:30- Sports Programs,Snacks

4:30-6pm-Homework Help (YMCA), Recreation

*Specialist

**Specialist

Staten Island Green Charter School for Environmental Discovery

Sample Weekly Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15–7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45–8:00	Math meeting	Citizen’s Council	Math meeting	Science meeting	Citizen’s Council
8:00–9:30	SFA–Reading	SFA–Reading	SFA–Reading	SFA–Reading	SFA–Reading
9:30–10:00	Math	Math	Math	Math	Math
10:00–11:00	Writing	Writing	Writing	Writing	Writing
11:00–11:45	*Physical Education Lunch	**Art/Reading Lunch	***Music/Reading/Math Lunch	Physical Education Lunch	Physical Education Lunch
11:45–12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30–1:45	Science	STEM	Common Planning	Exploration/Discovery	Science
2:00–2:45	Social Studies	Social Studies	Professional Development	Social Studies	Social Studies
2:45–3:30	Dual Language Studies	Dual Language Studies–Reading Assistant Teacher	Professional Development	Dual Language Studies–Writing Assistant Teacher	Dual Language Studies–Writing Assistant Teacher
3:30–4:30	Sports Programs	Sports Programs	Professional Development	Sports Programs	Sports Programs
4:30–6:00	Homework Help (YMCA)/Recreation	Homework Help (YMCA)/Recreation	Homework Help (YMCA)/Recreation	Homework Help (YMCA)/Recreation	Homework Help (YMCA)/Recreation
<p>*Specialist **Specialist</p>					

2017-2018

STATEN ISLAND GREEN CHARTER SCHOOL FOR ENVIRONMENTAL DISCOVERY

August 2017

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

September 2017

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24	25	26	27	28	29	30

October 2017

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22	23	24	25	26	27	28
29	30	31				

November 2017

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

-
- 21 First day of teacher training--Assessments (SFA), Math in Focus-AM PM- Science fusion, HMH Social Studies, Specialists Curriculum Planning First Quarter of Fall Semester Begins with Point of entry assessments.
 - 28 First day for student's Assessments (Baseline-Gates-MacGinitie Professional development--6 hours over 5 day-
*NOTES: Professional development monthly total: 30 hours

September

-
- 4 School closed--Labor Day
 - 5 Full school program begins
 - 6 Curriculum Conference, School-wide ELA and Mathematics Assessments begin Professional development/common planning (SFA) and Stem Investigations integrating within ELA. Teachers will learn the methodology in developing environmental studies within the SFA Cooperative Education Framework.
 - 13 Professional development/common planning Physical Education, Health, Citizenship, Music, Art Professional Development
 - 20 Professional development--Within subject area for Specialists integrating (ELA Reading, writing) Benchmark 1 assessed
 - 21 Rosh Hashanah begins
 - 30 School closed--Yom Kippur
*NOTES: Professional development monthly total: 6 hours

October

-
- 4 Professional development/common planning
 - 5 Parent-Teacher Conference begins at 4:30-8pm
 - 6 Parent-Teacher Conference - Project Learning Tree Investigation #1
 - 11 Professional development
 - 9 School closed--Columbus Day
 - 18 Professional development (SFAF)
 - 25 Professional development
 - 31 Halloween
*NOTES: Professional development monthly total: 8 hours

November

-
- 1 Recycling Day Presentation-Investigation #2
 - 2 School closed--Election Day (Professional Development Day) SFAF
 - 8 Professional development ELA/Math Assessments 2nd Quarter Benchmarks Assessed
 - 11 School closed--Veteran's Day
 - 23-24 School closed--Thanksgiving Break
 - 29 Professional development
*NOTES: Professional development monthly total: 6 Hours

December

-
- 6 Professional development
 - 13 Professional development (SFA)
 - 20 Hanukkah begins
 - 23 School closed--Winter Break (12/23-1/2)- Students are working with parents and families on PLT Investigation #3
 - 27 Professional development
*NOTES: Professional development monthly total: 6 hours
Semester 1 Ends

January

Semester 2

-
- 2 Students return from Winter Break
 - 3 Professional development/common planning (SFA)
 - 10 Parent-Teacher Conference (afternoon session 4-6)Investigation #4 Martin Luther King Celebration
 - 15 School closed--Martin Luther King Day
 - 17 Parent- Teacher Conference (evening session 7-9)
 - 24 Professional development
 - 25 Professional development
 - 31 Professional development/common planning
*NOTES: Professional development monthly total: 8 hours

2017-2018

STATEN ISLAND GREEN CHARTER SCHOOL FOR ENVIRONMENTAL DISCOVERY

February

- 3 NYS Test Prep (3 hours)
Professional development-Grade 3
 - 7 Professional development
ELA/Math Assessments-Grades K-2
 - 10 NYS Test Prep (3 hours) -Grade 3
Professional development
 - 17 NYS Test Prep (3 hours) -Grade 3
Professional development
 - 19 School closed-President's Day
 - 23 Students return to school
 - 24 Professional development/common planning
 - 28 Professional development
- *NOTES: Professional development monthly total: 6 hours

February 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

- 7 Professional development/common planning
Benchmark 3-Spring Semester-Promotion Standards are assessed
End of 3rd Quarter
 - 10 NYS Test Prep (2 hours)-Grade 3
Professional development
 - 14 Professional development/common planning- Social Studies,
 - 21 Professional development-Math, Science, Stem subjects.
Spring begins
 - 28 Professional development (SFA)
 - 30 School closed-Spring Break begins (3/30-4/7)
 - 31 Passover begins
- *NOTES: Professional development monthly total: 8 hours

March 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

- NYS Common Core Assessments/ELA/Math
Dates to Be Announced by NYSED. - Grade 3
 - 9 Students return from Spring Break-PLT Investigation #5
 - 11 Professional development/common planning
 - 18 Professional development/common planning
 - 22 Earth Day
SIGCSED Recycling/Pure Water/Clean Air Literacy Day Event
 - 25 Professional development
NYSELAT Exams
- *NOTES: Professional development monthly total: 4 hours

April 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

- 1 Professional development/common planning
 - 5 Cinco De Mayo Literacy Day/Green Event-PLT Investigation #6
 - 8 Professional development/common planning
 - 12 Parent-Teacher Conference (afternoon session 4-6)
 - 13 Parent-Teacher Conference (evening session 7-9)
 - 15 Professional development/common planning
 - 22 Professional development/common planning
 - 25 Professional development/common planning
 - 28 School closed-Memorial Day
- *NOTES: Professional development monthly total: 10 hours

May 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

- 1 Science Writing/Lab State Test -Grade 3
 - 3 ELA/Math Assessments
Science and Social Studies Assessments
Benchmark 4
STEM PORTFOLIOS DUE
End of 4th Quarter
 - 5 Professional development
 - 13 Professional development
 - 26 Professional development Last Day of School
 - 22-26 Professional development days-next year planning
Students are working on Projects for Environmental Discovery with Community Mentors
- *NOTES: Professional development monthly total: 34 hours
Professional development Yearly Total: 160 hours
Total Instruction Days: 190

June 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Staten Island Green Charter School for Environmental Discovery
Student Discipline Policy

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

Consequences for minor infractions such as inappropriate language or failure to follow directions may include: verbal warnings deduction of SIGCSED Bucks from weekly paycheck removal from group activities silent meals detention communication with parents/guardians, Consequences for more serious infractions such as intentional physical harm or threats, sustained disruptions or disrespect, or destruction of property may include: removal from class, parent/guardian conferences, suspension, or expulsion.

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

Due Process

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

Short-Term Suspension

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

Long-Term Suspension

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

Expulsion

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

Students with Disabilities

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

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

- Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines (a Behavioral Intervention Plan or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others or if those guidelines are followed with respect to a specific infraction, the matter is immediately referred to the local school district's Committee on Special Education (CSE) for consideration of a change in the guidelines.

- Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. If there is any reason to believe that the infraction is a result of the student's disability, the student is immediately be referred to the school district's CSE. If a connection is found, no penalty may be imposed, and the school works with the CSE to consider a possible program modification.
- A student identified as having a disability shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the district's CSE prior to the 11th day of suspension or removal, because such suspensions or removals may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the district's CSE is expected to follow its ordinary policies with respect to parental notification and involvement.
- Whenever a procedural safeguards notice is issued pursuant to Title 34 of the Code of Federal Regulations Section 300.523, the school notifies the resident district CSE in order to keep the CSE appropriately informed of any disciplinary actions taken. The school works with the district to ensure that the district's CSE meets as soon as possible, but not more than 10 days after receiving notification of any of the following, for the purpose of considering a change in placement for the student involved:
 - The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
 - The commission of any infraction which is a result of the student's disability.

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

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

Precision of Services during Removal

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

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

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

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

CSE Meetings

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

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

Discipline Due Process Procedures for Students with Disabilities

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

1. not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in Title 34 of the CFR Section 300.504; and
2. immediately, if possible, but in no case later than 10 school days after the date when such decision is made, the district's CSE and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

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

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

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

BYLAWS

for the regulation, except as otherwise provided
by the statute of its Provisional Charter,
of

STATEN ISLAND GREEN CHARTER SCHOOL for ENVIRONMENTAL DISCOVERY

a New York not-for-profit education corporation

I. NAME

The name of the Corporation is Staten Island Green Charter School for Environmental Discovery (hereinafter “the Corporation”).

II. PURPOSE

The purpose for which the Corporation is organized is to establish and operate a charter school (the “Charter School”) to ensure academic success for students in grades K–5 in the Staten Island community.

III. MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the directors of the Corporation (hereinafter “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter, the “Board”).

IV. BOARD OF TRUSTEES

A. Powers

The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of applicable Education Law, Not-for-Profit Corporation Law, the Corporation’s Charter and these bylaws (the “Bylaws”). The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. All Trustees shall have identical rights and responsibilities. Trustees shall act only through the Board, and shall have no power as individual Trustees. Without limiting the generality of the powers herein granted to the Board, but subject to the same

limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To (i) select and remove officers, agents, and employees of the Corporation; (ii) to prescribe powers and duties for them; and (iii) to fix their compensation;
3. To (i) conduct, manage, and control the affairs and activities of the Corporation and (ii) make rules and regulations for the Corporation;
4. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable for promoting the interests of the Charter School;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity of the Charter School to any activity in which the Charter School might engage;
6. To act as trustee under any trust incidental to the Charter School's purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust;
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 real or personal 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;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees

The number of Trustees of the Corporation shall be not less than five (5) or more than fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

C. Election of Trustees

- 1. Election.** The Executive Director of the Charter School (the “Executive Director”) shall automatically be an *ex officio* non-voting Trustee. The Board shall elect the remaining Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the governmental agency that issues a provisional charter (also known as a certificate of incorporation) to the Charter School (the “Charter Entity”).
- 2. Eligibility.** The Board may elect any person who it believes, in its sole discretion, will serve the interests of the Charter School faithfully and effectively. In addition to other candidates, the Board will choose one (1) Trustee to represent each of the following constituencies from a group of at least three (3) candidates recommended for consideration by the applicable stakeholder group:

 - a. A parent of an active student at the Charter School, who is designated by the Parents’ Association to represent the Parents’ Association (the “Parent Representative”).
 - b. A teacher at the Charter School, selected by the faculty (the “Faculty Representative”).
- 3. Interested Persons.** Not more than 49% of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the Charter School for services rendered to it within the previous twelve (12) months, whether as an independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- 4. Term of Office**

- a. Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these Bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.
 - b. The initial Board will serve staggered terms. The initial Board shall consist of at least three (3) Trustees who will serve a two-year term, at least three (3) Trustees who will serve a three-year term, and at least three (3) Trustees who will serve a four-year term; provided, however, that the term of a Trustee who is a Parent or Faculty shall be one (1) year; provided, further, that such Representatives' terms shall cease upon such Representative no longer being a parent, faculty member or student of the Charter School, respectively, in which case there shall be a vacancy on the Board that will be filled in accordance with these Bylaws.
 - c. The term of office of a Trustee elected to fill a Board vacancy begins on the date of such Trustee's election, and shall continue: (1) for the balance of the unexpired term of the Trustee whose vacancy is being filled in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of authorized Trustees.
 - d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Charter, the Bylaws or other Board action.
 - e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Charter or the Bylaws or other Board action.
- 5. Time of Elections.** The Board shall elect Trustees whose terms begin on August 1 of a given year either at (i) the Annual Meeting for that year, (ii) a Regular

Meeting designated for the purpose of electing Trustees or (iii) a Special Meeting called for the purpose of electing Trustees.

D. Removal of Trustees

1. In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.
2. Any Trustee who has failed to attend three (3) or more consecutive meetings of the Board without excuse accepted as satisfactory by the Board, in its sole discretion, shall, upon a majority vote of the entire Board, be deemed to have resigned and such vacancy shall be filled in accordance with these Bylaws.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. Such resignation shall be effective upon the giving of such written notice, or on a later date if specified in such written notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but in no event shall any resignation by a Trustee discharge any accrued obligation or duty of such Trustee.

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 Corporation business.

V. EXECUTIVE DIRECTOR OFFICE

The Corporation's Executive Director Office shall be the location of the Charter School, or such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in Executive Director Office on the copy of the Bylaws maintained by the Secretary.

VI. MEETINGS OF THE BOARD

A. Place of Meetings

Board Meetings shall be held at the Corporation's Executive Director Office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An annual meeting shall be held in June of each year (each, an "Annual Meeting") for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular meetings shall be held at various times within the year (each, a "Regular Meeting") as the Board determines.

D. Special Meetings

A special meeting shall be held at any time (1) called by the Chair, (2) called by any five Trustees or (3) called by the Chair or in his or her absence, the Vice Chair on written request of three Trustees (each, a "Special Meeting," and, together with Annual Meetings and Regular Meetings, collectively, "Board Meetings").

E. Adjournment

A majority of the Trustees present at a Board Meeting, whether or not a quorum, may adjourn such Board Meeting to another time and place.

F. Notices

Notices of the time and place of every Board Meeting shall be mailed not less than five (5) nor more than ten (10) days before the Board Meeting to the usual address of every Trustee. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid, or when personally delivered in writing to the recipient.

G. Waiver of Notice

Notice of a Board Meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the Board Meeting or an approval of the minutes of the Board Meeting, whether before or after the Board Meeting, or attends the Board Meeting without protest prior to its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Board Meeting. If the purpose of a Board Meeting is the election, hiring, or removal of any Trustee or employee, the notice or waiver of such Board Meeting shall so state. A waiver may also include notice to be provided by electronic mail, facsimile, telephone, hand delivery or communicated orally.

VII. ACTION BY THE BOARD

A. Quorum

A majority of the entire Board 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.** The actions done and decisions made by a majority of the Trustees present at a Board Meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the Corporation's Bylaws, where the action of a majority of Trustees then in office is required as set out in these Bylaws. If at any Board Meeting there shall be less than a quorum present, the Trustees present may adjourn the Board Meeting until a quorum is obtained.

2. **Board Meeting by Video-Conference Telephone.** Trustees may participate in a Board Meeting through use of video-conference or similar communication equipment, so long as all Trustees participating in such Board Meeting can see and hear one another, and the public is able to attend at any video-conference site. Participation in a Board Meeting pursuant to this section constitutes presence in person at such Board Meeting. Any notice of a Board Meeting must include all videoconference locations, and a notice must be placed at such location.

C. Committees

1. **Appointment of Committees.** The Board may appoint one or more committees (each, a “Board Committee,” and, collectively, the “Board Committees”) by vote of the majority of the entire Board. A Board Committee will consist of not less than three (3) Trustees, who shall serve at the pleasure of the Board, except that any Executive Committee of the Board shall consist of not less than five (5) Trustees.
2. **Standing Committees.** The Board shall have a standing Finance Committee chaired by the Treasurer, a standing Executive Committee chaired by the Chair, a standing Fundraising Committee chaired by the Treasurer and a standing Academic Accountability Committee chaired by the Chair. The Chair shall appoint additional members of the Board Committees.
3. **Authority of Board Committees.** 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 Board Committee;
 - c. The fixing of Trustee compensation for serving on the Board or on any Board Committee;
 - d. The amendment or repeal of any Board resolution;
 - e. The amendment or repeal of these Bylaws or the adoption of new bylaws;
 - f. The appointment of other Board Committees or the members of any Board Committee;
 - g. The approval of any self-dealing transaction, as defined by Article X below;and

- h. The amendment or repeal of any resolution of the Board that, by the terms of such resolution, may not be amended or repealed.
- 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 Board Committees are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings, notice, media advisory, public attendance and minutes.

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, in a manner the Trustee believes to be in the Charter School's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- 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 Charter School whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, independent 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, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- 3. **Investments.** In investing and dealing with all assets held by the Charter School for investment, the Board shall exercise the standard of care described above and avoid speculation, looking all relevant considerations including the long and short

term needs of the Charter School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Charter School.

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

F. Participation in Discussions and Voting

Every Trustee has the right to participate in the discussion on all issues before the Board or any Board Committee, except as noted below:

1. The Faculty Representative shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator or faculty member; (b) administrator or faculty compensation; (c) meetings of the Executive Committee; or (d) any other matter at the discretion of a majority of the Trustees then present.
2. Any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest; or (c) indemnification of that Trustee.

G. Duty to Maintain Board Confidences

Every Trustee, including the Representatives, has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any executive sessions of the Board. Any Trustee violating this confidence may be removed or suspended from the Board.

VIII. OFFICERS

A. Officers

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

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board Meetings.
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 Corporation’s Executive Director office or such other place as the Board may direct, a book of minutes of all Board Meetings and Board Committee meetings, noting the time and place of the meeting, whether it was a Regular Meeting or Special Meeting (and if a Special Meeting, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation’s Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board Meetings and Board Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation’s monies and other valuables in the Corporation’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation’s funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation’s financial transactions and

financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

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 elected 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 with cause, at any time, in the same manner as a Trustee may be removed as set forth in Article IV.D of these Bylaws. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of such written notice or at a later date specified in such written notice.

IX. NON-LIABILITY OF TRUSTEE

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

X. INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, officer, employee or agent of the Corporation, against judgments, fines, amounts paid

in settlement and reasonable expenses, including attorney's fees. If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation but only to the extent allowed by, and in accordance with the requirements of, the Not-for-Profit Corporation Law.

XI. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the Corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of the Not-for-Profit Corporation Law.

XII. SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party in which one or more of the Trustees have a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

1. The Board's action of fixing a Trustee's compensation as Executive Director of the Charter School, a Trustee or corporate officer; and
2. A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

XIII. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

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 Corporation may be signed by the Chair, Treasurer or Executive Director.

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

E. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure

is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the Board Meeting shall reflect the disclosure made, the vote thereon, and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter

Whenever any provision of these Bylaws is in conflict with the provisions of the Charter or provisional charter (the “Provisional Charter”), the provisions of the Charter or Provisional Charter shall control.

XIV. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, but such amendment, if material, shall not be effective until approved by the Charter Entity. To determine materiality all such amendments shall be forwarded to the Charter Entity after approval.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Staten Island Green Charter School for Environmental Discovery, an education Corporation duly organized and existing under the laws of the State of New York, that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation, which Trustees are the only members of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

Secretary

Date

Staten Island Green Charter School for Environmental Discovery

Code of Ethics

The Board of Trustees of Staten Island Green Charter School for Environmental Discovery (SIGCSED) shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, and the school's charter and by-laws. The Board may delegate aspects of 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.

Not more than 40 percent of the people serving on the Board of Trustees of the school may be compromised of: (1) 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; (2) any sister, brother, ancestor, descendent, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or (3) voting members who are affiliated with any single entity other than the school itself. Trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board.

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: (1) a "self-dealing transaction;" (2) a conflict of interest; (3) indemnification of that Trustee uniquely; or (4) any other matter at the discretion of a majority of the Trustees.

The Board of Trustees, officers, and employees 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 party and in which one or more of the Trustees, officers or employees, respectively, has a material 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 which is part of a public or charitable program of the corporation, if the transaction (1) is approved or authorized by the Board in good faith and without unjustified favoritism and

(2) results in a benefit to one or more Trustees, officers, employees or their families because they are in a class of persons intended to be benefited by the program.

A Trustee, officer or employee having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, 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 an employee, Trustee, or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school. 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.

Only trustees, officers, and employees of for-profit corporations having a business relationship with the school that fits into the following categories will be permitted to serve as a voting member of the school's Board of Trustees: (1) individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys; (2) 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 the school; (3) individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or (4) members of the faculty of the school.

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

Trustees, officers, or employees of any partner organization with the school other than a for-profit management organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

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 it occurs, a 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 these matters will be reflected in the Board minutes.

Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them. Trustees, officers, or employees shall not use their position with the school to acquire any gift or more that is not available to a similarly situated person, unless that gift is for the use of the school. 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.

This Code of Ethics will be distributed to all employees upon hiring by the school and to all officers and trustees upon appointment to the Board of Trustees. If amendments are made to the Code of Ethics, all employees, officers, and trustees shall receive an updated copy. Time will be allotted at an appropriate board and staff meeting to explain the Code. The Executive Director shall serve as the Compliance Officer to ensure compliance with the Code of Ethics; one Trustee shall be appointed to oversee the Executive Director in this role.

DESIGN BUILD S.I., Inc.

Giuseppe Bonomo, A.I.A.

Alphonse J. Calvanico, P.E.

To: New York City Department of Education
Staten Island Green Charter School
for Environmental Discovery

Date: August 10, 2016

Re: 30 Beach Street
Staten Island, N.Y. 10304
Block: 521 Lot(s): 37

Attention: Dr. Carole Bonnie Reiss

Dear Carole,

Once you are chartered my office can prepare documents and drawings to permit the renovation of the referenced location into a school. It is understood that School House Project will aid with coding and funding resources.

If you have any questions feel free to contact the office with the information provided below and speak to Giuseppe (Joe) Bonomo.

Best Regards,



A handwritten signature in black ink, appearing to read "Alphonse J. Calvanico".

Alphonse J. Calvanico, P.E.

DESIGN BUILD S.I., Inc.

Try a fast, secure browser with updates built in [Yes, get Chrome now](#) [No, not interested](#)



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COMPOSE

NYCDOE.pdf

Inbox x

Inbox (39,867)

Starred

Important

Sent Mail

Drafts (163)

Circles

Notes

Community Outreac...

Personal

Travel

More



Carole reiss <creiss1952@gmail.com>
to Vincent, dcdalbero, calafator, carlo
Facility doc.

Sent from my iPhone



Carole

Maria Pizarro

Tssaj M.

Carlo Schiattarella

to me

Thanks for the info. What's the ETA on the school's approval?

Thanks Carlo

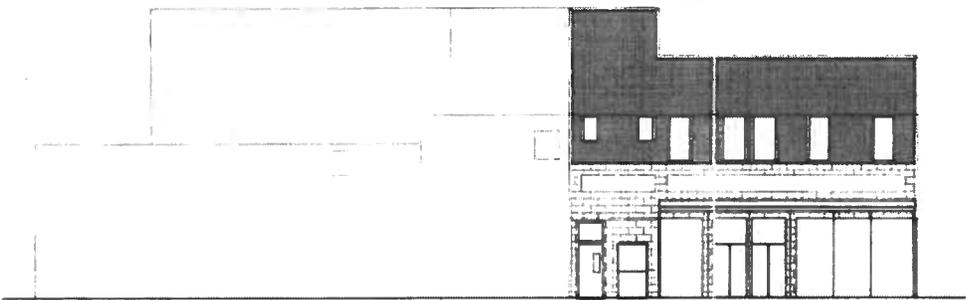
Sent from iPhone

> On Aug 10, 2016, at 12:35 PM, Carole reiss <creiss1952@gmail.com> wrote:
>
> Facility doc.
>
>
> <NYCDOE.pdf>
>
>
> Sent from my iPhone

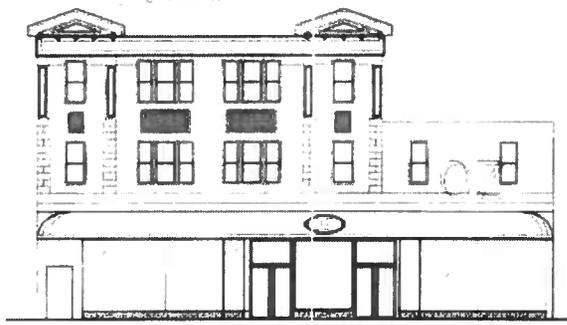


Carole reiss <creiss1952@gmail.com>
to Carlo

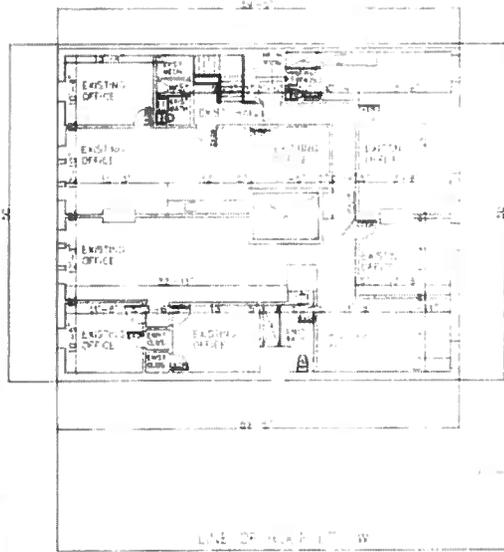
We are submitting in the 12 th and will be going to the Regents in November for sept. 2017 opening



EXISTING BEACH ST. ELEVATION
1/8" = 1'-0"



EXISTING WATER ST. ELEVATION
1/8" = 1'-0"



EXISTING THIRD FLOOR PLAN (W/ SPARKLER)
1/8" = 1'-0"



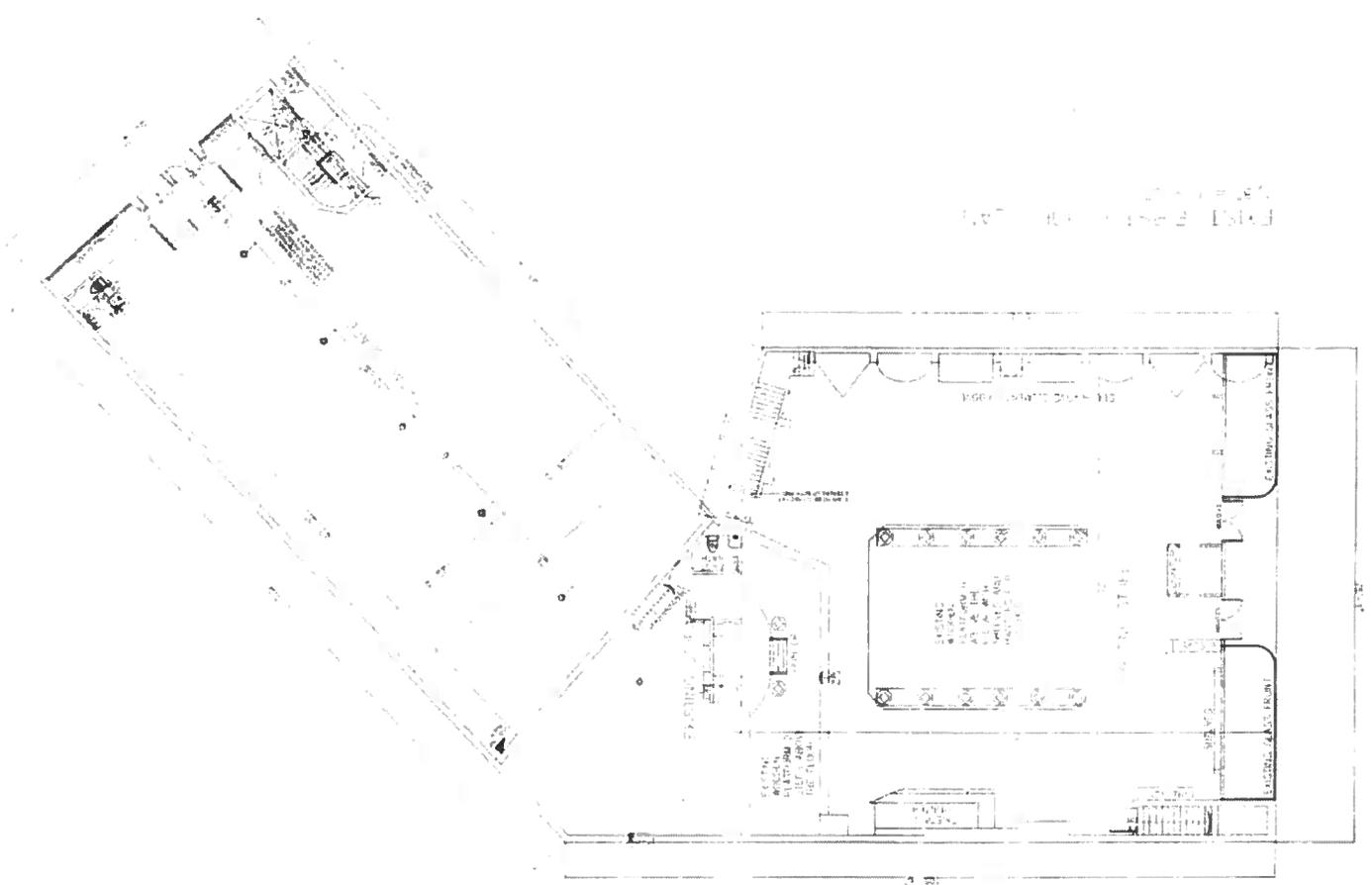
All dimensions are approximate
Contractor to field verify prior to construction

Project:
101 11623.02
22
PROPOSED LEGALIZATION &
103-103 WATER ST. 3D BEACH ST.
owner:
TAPPEN PARK ASSOC. INC

BYRON & WOODS Architects and Engineers
License # 00100000
www.ArchitectureAndDesign.com
370 8th APTS S LACEJ TAPPEN PARK ANDYK 10300
tel 715-981-4146 fax 715-576-5049

Daniel J. Ryan R.A.
Eric A. Vaccaro PE
scale as noted
drawn by DAK
3rd
Sheet
Drawing
Number
60 of A4

As shown on this plan, the proposed building is shown in solid lines and the existing building is shown in dashed lines.



PROPOSED BUILDING

6078
A2

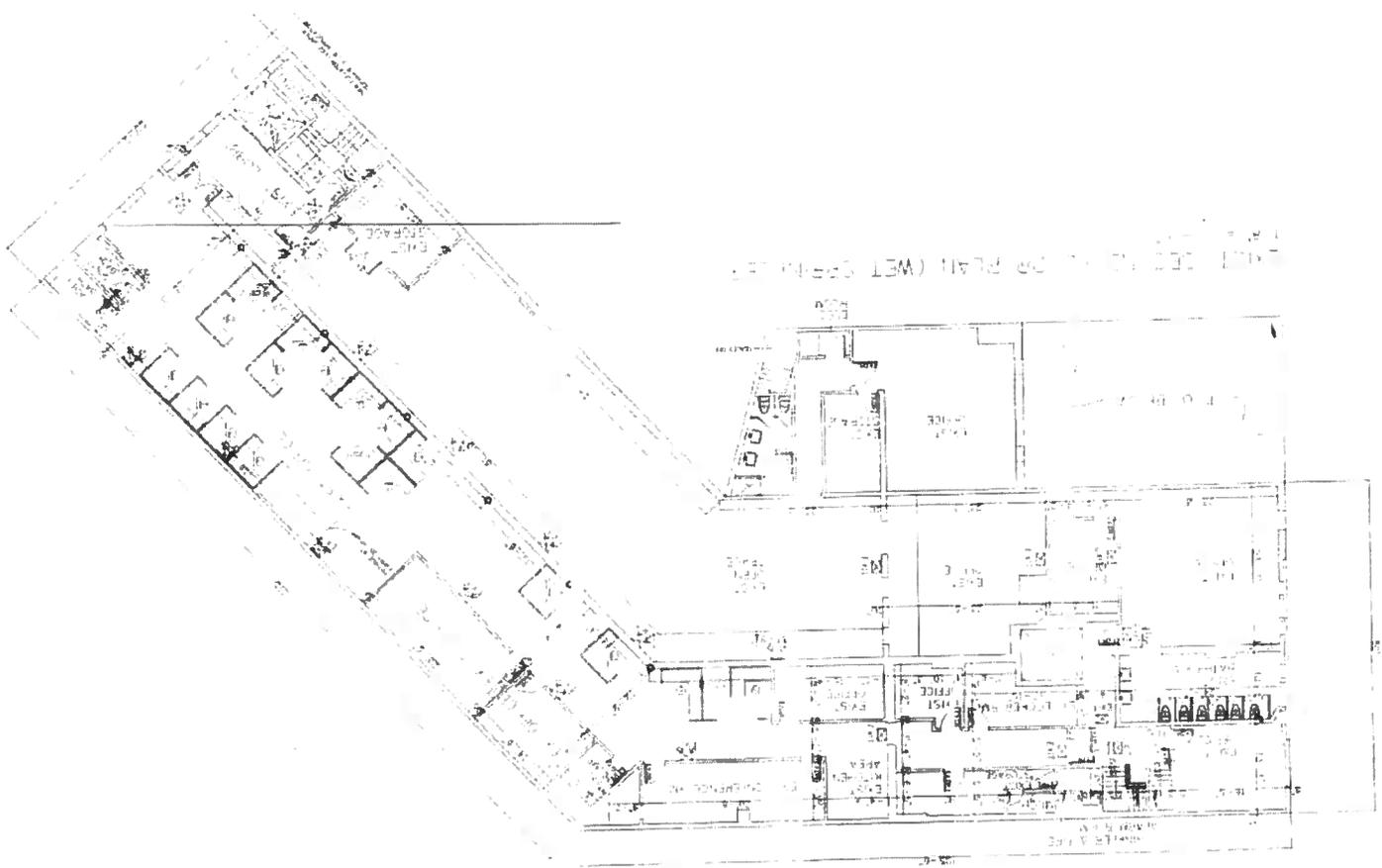
Sheet
Number
Title
Date
Author
Checked
By
Date

Ryan & Vocco Architects and Engineers
Designers and Builders
www.ArchitectureAndDesign.com
370 S. JIM APTS S LACEI TALEN VERN ANDR 10301
Tel: 712-561-4150 Fax: 712-576-8040

Project:
PROPOSED REDEVELOPMENT
103-105 WATER ST. S. BEACH ST
OWNER:
TAPPEN PARK ASSOC. INC

Scale:
1" = 12'-0"
Date:
1/2012

ALL DIMENSIONS ARE PER ARCHITECT'S RECORD DRAWINGS
CONFORMING TO THE 2012 IBC CODES



LEVEL 1000 - 1000 PLAN (WEST SIDE)

60:8
Sheet 4
Drawing
A3
Title: 1000 PLAN
Author: J. Vaccaro
Date: 1/15/10
Jan 11 10:58 AM

370 S. M
Apt. 5
S. LACU
TAMM
www.ArchitecturalDesign.com
Architects and Engineers
Designers and Builders
Tel: 713-514-1410
Fax: 713-514-5000
V.B.L. 4/08/10 10:30

PROJECT
PROPOSED REDEVELOPMENT
103-105 WATER ST. 30 BEACH ST
OWNER:
TAPPEN PARK ASSOC. INC.

1/15/10
10:30

