

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Elm Community Charter School		
Education Corp. Name:	Elm Community Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 24		
Opening Date:	8/1/2018		

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K - 1	100
Year 2	K - 2	175
Year 3	K - 3	250
Year 4	K - 4	325
Year 5	K - 5	400

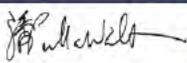
Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	School Empowerment Network
Partner Public Contact Info (Name, Phone):	Alex Shub, (347) 645-6067

Lead Applicant Contact Information			
First Lead Applicant Name:	Priscilla Walton		
Applicant is a:	<input checked="" type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Applicant Mailing Address:	[REDACTED]		
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]
		Email:	[REDACTED]

Second Lead Applicant Name:	NA		
Applicant is a:	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	
		Email:	

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)			
Name:	Priscilla Walton	Phone #:	(917) 699-4212
Email:	elmcharterschool@gmail.com		

Lead Applicant Signature	
Signature:	
Date:	03/12/2018

Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY:	Received By:	Date:
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Program Design

MISSION STATEMENT

Elm Community Charter School's mission is to cultivate student leaders with the character and capacity to form their own identity, seize any opportunity, and shape the world around them through integrated studies and collaborative learning.

KEY DESIGN ELEMENTS

Elm is founded upon 5 key design elements that drive our academic program and school culture:

Collaborative Learning: Elm believes that students learn best when they are challenged to discuss, debate, and form conclusions and opinions with others similar and different from themselves. Collaborative learning ultimately develops students' ability to think critically and creatively, while also building their social skills, confidence, and capability to articulate their ideas clearly. At Elm, our academic program highlights collaborative group work, with rubrics that hold teachers and students accountable to focusing on a group's collaborative learning process rather than solely the product.

Student-Led Integrated Studies: At Elm, we believe that students learn best when they are engaged in interdisciplinary studies and pushed to use higher order thinking skills, adapting their knowledge and understanding to conflicting perspectives and real-world scenarios. Our essential learning periods are our Integrated Studies blocks: Humanities and STEM. During these blocks, students design and conduct their own experiments and projects, explore divergent solutions and conclusions, and show their understanding of content through the development of their own evidence-based conclusions. When students take ownership over their education, it can yield a greater love for learning and academic success.

Data-Driven Small Group Learning: At Elm, we believe students learn best when instruction is tailored to their specific needs. Teachers will receive weekly training on data collection and analysis using standard-based grading and reading leveled assessments. Our schedule also creatively and strategically creates space for smaller class sizes including, splitting classes in half up to 2 hours a day and providing small group instruction up to 3 hours a day. Our staffing plan allows for a lead and associate teachers in every classroom, giving teachers the flexibility to implement a myriad of teaching options including parallel teaching, and co-teaching.

A Focus on Self-Exploration and Self-Awareness: We believe students learn best when they are self-aware, knowing what frustrates and motivates them in order to do their best throughout the day. At the foundation of successful collaborative learning must be social and emotional intelligence. Our schedule devotes considerable time guiding students through their emotions around failure, disagreements, and conflicts. The goal is to cultivate students' self-awareness so that they are able to articulate their feelings, preferences, and ideas with one another. The development of students' emotional intelligence will be nurtured through Yale's RULER program on Emotional Intelligence.

Creative Courses (Doing and Making to Think Differently): At Elm, we believe students learn best when they can make things with their hands and voices, experiencing topics through the arts. We aim to provide students with a well-rounded education through our Creative Courses, which consist of fine arts, chorus/vocal and music theory, woodwork/shop class, blocks, physical education and organized sports, and Spanish. Our schedule ensures that specials teachers are able to join collaborative planning meetings, as well as facilitate small groups of students who choose to present their knowledge through an arts project rather than an academic performance task

SCHEDULE

Proposed Number of School Days per Year:	183	Proposed Daily Beginning and Ending of School Day:	7:45AM - 3:30PM
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Additional Schedule Information (optional):

Elm Community Charter School ascribes to an inquiry-based model of teaching and learning, where students' genuine inquiries are the heart of every unit and lesson. Supporting our inquiry-based learning model is our mastery learning blocks and creative courses.

Inquiry-based Learning Blocks: We believe that all children learn best when they are given the tools to pursue essential questions and topics of interest, space to collaborate with diverse learners, and the necessary skills and strategies to access academic resources. Our inquiry blocks will consist of interdisciplinary topics and themes and will often follow a problem-based lesson structure. Lessons will begin with a problem, followed by activities that require students to apply skills and strategies to a solution (i.e. experiments, projects), and ends with whole-class discussion about possible solutions and conclusions.

Mastery Learning Blocks: During our mastery learning blocks, students will be explicitly taught strategies and skills, and given opportunities to practice them for mastery. Our mastery learning blocks will follow skills-based curriculum, direct instruction, and use quantitative standards-based assessments. A typical lesson structure will follow the "I do, We do, You do" progression. During independent work, teachers will be trained to provide differentiated instruction based on student data. Teachers will have the flexibility to provide a variety of instructional methods including small group pull-out, parallel teaching, co-teaching, or stations and centers.

Creative Courses: Our arts curriculum seeks to create well-rounded students through an excellent and diverse arts program, led by teachers with expertise in the related fields. At Elm, we will offer a set of extracurricular courses to provide Elm students with a holistic education that includes non-academic courses, as well as opportunities to learn and express content through traditionally non-academic methods. Offering a variety of courses will also provide students with various access points to rigorous content. All our creative courses teachers will be trained to create arts integrated studies curriculum aligned to Elm's Integrated Studies Course.

Elm's schedule also creates a longer school year and school day, with 183 days of school and a typical full day of school starting at 7:45am and ending at 3:30PM. This results in over 200 additional hours of instruction per year in comparison with Elm's potential neighboring schools in district 24.

Elm's Instructional Leadership Team (ILT) is committed to supporting teachers in their growth as high quality teachers, professional workers, and advocates for student achievement and growth. We believe that student success and achievement is inevitable when teachers are provided with an effective framework of support that is tied to clear and academically sound teaching standards. Teachers will receive a variety of supports including: 1:1 coaching and feedback, informal and formal evaluations, whole-school and grade-team professional development.

In addition, our quarterly full-day professional development days are strategically aligned to our data cycles, ensuring that our staff will have ample time to analyze data to drive their instruction and curricular decisions.

School Management

MANAGEMENT STRUCTURE

Elm will be an independent charter school, governed by our Board of Trustees, who are skilled in the following areas: education, teacher and leader development, organizational soundness, law, finance, and real estate. By Year 5, our leadership team will consist of the Principal, Director of Operations, Director of Finance, Director of STEM, Director of Humanities, and Director of Student Support and Data. Together, the leadership team will work together to ensure the academic, fiscal, and operational soundness of the school.

ROLE OF CMO OR PARTNER(S)

The proposed Principal, Priscilla Walton, was accepted into School Empowerment Network's (SEN) Charter Leader Fellowship for schools proposed to open in 2018. SEN is a nonprofit organization dedicated to helping underserved students gain access to top quality education by developing principals to open new charter schools. Through the Charter Leader Fellowship, SEN will provide our founding team with a high level of support over the course of three years. Their supports will include: guidance and support in regards to finance, operations, strategic planning, and board governance and development, as well as providing best practices and helpful resources in their network.

Facility

SCHOOL FACILITY PLANS

The founder and board of Elm Community Charter School are committed to finding a space in Elmhurst (CSD 24), which fits our unique school design. This includes the search for possible public facility space. Accordingly, we will inquire with the New York City Department of Education to see if there is an appropriate public facility in CSD 24 where Elm Community Charter School could co-locate. We will seek to co-locate in New York City Department of Education facilities so long as the space does not compromise our school model and programs. Our founders and Board are deeply committed to the community and will engage fully in the NYC DOE's public citing hearings and procedures.

In speaking with community stakeholders, it has been shared that it would be difficult identifying co-located DOE space due to the overcrowded schools in district 24. In the event that public facility space is not available, Elm Community Charter School will locate private space aligned to our academic program and student population. We have already begun this process with Civic Builders and Pillar Property Management, both of whom have already identified possible incubation spaces.

Chris Kong: Finance

Chris Kong is a Sales Executive at Hanweck, a leading provider in options data and analytics. He began his career at Metlife before spending a number of years with Moody's Analytics in various front office and sales roles. Chris graduated from Binghamton University where he studied Biology. In addition to his professional career, he is an active member at a local church in Elmhurst, Queens.

Debbie Thomas: Legal

Debbie Thomas is a Staff Attorney for the New York City Office of Administrative Trials and Hearings and serves as a faculty member for the Administrative Judicial Institute, training faculty and newly hired Hearing Officers in substantive areas of law. Prior to this, Debbie represented clients in immigration proceedings before the Department of Homeland Security's Bureau of Citizenship & Immigration Services, the Department of Labor, the Executive Office for Immigration Review, and various federal courts. She has also worked as a trial attorney for the New York City Administration for Children's Services, litigating child abuse and neglect cases in Manhattan Family Court. She earned her undergraduate degree in Government and Politics from St. John's University and her J.D. from Hofstra University School of Law.

Diane Kahng: Marketing + Finance

Diane Kahng is a Manager and Industry Marketing Lead at KPMG LLC within the firm's banking division. Prior to this role, she was an Associate at Aetos Capital, and previously worked as an Analyst at American Express. Ms. Kahng started her career in journalism and marketing at the Associated Press in New York City. She holds her Bachelor of Arts in English and History from Colgate University.

Michael Dorcelly: Community-Based Organization

Michael Dorcelly is a Community School Director at Frederick Douglass Academy II through a partnership with the Raising Educational Achievement Coalition of Harlem at Teachers College, Columbia University. In 2013, he served as a Leadership Trainer/Program Facilitator with the Leadership Program, Inc. Michael completed his undergraduate studies at William Paterson University, obtaining a bachelor's degree in English writing and interpersonal communication. He obtained his master's degree in comparative and international education from Teachers College, Columbia University.

A. Redd Sevilla: Community Liaison & Advocate

Since 2010, A. Redd Sevilla has served as the Executive Director of the New Life Community Development Corporation, a local non-profit that builds relationships with the immigrant population in Central Queens. He oversees 10 programs with a reach of over 30,000 people per year. He also serves as one of the Directors for Community Board 4 in the Elmhurst/Corona neighborhood where he resides. He has a bachelor's degree in civil engineering, a master's degree in structural engineering and 13 years experience in construction project management.

Karishma Desai: Educator

Karishma Desai is a doctoral candidate in the Department of Curriculum and Teaching at Teachers College, Columbia University. She has served as a teacher, instructional coach, staff developer, and consultant in elementary and middle school settings. Karishma has assisted in the design and development of school visions, frameworks of curriculum and culture, teacher professional development, including teacher coaching and evaluation, and family engagement.

Saffiyah Madraswala: School Design

Saffiyah Gonzales Madraswala is currently a Managing Director of DEI Capacity Building and is pursuing an MA in

Adult Learning and Leadership at Teachers College. She graduated with a degree in women’s studies from Barnard College, and taught middle school reading and special education in New Orleans through Teach For America (TFA). She then joined TFA-NY as a Manager of Teacher Leadership Development, where she coached nearly 100 teachers in schools across New York City, before moving into a role focused on staff-facing development around diversity, equity, and inclusiveness (DEI).

Brenda Frias: Education & Community Outreach

Brenda Frias directs two programs in the Washington Heights/Inwood area. She is a Younglife leader at Inwood Academy for Leadership, where she mentors high school students and organizes camping trips and activity clubs, and she directs the high school division of Pathways, a new, community-based mentorship program. For the last 3 years, she has run an afterschool program serving low-income families in the Elmhurst/Corona community, most coming from Latino immigrant households.

Prijo Thomas: Finance

Prijo Thomas is an Assistant Director of Finance at NYU Langone Medical Center within the School of Medicine. Prior to this role, he was an Analyst and then Associate at Goldman Sachs in Jersey City, NJ. He holds his Bachelor of Business Administration in Finance and Investments from Macaulay Honors College at Baruch College.

Lawrence Zhou: Real Estate

Lawrence Zhou is a Real Estate Analyst at Consolidated Edison Company of New York, Inc. Prior to this role, he worked as Property Manager of Hudson River Park Trust, a New York State public benefit corporation, where he managed a portfolio of twenty (20) commercial properties consisting of 2.5 million square feet of retail, office, warehouse, sports facilities, and parking garages. He serves as a Board Member of New Life Community Development Corporation, and is an active member of CB4 Queens’ Community Emergency Response Team. He holds a B.A. in Sociology from Union College, and earned a Certificate in Commercial Property Management from NYU’s Schack Institute of Real Estate. Lawrence resides in Elmhurst, Queens.

Other

R01ad – Community Need and Proposed School Impact

(a) Community Description and Need

Target Population

Elm Community Charter School intends to serve a student body representative of the diverse community of Elmhurst (CSD 24), which houses different types of learners, including significant populations of English Language Learners (23%), Students with Disabilities (18%), and economically disadvantaged students (71%).¹

Community Description

Elm Community Charter School proposes to be the first charter elementary school to serve the Elmhurst community, rich and diverse neighborhood in central Queens located in CSD 24. If approved, Elm would be the first charter elementary school in Community School District (CSD) 24, and one of only 9 public charter elementary schools in Queens. The founders of Elm believe that Elmhurst is the optimal community in which to build our school because of three main reasons: the neighborhood's diversity, the need to close achievement gaps amongst various student groups, and relieving the overcrowded schools.

Diversity

Elm Community Charter School believes that diversity is a foundational asset of a rich educational experience, and it is fundamental to our Core Values. Elmhurst is located in Queens “the most diverse large county in the nation” and also “the most diverse employment base among the four New York City boroughs outside of Manhattan.”² Public elementary schools within the Elmhurst community (including Q211, P.S. 007, P.S. 102, P.S. 110, P.S. 13, P.S. 14, P.S. 16, P.S. 19, P.S. 28, P.S. 89 and P.S. 307) report the following home language groups: Spanish, Chinese, Bengali, Urdu, Arabic, Korean, Punjabi, Russian, French, Albanian, Polish, and Haitian.³ We seek to assemble a student body that represents the true variety of racial, cultural, linguistic, and economic diversity of the Elmhurst community. By establishing itself in Elmhurst, Elm seeks to disrupt the increasing segregation of New York City public schools,⁴ in particular public charters, which have historically focused on low-income, minority students in communities that are already racially/linguistically segregated.⁵ Consistent with research suggesting that “exposure to...students who are different...and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving,”⁶ we believe that school integration leads

¹ <https://data.nysed.gov/enrollment.php?year=2016&instid=800000043407>

² <https://www.osc.state.ny.us/osdc/reports/rpt9-2014.pdf>

³ Compiled from the language groups listed NYC DOE Comprehensive Educational Plans of each public elementary school in District 24, e.g. http://schools.nyc.gov/documents/oaosi/cep/2015-16/cep_Q007.pdf

⁴ <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norflet-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf> p. iii

⁵ <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norflet-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf> p. 23

⁶ Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo

to higher educational outcomes – not just for historically disadvantaged groups, but for all students.⁷

Closing the Achievement Gap

Elm Community Charter School is committed to serving a student body representative of the Elmhurst community, with the goal of closing the achievement gaps that exist between different racial, socioeconomic, and differently abled groups. Despite the rich learning potential of District 24, significant historical achievement gaps still continue to grow. English Language Learners – who make up nearly one third of the students in the district – are performing at levels well below their peers (2% proficiency on 5th grade ELA state exams compared with 42%). Large disparities also exist between racial groups, with White students outperforming their Hispanic counterparts (61% vs. 33%) on 4th grade state measures of ELA proficiency, and Asian students excelling beyond their Black/African American classmates (66% vs. 32%). These disparities begin early and increase every year students are in school. For example, between third and fifth grade, a growth in math proficiency is seen amongst Asian students (67% to 73%), while Hispanic students remain stagnant (31% to 30%), and Blacks/African-Americans decrease (38% to 17%)⁸. Instead of the schools in Elmhurst exemplifying an equitable, diverse, and unified student body that excels together, the learning experiences and achievements of students who are marginalized based on race, language, and/or socioeconomics are only highlighted more starkly. Specific ethnic minority students are still finding themselves further behind, with students with disabilities and English Language Learners at a greater disadvantage than their more resourced peers.

Overcrowding

Elm seeks to alleviate the overcrowding issues that exist in CSD 24 schools by creating an extra set of kindergarten seats through small school model and a low teacher-student ratio (12:1). Schools in the Elmhurst/Corona neighborhoods, in particular, have a long history of being overcrowded. Elected officials, parents, and residents have confirmed this during our outreach events, information sessions, and meetings. Current InsideSchools analysis also asserts, “Overcrowding persists across the district despite the opening of several new schools in recent years.”⁹ A 2013 InsideSchools blog post explained that elementary schools in CSD 24 were so overcrowded three years ago that the district was one of the top-two “hardest hit” in New York City in terms of kindergarten enrollment, forcing schools to put students on waitlists.¹⁰ In 2013, Elm Tree Elementary was created as a district overflow school to address this specific problem, yet kindergarten waitlists still persist. The latest Kindergarten Admissions Zoned Waitlist data shows that CSD 24 had seven schools with waitlists in 2016, 5 of which were in Elmhurst.¹¹ Clearly, the Elmhurst community has a need of new elementary schools to serve all of its children.

⁷ Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo

⁸ <https://data.nysed.gov/>

⁹ <http://insideschools.org/districts/queens/district-24>

¹⁰ <http://insideschools.org/blog/item/1000626-k-waitlists-persist-2-overflow-schools-to-open?tmpl=component&print=1>

¹¹ http://static.ow.ly/docs/Zoned%20Waitlist%20Data_3.15.16_4vT8.pdf?platform=hootsuite

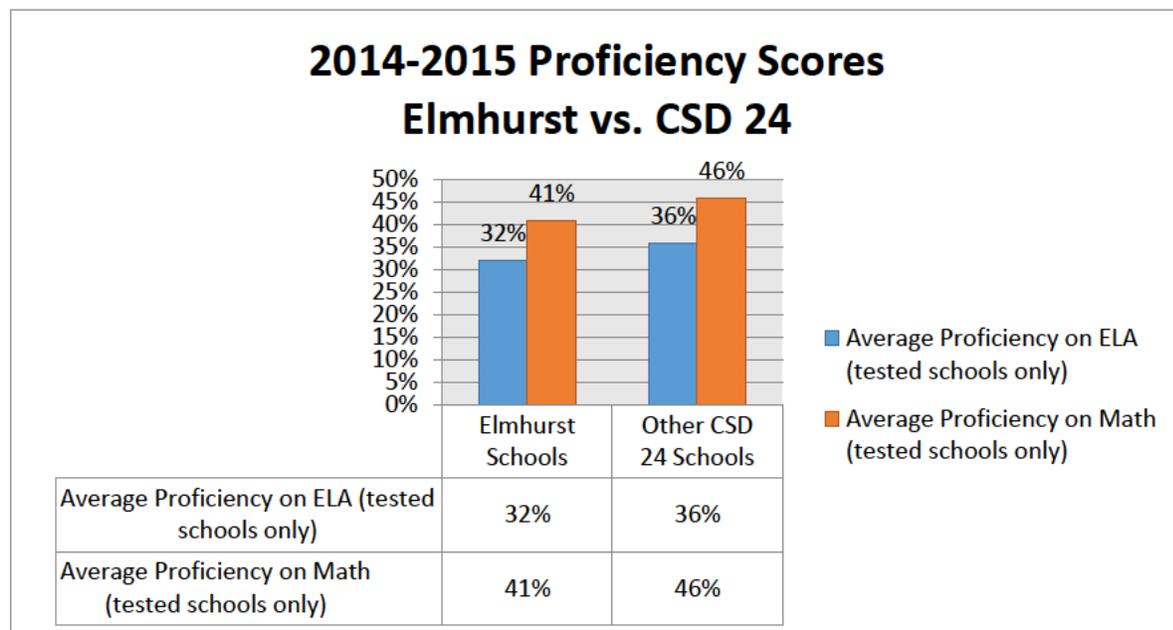
Community Description

Why Elmhurst?

Elm Community Charter School seeks to invest specifically in the Elmhurst community (within CSD 24) due to the low rates of academic achievement, particularly amongst English Language Learners and students who are identified as economically disadvantaged, both representing significant student populations.¹² School district 24 is a large district, encompassing several neighborhoods including Elmhurst, Corona, Ridgewood, Glendale, Middle Village, parts of Sunnyside, and parts of Woodside. Public transportation across District 24 is limited, making travel between neighborhoods challenging, which restricts school options for families. Students in Elmhurst need more options, because – compared to their neighbors in the same district – they lack equal access to high-quality elementary schools.

A statistical analysis of elementary schools within District 24 shows that there are large achievement gaps between racial, language, and economic groups at the current schools in CSD 24 and that – compared to the rest of the district – Elmhurst is underperforming in both ELA and math.

Figure 1: Proficiency Scores in Elmhurst versus Other Schools in CSD 24, 2014-2015¹³



As Figure 1 (compiled from official NY State and City Department of Education data) shows, compared to the other schools in CSD 24, schools in Elmhurst fared worse on math and ELA exams in 2014-2015. There are many possible reasons for this, but

¹² <https://data.nysed.gov/enrollment.php?year=2016&instid=800000043407>

¹³ Determined by compiling assessment data from every school in District 24 (from this database: <https://data.nysed.gov/lists.php?type=school>), using Google maps to determine which of the schools in District 24 are in Elmhurst, and finding average proficiency scores of those in Elmhurst v. those in the rest of the district

demographic differences between Elmhurst and the greater District 24 may provide some clues.

Historically, achievement gaps have been recorded between different racial groups, different economic groups, native English-speakers and ELLs. On average across the country, Asian students outperform white students,¹⁴ and white non-Hispanic students outperform black students, Hispanic students, and Native Americans.¹⁵ Wealthier students outperform economically disadvantaged students, and native English-speakers outperform ELLs.¹⁶ Importantly, these averages obscure nuances which have important implications for our work. For instance, in a school with a high population of immigrant families, there may be many students that do not officially qualify as English Language learners, but who are nonetheless non-native speakers of English, and who must overcome extra obstacles in order to demonstrate proficiency on assessments. Additionally, intersectionality between different identity indicators can lead to aberrations in expected outcomes. For example, although Asian students nationally perform very well academically, “many newly immigrated [Asian/Pacific Islander] students are English Language Learners (ELLs) who live in poor and linguistically isolated households and communities and...defy the “model minority” stereotype of Asian Americans. In fact, Pacific Islander and Southeast Asian Americans who are 25 years or older are among the least likely to have finished high school in the nation.”¹⁷

Observe Figure 2 below, which shows that schools in Elmhurst – which performed at lower proficiency on both math and ELA than other schools in CSD 24 – have higher percentages of the aforementioned at-risk populations, including ELLs, economically disadvantaged groups, Hispanic/Latino populations, black students, and American Indian/Alaskan Native populations. They also have larger Asian populations, but – considering that many of these students are from low-income, linguistically isolated families – they, too, may fall into an at-risk category. Notably, Elmhurst schools have a significantly lower percentage of white students than other schools in the district.

*Figure 2: Elmhurst School Demographics versus School Demographics in the Rest of CSD 24*¹⁸

¹⁴ <http://www.latimes.com/science/sciencenow/la-sci-sn-why-do-asian-american-students-perform-better-than-whites-20140505-story.html>

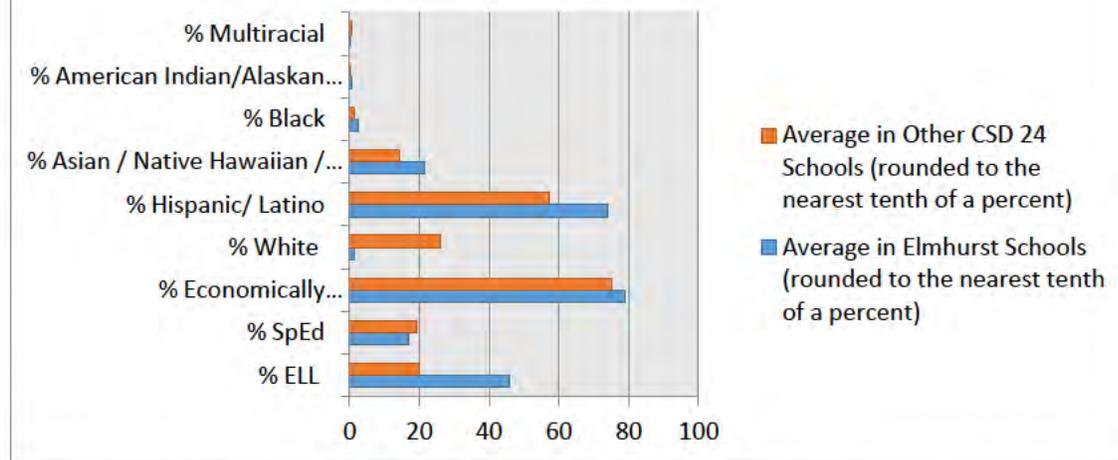
¹⁵ <http://www.edweek.org/ew/issues/achievement-gap/>

¹⁶ <http://www.nea.org/home/20380.htm>

¹⁷ http://www.nea.org/assets/docs/HE/mf_apifocus08.pdf p 2.

¹⁸ Data compiled from school profiles on data.nysed.gov, for each school in District 24. We calculated the averages of racial demographics in schools located in Elmhurst versus schools in the rest of District 24.

Breakdown of Demographics in Elmhurst vs. CSD 24



Similar patterns (see Figure 3 below) can be seen across the district when we compare schools that are performing below the district average, to those that are performing at or above it. Underperforming schools have a few things in common: considerably higher numbers (between 5-10 percentage points) of ELLs, Economically disadvantaged students, and Hispanic/Latino students, higher percentages of black students, and staggeringly lower percentages of white and Asian students (less than half as many as at average or above-average schools).

Figure 3: Demographics in Schools that Perform Below, or At/Above Average on ELA and Math Assessments

	ELA		Math	
	Average in Schools that perform below District Average (33%)	Average in Schools at or above District Average (33%)	Average in Schools below District Average (40%)	Average in Schools at or above District Average (40%)
% ELL	29	19	31	18
% SpEd	20	16	20	17
% Economically Disadvantaged	82	68	78	72
% White	12.3	27.5	12.7	26.2
% Hispanic/ Latino	78.9	42.2	76.1	46.6
% Asian / Native Hawaiian / Pacific Islander	6.4	27.6	8.6	24.6
% Black	2	1.8	2	1.7
% American Indian/Alaskan Native	0.1	0.4	0.1	0.4
Multiracial	0.2	0.4	0.2	0.4

The same patterns appear when we compare the percentages of these subgroups at

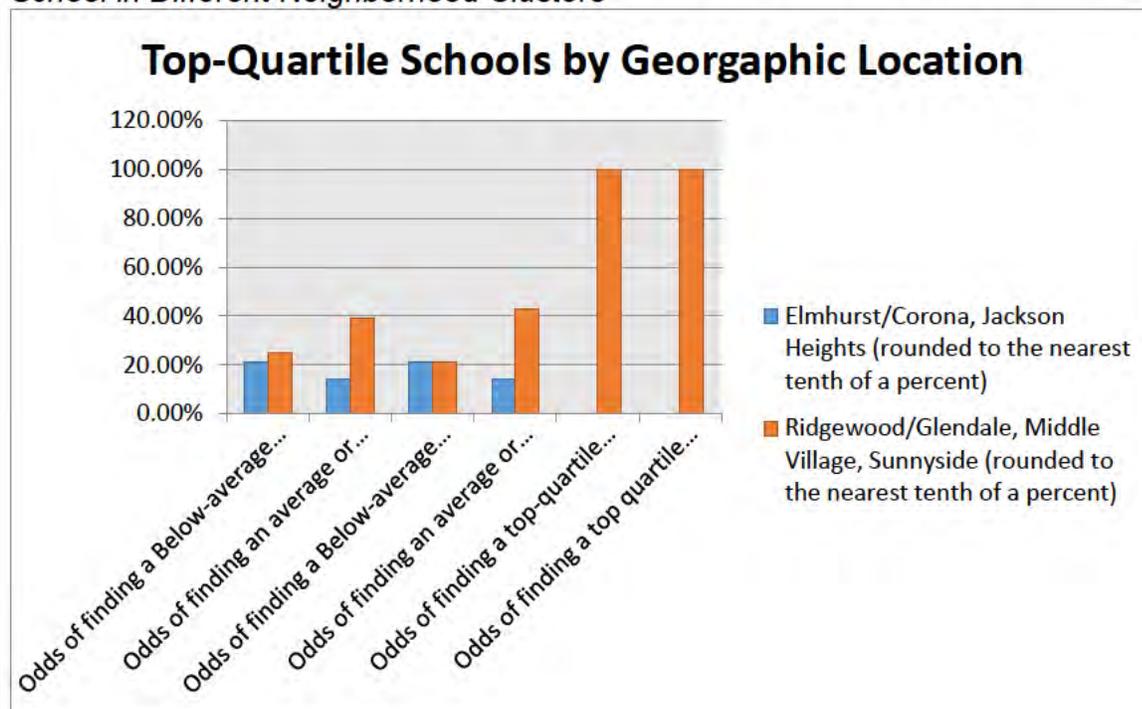
schools that perform in CSD 24's top quartile on Math and ELA exams, to those that fall below the 75th percentile (See Figure 4). The most successful schools in District 24 have dramatically lower percentages (differences of over 20 percentage points) of ELLs and Hispanic/Latino Students, considerably lower percentages (more than ten percentage points) of economically disadvantaged students, fewer black students, and fewer SpED students. They have staggeringly higher percentages of white students (over three times as many), and considerably higher (between 5-10 percentage points) proportions of Asian students.

Figure 4: Demographics of CSD 24's Top Quartile Performers on ELA and Math to the Lower 75%

	ELA		Math	
	Top Quartile ELA	Lower 75% ELA	Top Quartile Math	Lower 75% Math
% ELL	7	34	9	33
% SpEd	16	19	15	19
% Economically Disadvantaged	62	80	67	79
% White	43.6	11.2	38.8	12.6
% Hispanic/ Latino	34	70.6	36.8	69.9
% Black	1.4	2	1.3	2.1

Combined, these statistics point to the conclusion that significant achievement gaps exist between racial, economic, and language groups in District 24.

Figure 5: Chances of Finding a Below Average, At/Above Average, or Top-Quartile School in Different Neighborhood Clusters



Achievement gaps seem to correlate to specific geographic regions. Table 5 shows that students clustered in the North-Central and Northeastern section of the district (Elmhurst/Corona and Jackson Heights) have far fewer opportunities to attend a high-performing school than students in the more southern and western parts of the district (Ridgewood/Glendale, Middle Village and Sunnyside). Per the 2014-15 data, students in the Elmhurst/Corona and Jackson Heights neighborhoods only had access to a small sampling of quality elementary schools (14.3% At/Above Average School) compared to their district neighbors (Ridgewood/Glendale, Middle Village and Sunnyside) with a greater choice of quality instruction (ELA: 39.3%; Math: 42.9%). More disturbingly, students in Elmhurst/Corona and Jackson Heights had a 0% chance of finding a Top-Quartile school, since the highest achieving schools in both Math and ELA were all geographically clustered in the Ridgewood/Glendale, Middle Village and Sunnyside neighborhoods. The families in Elmhurst deserve better options, and Elm Charter School proposes to provide them that by establishing a dynamic and rigorous academic program in their community.

Despite District 24's overall status as well-performing, it is clear that there are a community of students whose needs are not being met, specifically those within Elmhurst. Children in Elmhurst need an instructional model that ensures everyone, no matter their learning style, language status, or race receives a rich, supportive, and academically demanding education. At Elm Charter School, we believe we can close these achievement gaps using a model that leverages the diversity of our scholars while also recognizing the specific needs and obstacles of particular groups of students. The goal at Elm is to achieve authentic, ongoing integration of diverse student perspectives, assets and ideas to enhance the learning and understanding of all students.

(b) Programmatic Impact

As aforementioned, Elm Community Charter School would be the first elementary charter school to open in district 24, offering another option for parents seeking high quality education and small class sizes. During many of our outreach events, parents have expressed their wish to have greater school choice, and Elm would provide an additional public option for them. Many parents end up sending their children to private and private catholic schools in the neighborhood. Private school options for Elmhurst parents, however, are limited. In CSD 24, 26 of the total 72 elementary school options are private schools, 12 of which are located in the Elmhurst/Corona neighborhoods. Elmhurst presently only houses 3 district schools. Twenty-five percent of those private institutions have screened enrollment, specifying a preference for students from a particular background or disability.

Elm will provide a significant improvement to the educational options to CSD 24 families, particularly in the Elmhurst area. Our school design and academic program will have unique elements, different from the existing elementary schools including: a focus on interdisciplinary studies, smaller class sizes, and daily targeted small group instruction, particularly beneficial for struggling, ELL, and SpEd students. Analysis of Figure 6 (below) clearly shows that Elmhurst is different from the remaining district, with a significantly higher ELL population (Elmhurst: 45% vs. Glendale: 13%). This

geographic distinction carries over in ELA and Math proficiency as well, with Elmhurst behind neighborhoods like Glendale (29% vs. 48% math proficiency). Figure 6 also explicates the low proficiency rates in Math and ELA state exams in district 24 schools. Our academic program is founded upon inquiry-based learning and mastery learning, both necessary in ensuring students receive high quality education that encompasses learning aligned to NY State's adopted Common Core Learning Standards.

Figure 6: All public elementary school options for CSD 24 (data from 2015 – 2016)¹⁹

Name	Grades Served	% ELL	% SPED	% Prof ELA	% Prof Math
Elmhurst/Corona					
P.S. 19 Marino Jeantet	K-5	61%	21%	25%	34%
Pioneer Academy	K-5	36%	19%	22%	32%
P.S. 28 The Thomas Emanuel Early Childhood Center	PK-2	62%	21%	-	-
P.S. 14 Fairview	K-5	27%	16%	21%	28%
Elm Tree Elementary School	K-2	68%	15%	-	-
P.S. 102 Bayview	PK-8	14%	14%	45%	49%
P.S. 110	K-3	49%	18%	-	-
P.S. 13 Clement C. Moore	K-5	35%	13%	35%	44%
P.S. 89 Elmhurst	K-5	41%	16%	39%	45%
P.S. 007 Louis F. Simeone	K-3	61%	14%	33%	51%
P.S. 16 The Nancy Debeneditis School	K-5	44%	17%	25%	38%
Glendale/Ridgewood/Middle Village					
P.S. 91 Richard Arkwright	PK-5	8%	24%	29%	37%
P.S./I.S. 87 Middle Village	PK-8	6%	30%	36%	36%
P.S. 49 Dorothy Bonawit Kole	K-8	6%	16%	50%	54%
P.S. 239	PK-5	30%	24%	20%	27%
A.C.E. Geraldine Ferraro Campus	PK-5	8%	14%	51%	64%
Learners and Leaders	PK-4	26%	23%	31%	50%
P.S. 88 Seneca	PK-5	21%	18%	30%	39%
P.S. 81 Jean Paul Richter	PK-5	19%	29%	23%	41%
I.S. 119 The Glendale	K-4,6-8	4%	12%	57%	57%
P.S. 71 Forest	PK-5	14%	17%	29%	48%
P.S./I.S. 113 Anthony J. Pranzo	K-8	3%	14%	47%	58%
P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary School	K-8	4%	13%	57%	59%
P.S. 68 Cambridge	PK-5	21%	18%	25%	32%
P.S. 229 Emanuel Kaplan	PK-5	8%	21%	51%	60%
P.S. 58 - The School of Heroes	PK-6	13%	19%	48%	52%
P.S. 153 Maspeth Elem	PK-6	9%	17%	45%	56%
Sunnyside/Woodside					
P.S. 199	PK-5	40%	17%	34%	39%
The Children's Lab School	PK-1	60%	27%	-	-
P.S. 12 James B. Colgate	K-5	29%	12%	44%	62%
Jackson Heights					

¹⁹ Schools list from: <http://schools.nyc.gov/NR/rdonlyres/AEE073B6-71CE-429B-9CC0-BB81D59F0770/0/2016NYCKindergartenDirectoryQueensENGLISH.pdf> page 20, %ELL and % SPED, and proficiency data from dataset.nysed.gov (2015 scores)

P.S. 143 Louis Armstrong	K-5	44%	17%	11%	24%
P.S. 330	K-5	29%	19%	19%	31%

Academically, we will provide targeted programming to help students overcome historic achievement gaps. We know that it is not enough to simply double down on ELA and Math instruction to improve overall outcomes for students. Rather than simply drilling to prepare for state tests, Elm will providing academic experiences that focus on critical thinking, experiential learning, cross-curricular applications and excellent arts education. Beyond this, we will implement character education programs and student discipline policies to promote students' dignity, collaboration and leadership skills.

We are confident that obstacles hindering students can be addressed through our model as well. One of our key design elements: Data-Driven Small Group Learning, essentially lowers class sizes (as low as 8-12 students for 2-hours a day) during key literacy and math blocks, and provides low teacher-student ratios (average of 13:1) for the remainder of the day. Figure 6, which encompasses all district schools located in CSD 24, elucidates larger class sizes in CSD 24, with typical class sizes ranging between 19 and 33. In Elmhurst, the class sizes are higher than other neighborhoods with an average of 27. Opening Elm Community Charter School not only opens an additional set of much needed seats for Kindergarteners, but it may also alleviate the already overcrowded district school classes.

Figure 7: List of all district 24 public elementary schools by neighborhood and class size.²⁰

Name	Grades Served	Average Class Size
Elmhurst/Corona		
P.S. 19 Marino Jeantet	K-5	26
Pioneer Academy	K-5	28
P.S. 28 The Thomas Emanuel Early Childhood Center	PK-2	29
P.S. 14 Fairview	K-5	27
Elm Tree Elementary School (Elmhurst)	K-2	23
P.S. 102 Bayview	PK-8	28
P.S. 110	K-3	22
P.S. 13 Clement C. Moore (Elmhurst)	K-5	29
P.S. 89 Elmhurst (Elmhurst)	K-5	33
P.S. 16 The Nancy Debenedittis School	K-5	26

²⁰ Compiled from school report cards aggregated from data.nysed/reportcard

P.S. 007 Louis F. Simeone	K-3	27
Glendale/Ridgewood/Middle Village		
P.S. 91 Richard Arkwright	PK-5	28
P.S./I.S. 87 Middle Village	PK-8	19
P.S. 49 Dorothy Bonawit Kole	K-8	29
P.S. 239	PK-5	20
A.C.E. Geraldine Ferraro Campus	PK-5	23
Learners and Leaders	PK-4	23
P.S. 88 Seneca	PK-5	28
P.S. 81 Jean Paul Richter	PK-5	28
I.S. 119 The Glendale	K-4,6-8	26
P.S. 71 Forest	PK-5	26
P.S./I.S. 113 Anthony J. Pranzo	K-8	28
P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary School	K-8	28
P.S. 68 Cambridge	PK-5	29
P.S. 229 Emanuel Kaplan	PK-5	29
P.S. 58 - The School of Heroes	PK-6	29
P.S. 153 Maspeth Elem	PK-6	25
Sunnyside/Woodside		
P.S. 199	PK-5	22
The Children's Lab School	PK-1	Not Listed
P.S. 12 James B. Colgate	K-5	28
Jackson Heights		
P.S. 143 Louis Armstrong	K-5	27
P.S. 330	K-5	30

We do not anticipate that the opening of Elm Community Charter School will have a large impact on the number of students enrolled at other CSD 24 elementary schools, given the overcrowded issues and kindergarten waitlists. The demographic data for

CSD 24 and the discussions with parents and local leaders of community-based organizations suggest that families are looking for school choice. Based on large waitlists and success of district 24 and 30 charter schools, Elm anticipates that we will be able to retain students who would otherwise attend private or private catholic schools.

Finally, Elm Community Charter School is committed to building relationships within the local community, including cultivating relationships with neighboring schools. Elm will reach out with local schools to collaborate on professional development and share best teaching practices for at-risk youth and their families. We will focus particularly on transferrable practices such as data analysis and management, culturally-responsive teaching and discipline, and family outreach. We hope that, through collaboration with existing local schools, we can reverse some of the statistical trends we have found, indicating that a large number of students in this neighborhood are underserved. It is our hope that, through such collaboration, we can begin to close achievement gaps and support students not just in our school, but within the greater Elmhurst community. Founder Priscilla Walton has already begun building relationships through communication with CEC D24, PTA Presidents in D24 (detailed in R-15abd), and charter schools in D24 and D30 (Central Queens Academy Charter School, Forte Preparatory Academy, Academy of the City Charter School).

(c) Fiscal Impact

Elm Charter School will have an insignificant fiscal impact on the NYC School District. By Year 5, Elm intends to enroll 400 students, providing \$5,610,800 in per-pupil funding. This allocation is a negligible portion of the NYC School District's total budget as reported for the 2016-2017 school year:

Figure 9: Elm Charter School's proposed budget in accordance to 2016-2017 basic tuition costs.

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	100	14,027	1,402,700	-	1,402,700	23,100,000,000	0.006%

Year 2 (2019-20)	175	14,027	2,454,725	-	2,454,725	23,100,000,000	0.011%
Year 3 (2020-21)	250	14,027	3,506,750	-	3,506,750	23,100,000,000	0.015%
Year 4 (2021-22)	325	14,027	4,558,775	-	4,558,775	23,100,000,000	0.020%
Year 5 (2022-23)	400	14,027	5,610,800	-	5,610,800	23,100,000,000	0.024%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	According to the NYC DOE official website, for the school year of 2016-17, the Department of Education's proposed total budget is \$29.6 billion, and the proposed operating budget is \$23.1 billion (schools.nyc.gov)
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R-02ac – Addressing the Need

(a) Mission

As a school seeking to invest in District 24 long-term, our vision is to see every child in Elmhurst discover their passions, talents, and power to enrich their community. We believe that in order to truly invest in this community's growth and development, we must aim high, committing to reaching every child that walks through our doors.

Thus, our mission is to cultivate student leaders with the character and capacity to form their own identity, seize any opportunity, and shape the world around them through integrated studies and collaborative learning.

Our goal is to provide a rigorous and holistic academic program that will enable our students to choose a middle-school program of their choice.

(b) Key Design Elements

Collaborative Learning

An article by David Nurenberg studied multiple articles on collaborative learning and heterogeneous grouping, and clearly shows a correlation between collaborative learning and increased academic success for both general and at-risk student populations, including English Language Learners (ELLs) and students with special needs.¹ Participation in regular discussion, group work, and collaborative projects enriches students' educational experiences, as they are required to learn from one another, debate ideas, make connections between different perspectives, and form cohesive conclusions. Groups will regularly be divided heterogeneously to ensure that discourse is inclusive, rich, and divergent solutions and conclusions are drawn. Additionally, in all lesson plans, greater time and planning will be invested into whole-group and small-group discussions and discourses. Each module within every subject will feature at least two significant group projects. During weekly professional development, teachers will be trained in facilitating effective student collaboration using frameworks such as Socratic seminar. During Socratic seminar, student-leaders will learn how to guide their classmates to a unified conclusion through listening, questioning, supporting with evidence, and group note taking. Rubrics will be used to develop and hold students accountable to being participants or facilitators in group discussions. These rubrics require teachers to focus more on a group's collaborative learning process, rather than the product. It focuses on each student's unique contributions, rather than behavioral compliance and repetitive thinking. Teachers will analyze group work with guiding questions such as: "Does the scholar ask questions when s/he is confused?" "Does the scholar rebut using evidence that says otherwise?" "Does s/he adjust his/her own

¹ Nurenberg, D. (2016). Honoring all learners: the case for embedded honors in heterogeneous English language arts classrooms. *English Education*: p.63-98.

understanding when new information is presented?” These questions push teachers to notice students’ use of “right and wrong answers” to students’ use of critical thinking skills. It ensures that behavior such as students copying one another, monologues, and singular thinking is avoided.

Student-Led Integrated Studies

Research has shown that students engaged in interdisciplinary studies are pushed to use higher order thinking skills, adapting their knowledge and understanding to conflicting perspectives and real-world scenarios.² According to Professor of Humanities Julie Thompson, students exposed to this type of learning seek answers and problems “as workers, parents, and citizens...not [what is] ‘in the book.’” Moving beyond what is simply “in the book” helps us shape real-world thinkers and learners. Thus, our essential learning periods are our Integrated Studies blocks: Humanities and STEM. During these blocks, students design and conduct their own experiments and projects. When students take ownership over their education, it can yield a greater love for learning and academic success. Long-time educator, Susan Kempton asserts that it is the job of the teacher to help students “direct their own learning” through relevant content. “In other words,” Kempton states, “context empowers learning.”³ For example, in Kindergarten Humanities, students will discover ideas such as friendship and fairness by analyzing the history between the Queen’s Mespat Indians and Dutch immigrants. After defining true friendship, students will initiate projects that encourage friendship in their class, school, or local community. In First Grade STEM, students will be led to Kissena Park, where they may have the following inquiries: Where have all the animals gone? Are Elmhurst’s playgrounds clean enough for kids to play in? Students will then design and conduct their own experiments in smaller groups that occur twice a week. At the end of every Humanities and STEM Module, there will be a self-initiated student project in the form of a performance task or experiment called a Design Challenge. The performance tasks and design challenges assess students’ ability to independently apply the skills and strategies they learned and create a project or experiment that shows their understanding of the content and their own conclusions. Students will be encouraged to explore divergent solutions and conclusions to sub-topics of interest.

Data-Driven Small Group Learning

Elm students will receive up to three hours of targeted small group instruction daily. One of these hours will be Guided Reading, where students are strategically broken into same leveled reading groups of approximately 8 students. Teachers will use Fountas & Pinnell and Scholastic Guided Reading programs to focus on specific reading skills and strategies needed to progress to the next level. Students will have several opportunities for smaller group

² Klein, Julie T. (2005). Integrative learning and interdisciplinary studies. Wayne State University

³ P. McInerney et al. (2011). ‘Coming to a place near you?’ the politics and possibilities of a critical pedagogy of place-based education. Asia-Pacific Journal of Teacher Education.

learning. For example, during Writing Workshop, classes will be split in half, with one group attending a Specials class and the other mastering writing skills. This split-class of approximately 14 students will also have a lead and associate teacher present, which then allows for a myriad of teaching options based on student need. Student's individual needs will be based on quarterly and unit assessments (i.e. On-Demand Writing assessments), or data collected weekly through classwork. The former benchmark data and latter diagnostic data allows for teachers to provide targeted instruction and monitor growth between benchmarks. Within this reduced size, co-teachers may decide to lead small group instruction, parallel teach, co-teach, or have students work in stations. Finally, while half the class is in Library/IT, the other half is strategically pulled for reading intervention using Fountas and Pinnell's Leveled Literacy Intervention. This time is reserved for the lowest readers, particularly students with special needs and English Language Learners, who need additional support in building their reading skills and comprehension. Students with the greatest needs will be identified through a combination of quarterly assessments (e.g. Fountas and Pinnell Reading Records) and weekly diagnostic assessments (i.e. Light Sail Reading Program). Additionally, since every learning block follows the format 15 minutes "teaching" and 30 minutes "doing and learning," there are several opportunities throughout the day for teachers to strategically pull data-driven small groups including: Math Workshop, Cognitive Guided Instruction, and Reading Workshop.

A Focus on Self-Exploration and Self-Awareness

At the foundation of successful collaborative learning must be social and emotional intelligence. Since our school day devotes significant time to collaborative learning and self-initiated projects, we will also need considerable time guiding students through their emotions around failure, disagreements, and conflicts. The goal is to cultivate students' self-awareness so that they are able to articulate their feelings, preferences, and ideas with one another. The development of students' emotional intelligence will be nurtured through Yale's RULER program on Emotional Intelligence. Starting in Kindergarten, students will use the mood meter⁴ to identify changing emotions throughout the day, noticing when they tend to be relaxed or irritable. Knowing their own emotional cycle will allow them to proactively care for themselves, ultimately benefitting the community. We believe equipping students with skills such as emotional intelligence, while also establishing clear expectations and boundaries through restorative justice practices, will build a truly unified school community. During weekly community circle gatherings, students will engage in how rules help a community thrive and engage in dialogue around personal and shared values. We hold equally the restoration of individual's dignity, relationships, and community, and the well-being of the community at large, while simultaneously ensuring that we are creating a safe environment. Behaviors that put students and staff at risk will not be compromised. At Elm, we will instill a clear tiered

⁴ Yale Center for Emotional Intelligence (2017). RULER phase 1: The anchors of emotional intelligence. *RULER*.

discipline system that supports students in understanding their role and impact in the community, and how to make good decisions when conflict arises again.

Creative Courses: Doing and Making to Think Differently

At Elm, we cannot claim to truly value diversity if we do not include the arts and other kinesthetic courses into our school model. There is a growing body of research that explicates the positive correlation between arts integration and academic success. In a research study conducted by professors from researchers under the University of New Mexico, “students from all achievement levels displayed significant increases in their ability to analytically assess their own learning following arts integrated units. No such gains associated with traditional instructional experiences.”⁵ We aim to provide students with a well-rounded education through our Creative Courses, which consist of fine arts, chorus/vocal and music theory, woodwork/shop class, blocks, physical education and organized sports, and Spanish. In these courses, there will always be an integration of history, as well as connections to the thematic units in our Integrated Studies blocks. Students will discover multiple perspectives on a topic through the lens of music and art. For example, during the Humanities unit on Mespát Indians, students might learn about the relationship between the Mespát Indians and Dutch immigrants through paintings or better observe animals that have remained or fled from the city by listening to the “music” you may hear at night. Our schedule ensures that specials teachers are able to join collaborative planning meetings, as well as facilitate small groups of students who choose to present their knowledge through an arts project rather than an academic performance task.

(c) 5% Districts

Elm Charter School will be of significant educational benefit for the students and families in CSD 24. We believe our school will specifically benefit the students in the Elmhurst/Corona community for the following reasons:

Improve Student Achievement through Rigorous and Holistic Academics:

Our holistic approach to education focuses on developing student leaders to have high academic and social capacity. This is done through our unique interdisciplinary curriculum, a balance of performance-based tasks and mastery assessments, and social emotional literacy. During our community outreach, many parents expressed a need for more school choice due to the overemphasis on test preparation and results as the dominant form of teaching, learning, and assessing in current district schools. Our interdisciplinary curriculum (as mentioned in section R-05) will challenge students to practice higher order thinking skills and make connections across all subject areas. Our assessment system (detailed in section R-05) weighs both traditional and progressive

⁵ DeMoss, K. & Morris T. (n.d.). How arts integration supports student learning: students shed light on the connection. University of New Mexico.

measures of achievement equally. The performance-based tasks ensure that teachers are teaching and assessing students holistically, focusing on both students' growth and process of learning, as well as the end product. Our social emotional program (described in R-09) invests in the development of students' resilience, work ethic, and self-awareness foundational to academic success.

Learning Opportunities for ALL Learners: Given the diverse student population in district 24, Elm Charter School has meticulously crafted curriculum, schedule, instruction, and assessments that will both leverage the wealth of knowledge from our students, and tailor instruction to the various students' needs. Our integration of the arts and specials courses will allow students to process and present content in traditional and alternative ways. The need for intervention for our struggling students, particularly for our Emergent Bilinguals (EBLs) and Students with Disabilities (SWBs), will be addressed through our thoughtful use of heterogeneous and homogeneous groupings (described in R-07). Elm will provide an education that provides multiple opportunities for students to take initiative over projects they care about (detailed in section R-05).

Effective Teacher Collaboration and Development: Elm teachers have the great task of meeting every Elm student's needs. In order to provide quality instruction and meet our student achievement goals (detailed in R-02d), collaboration amongst staff and effective professional development will be essential. Teachers at Elm will have at least two 1-hour prep periods to collaborate within grade teams and subject-specific content, or across interdisciplinary content and the arts. Instructional leaders will be responsible for supporting teachers during planning and data analysis meetings, providing professional development specific to grades and content, and 1:1 coaching at minimum on a biweekly basis (detailed in R-08). In addition to weekly professional development, best teaching practices will be shared amongst teachers through peer observations and review. Our collaboration and professional development will extend beyond the four walls of our building through our community partnerships with organizations such as NY Hall of Science and NY Parks and Rec (described in R-14).

R-02d – Draft Accountability Plan

Academic Goals

Goal I: English Language Arts

Goal: All students will be proficient readers and writers in English Language Arts

Absolute Measures

- Each year, 75% of all tested students (grades 3-5) who are enrolled in at least their second year will perform at proficiency on the New York State English Language Arts Exam.
- Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 90% of students grade 2 and higher, who are enrolled in at least their third year, will score at or above grade-appropriate reading level based on Fountas & Pinnell Benchmark Assessment System.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in grade 3 and higher and performing at or above Level 3 on the state English Language Arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the percent of all tested students who are enrolled in grade 3 and higher, identified as ELL and/or SWD, and performing at or above Level 3 on the state English Language Arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least an Effect Size of 0.3 (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- For years two through five of the proposed charter, grade-level cohorts of the same students will reduce the gap between the percentage at or above Level 3 on the previous year's NY State ELA Exam and 75 percent at or above Level 3 on the current year's ELA exam.
- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4- 8 will be above the state's unadjusted median growth percentile.
- Each year, the percentage points gap between student groups with significant discrepancies on the NY State ELA Exam will decrease.
- Each year, 100% of K-5 students identified as Students with Disabilities (SWD) or English Language Learners (ELL) will grow at least 2 reading levels within an academic year in accordance to the Fountas & Pinnell

Benchmark Assessment System.

Goal II: Mathematics

Goal: Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 75% of all tested students (grades 3-5) who are enrolled in at least their second year will perform at proficiency on the New York State Math Exam.
- Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 90% of students grades 2 and higher, who are enrolled in at least their second year, will score at or above 80% on in-house Math Interim Assessments.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in grade 3 and higher and performing at or above Level 3 on the state Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the percent of all tested students who are enrolled in grade 3 and higher, identified as ELL and/or SWD, and performing at or above Level 3 on the state Math exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state Math exam by at least an Effect Size of 0.3 (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

- For years two through five of the proposed charter, grade-level cohorts of the same students will reduce the gap between the percentage at or above Level 3 on the previous year's NY State Math Exam and 75 percent at or above Level 3 on the current year's Math exam.
- 100% of students who are enrolled in at least their second year will perform at proficiency on an in-house number sense math assessment developed from the Cognitive Guided Instruction Curriculum.
- Each year, the percentage points gap between student groups with significant discrepancies on the NY State Math Exam will decrease.
- Each year, 100% of K-5 students identified as Students with Disabilities (SWD) or English Language Learners (ELL) will grow in math proficiency on in-house Math Interim Assessments.

Goal III: Science

Goal: Students will demonstrate competency in the understanding and application of the scientific method to design, conduct, and analyze experiments, and represent conclusions.

Absolute Measures

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the NY State Science Exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district.

Growth Measures

- *Not Applicable*

Goal IV: Social Studies

Not applicable

Goal V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measures

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good standing" each year: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

Goal VI: Graduation

Not applicable

Goal VII: College Preparation

Not Applicable

Organizational and Non-Academic Goals
Social emotional

Goal VIII: Core Values

Goal: Students will demonstrate an understanding and application of the core values: community, identity, and creativity.

Absolute Measures

- Data drawn from the school-wide behavior tracking system will indicate that 90% of scholars have demonstrated proficiency in 3/3 of the values

Growth Measures

- 100% of students will indicate growth in 1/3 of the values as measured by Elm's goal-setting meetings and in-house scoring rubrics.

Goal IX: Service and Leadership

Goal: Students will become resilient and self-aware leaders.

Absolute Measures

- 100% of all students enrolled for at least 2 years will perform proficient on their annual end-of-year portfolio as measured by an in-house scoring rubric.
- 100% of students will participate in field studies to local Community Organizations as an essential part of our Humanities and STEM courses.

Goal X: Parent Satisfaction

Goal: Elm Charter School Parents will be satisfied with the school program.

Absolute Measures

- 90% of Elm families participating in the Learning Survey will indicate "satisfaction" to the school's academic program.
- 90% of all Elm Charter School students not moving out of district 24 return the following September.

R-03af – Proposal History

(a) Applicant Information

Priscilla Walton, the lead applicant and proposed Principal of Elm Community Charter School, is a relentless, uncompromising, and deeply caring educator, seeking to serve students through a holistic and rigorous inquiry-based education. She has been an educator for ten years, with experience teaching in Baltimore, Harlem, the South Bronx, and Elmhurst, in both district and charter school settings. Her experience as a teacher and leader spans from Kindergarten through sixth grade. As a school leader, Priscilla has directed instructional programs for the K-4 and 5-6 grade levels, as well as professional development both on school-wide and network-wide levels. She has experience designing curriculum in Math, English Language Arts, and interdisciplinary studies curriculum. She led as an assistant principal in a K-4 school, as well as a Dean of Instruction in a middle school setting. Priscilla received her B.A. and Masters of Education, specializing in elementary education and at-risk students. She later went back to study Education Leadership at Teachers College. Priscilla is certified as a general educator of grades 1-6, and holds an initial School Building Leadership certification. Currently, Priscilla is working full-time on the Elm Charter School application, in addition to being a full-time mom.

Priscilla is a native New Yorker, Queens resident, and a product of NYC public school education. She grew up in a small church in Elmhurst, Queens (district 24). Her passion to serve the youth of Elmhurst began in 2009, when she committed to working with high school students in the neighborhood as a church youth group leader. She then moved back to Queens, into a neighboring district, and served as a teacher and then leader in a district 24 charter school (Central Queens Academy).

Priscilla's dedication is driven by the belief that all children are empowered when their sense of wonder is ignited. With an engaging curriculum and their gifts and talents skillfully cultivated, students will have what is needed to engage and explore the world around them. Elm Charter School is a response to an educational system that inadequately prepares our students to become the civic leaders we wish them to be. Elm aims to nurture all students, especially those with global perspectives and multicultural heritage who can view issues through critical personal, relational, and systemic lenses.

[REDACTED]

(b) Proposal History

The Elm Charter School applicant group and proposed Board of Trustees have been working collaboratively on creating an innovative school design for the Elmhurst

community. Since 2013, lead applicant, Priscilla Walton, has engaged in informal conversations with local community organizations and residents about the possibility of creating an inquiry-based school for students in Elmhurst. Then, simply a dream, community members mainly from New Life Church and Christian Testimony church began brainstorming possible facilities and space in the neighborhood, as well as unique school design elements. They encouraged Priscilla to pursue the possibility of opening an elementary school in the neighborhood. In February 2015, after completing her School Building Leadership program at Teachers College, Priscilla partnered with Redd Sevilla, the executive director of New Life Community Development Corporation, Angel Geeng, an educator in district 24, local parents, and members of the Elmhurst/Corona 50 (a group of Elmhurst residents and workers). Together they began reaching out to the community for feedback and support.

Through community outreach events, a committed group of educators and advocates of Elm Charter School began to form. During the Spring and Fall of 2016, applicant Priscilla Walton led the founding planning team in designing a school model based on community feedback. The planning team, all educators or members of community-based organizations, were introduced through applicant Priscilla Walton, and have a relationship with Priscilla personally or professionally. More than half of the planning team (63%) are current or former workers invested in the Elmhurst community. Together, they bring 90 years of diverse educational experience ranging from district, charter, elementary and middle school settings, general education, special education, bilingual education, and international education. Planning team members utilized their knowledge and understanding of Elmhurst, quality curriculum, and effective school models in designing the school's model. The planning team is broken into several committees: Instructional Leadership, Curriculum and Instruction, Culture and Discipline, Community Outreach, and Operations. On a weekly basis, Priscilla Walton connects with committees, leading them in brainstorming, school design, and drafting the proposal. Committee leaders continue the proposal writing process and meet other committees when necessary.

In November 2016, Priscilla connected with Cliff Schneider of Cohen Schneider & O'Neill LLP who discussed possible future supports in application and launch, as well as Lori Clement from Charter School Business Management (CSBM), who provided feedback around the Letter of Intent. Ms. Clement connected Priscilla with David Negron, a leader within School Empowerment Network (SEN), who later invited Priscilla to apply and participate in an interview process. Priscilla is now currently a cohort member of SEN.

Since the Fall of 2016, Priscilla Walton, has been working on the application full-time. She is the primary author of the proposal and oversees the proposal writing process. Each week, Priscilla dedicates time to connecting with stakeholders in the community, partnering with nearby schools and community-based organizations, and proposal writing. Members from the planning team spend the majority of their time brainstorming and drafting the proposal, as well as networking and conducting outreach on behalf of the school. All planning team members have given feedback around the Letter of Intent

and various sections of the proposal, according to each one's expertise. Additionally, founding members have worked with Priscilla began in visiting and connecting with exemplar schools of similar educational philosophies, including: Ethical Culture Fieldston School, Growing Up Green Charter School, Community Roots Charter School, Metropolitan Expeditionary Learning School, Academy of the City, and Success Academy Charter Schools. In December 2016, the proposed Board of Trustees was formed, and members have contributed to the proposed school's growth through networking and resources.

(c) Founding Team Members

Assisting Founder, Priscilla Walton, in the proposal writing process are leaders from the School Empowerment Network, an organization dedicated to identifying and supporting talented educators working within struggling districts. SEN provides guidance, feedback, networks, and resources in the overall application process. Below, is a list and description of founding team members:

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
1. Priscilla Walton	<p>Role: Applicant and Lead author of Proposal Priscilla served as an educator and leader for the last 10 years in district and charter school settings, elementary and middle schools. She holds a Masters of Education in at-risk students and School Building Leadership. She is certified in general education 1-6 and holds initial certification in School Building Leadership.</p>	Principal
2. Savannah McEntire	<p>Role: Proposal Writer Savannah McEntire is currently an English as a New Language (ENL) teacher at the middle school level [REDACTED]. She also has experience at the Elementary level both in the US as an ENL teacher, and in the Dominican Republic as an English as a Foreign Language (EFL) teacher. Additionally, in the Dominican Republic, she worked as a learning center administrator, serving close to 100 students in after-school English, technology and life skills classes, and as a camp director and dance instructor. Savannah received her Master of Arts in Teaching from James Madison University in Virginia, focusing on PreK-12 ESL (ENL) and Spanish instruction. She has also received training in the Responsive Classroom Approach to school discipline, and has extensively studied Culturally Responsive Teaching Practices.</p>	Emergent Bilingual Teacher
3. Jackie Snape	<p>Role: Proposal Writer and advisor on governance policies Jacqueline L. Snape has been an attorney in private practice for over 20 years. In addition to her private practice, Jacqueline served as a pro bono attorney for Open Hands Legal services from 1993-1994, providing legal support for low</p>	

income New Yorkers in various areas of practice. Jacqueline is a graduate of St. John's University School of Law (1992) (Rev Tinnely Moot Court Semi- Finalist) and holds a B.A. in communications arts and sciences from Queens College, City University of New York (1982). Jacqueline also holds a Coaching Core Skills Certificate (2009) from Creative Results Management, Inc., and has extensive experience in Non-Profit Management.

4. Role: Proposal Writer

Elizabeth Materese

Elizabeth Materese is an instructional coach and interventionist

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] In 10 years of teaching, she taught math, social studies, and science, with a particular focus on inquiry science learning. She has spearheaded various initiatives to improve student literacy in the content areas, has taught all grade levels between 5-8, and has taught in both district and public charter school settings. Elizabeth holds a master's degree in middle grades education from East Carolina University, and currently holds a permanent teaching certificate in NYS.

5. Role: Proposal Writer

Grace Yun

Grace Yun is the Director of Support Services [REDACTED] where she oversees the special populations programs for grades 6 through 9. Prior to this role, Grace taught students with special needs for 7 years. She also helped launch a Green Dot charter high school in Los Angeles as a member of the founding team. She has experience creating specially designed instruction for students with special needs in multiple content areas. Grace obtained her master's degree from Loyola Marymount University in education with a specialization in special education.

6. Role: Proposal Writer

Kayla Cobb

Kayla Cobb is an Instructional Manager [REDACTED] where she writes curriculum and assessments and supports teachers and school leaders in elementary school science. Prior to becoming an Instructional Manager, Kayla was an elementary school science teacher for three years and a 4th grade Associate Teacher for one, while serving as a Teach For America New York Corps Member. Kayla obtained her master's degree in teaching from Relay Graduate School of Education and her bachelor's degree in psychology from Columbia University.

Amanda Sherer **Role: Proposal Writer**
Amanda Sherer is a graduate student at the College of Mount Saint Vincent, where she will be studying international development and service learning with a focus on education. Previous to being a graduate student, Amanda lived in the Dominican Republic, where she worked as a program leader for the educational non-profit organization, Outreach360. Amanda holds a Bachelor of Science in elementary education, with dual minors in literacy and English as a second language from Ball State University.

Angel Geeng **Role: Community Advocate**
Angel Geeng is an associate dean [REDACTED]. She designs and teaches the 5th grade math curriculum, serves as a grade team leader, and analyzes school data for 5th and 6th grade ELA and Math. She joined the founding team [REDACTED] five years ago and has played different teaching and leadership roles throughout her tenure. Prior to her experience at the middle school, she served as a fourth grade teacher for two years in an elementary charter network. Angel obtained her master's degree in education from Teachers College, Columbia University. She currently holds a permanent teaching certificate for grades 1-6.

(d) Founding Board Members

Board members were recruited and selected through the following process:

- Outreach was conducted through information sessions and existing networks of founding team members. Descriptions of Board Positions were distributed through FAQ sheets, specifying needs for particular expertise and skills (e.g. law, finance)
- Interested board candidates were vetted through references and initial phone conversation with Founder Priscilla Walton
- Potential board candidates were invited to get involved in minimal tasks regarding the application or community outreach
- Final board candidates were invited to a Panel and Q&A phone conference where seasoned board members of independent charter schools served as panelists, answered questions, and provided a general picture of work involved as a charter board member

After this process, board Candidates accepted (or declined) the invitation to join Elm's Board of Trustees. Selection was based on the following criteria:

- Commitment to Elm Community Charter School's vision, mission, and key design elements

- Demonstrated ability of work, wealth, or wisdom through various conversations with Founder Priscilla Walton and/or completion of tasks related to the application
- Highly recommended by references
- Demonstrated ability and significant experience in area of expertise

Elm is excited to announce our list of board members who have committed to launching the school:

A. Redd Sevilla: Community Liaison & Advocate

Since 2010, A. Redd Sevilla has served as the Executive Director of the New Life Community Development Corporation, a local non-profit that builds relationships with the immigrant population in Central Queens. He oversees 10 programs with a reach of over 30,000 people per year. He also serves as one of the Directors for Community Board 4 in the Elmhurst/Corona neighborhood where he resides. He has a bachelor's degree in civil engineering, a master's degree in structural engineering and 13 years experience in construction project management.

Priscilla reached out to Redd in regards to an elementary charter school in Elmhurst on September 2, 2015. Redd was highly interested in the possibility of opening a school and began connecting Priscilla to his network of community boards, groups, and councils.

Karishma Desai: Educator

Karishma Desai is a doctoral candidate in the Department of Curriculum and Teaching at Teachers College, Columbia University. She has served as a teacher, instructional coach, staff developer, and consultant in elementary and middle school settings. Karishma has assisted in the design and development of school visions, frameworks of curriculum and culture, teacher professional development, including teacher coaching and evaluation, and family engagement.

Karishma worked with Priscilla in a district 24 charter school and was a huge advocate of the applicant, Priscilla Walton, and the need for an elementary school in the neighborhood. She joined as a board member from the onset.

Saffiyah Madraswala: School Design

Saffiyah Gonzales Madraswala is currently a Managing Director of DEI Capacity Building and is pursuing an MA in Adult Learning and Leadership at Teachers College. She graduated with a degree in women's studies from Barnard College, and taught middle school reading and special education in New Orleans through Teach For America (TFA). She then joined TFA-NY as a Manager of Teacher Leadership Development, where she coached nearly 100 teachers in schools across New York City, before moving into a role focused on staff-facing development around diversity, equity, and inclusiveness (DEI).

Saffiyah joined the planning team to provide feedback around the school's key design elements, teacher evaluation systems, and instructional leadership. She offered her networks with Teach for American (TFA) in helping to identify potential team writers and board members.

Michael Dorcelly: Community-Based Organization

Michael Dorcelly is a Community School Director at Frederick Douglass Academy II through a partnership with the Raising Educational Achievement Coalition of Harlem at Teachers College, Columbia University. In 2013, he served as a Leadership Trainer/Program Facilitator with the Leadership Program, Inc. Michael completed his undergraduate studies at William Paterson University, obtaining a bachelor's degree in English writing and interpersonal communication. He obtained his master's degree in comparative and international education from Teachers College, Columbia University.

Michael joined the founding team as a proposal writer after hearing about the proposed school through online outreach. After designing and drafting the culture and discipline portion of the school, Priscilla invited Michael to join as a board member.

Brenda Frias: Education & Community Outreach

Brenda Frias directs two programs in the Washington Heights/Inwood area. She is a Younglife leader at Inwood Academy for Leadership, where she mentors high school students and organizes camping trips and activity clubs, and she directs the high school division of Pathways, a new, community-based mentorship program. For the last 3 years, she has run an afterschool program serving low-income families in the Elmhurst/Corona community, most coming from Latino immigrant households.

Brenda connected with Priscilla after an information session given at New Life Fellowship Church. She began conducting outreach on behalf of the school through the church's network, local Boys Scouts program, and Pre-K listings in the neighborhood. Seeing her investment and connections in the Elmhurst community, Priscilla invited Brenda to consider being part of the board.

Chris Kong: Finance

Chris Kong is a Sales Executive at Hanweck, a leading provider in options data and analytics. He began his career at Metlife before spending a number of years with Moody's Analytics in various front office and sales roles. Chris graduated from Binghamton University where he studied Biology. In addition to his professional career, he is an active member at a local church in Elmhurst, Queens.

Chris connected with Priscilla at a community outreach held at New Life Fellowship Church. He offered his skills and talent as a resource and was later approached by Priscilla to be a board member and member of the Finance Committee. After consulting with other independent charter board members, Chris accepted the invitation.

Prijo Thomas: Finance

Prijo Thomas is an Assistant Director of Finance at NYU Langone Medical Center within the School of Medicine. Prior to this role, he was an Analyst and then Associate at Goldman Sachs in Jersey City, NJ. He holds his Bachelor of Business Administration in Finance and Investments from Macaulay Honors College at Baruch College.

Prijo connected with Priscilla through the school's online outreach. After assisting Priscilla through the sections regarding finance of the school, Priscilla invited Prijo to be a board member and member of the Finance Committee.

Diane Kahng: Marketing + Finance

Diane Kahng is a Manager and Industry Marketing Lead at KPMG LLC within the firm's banking division. Prior to this role, she was an Associate at Aetos Capital, and previously worked as an Analyst at American Express. Ms. Kahng started her career in journalism and marketing at the Associated Press in New York City. She holds her Bachelor of Arts in English and History from Colgate University.

Diane connected with Priscilla through the school's online outreach. She attended an info session held during an Elmhurst/Corona 50 meeting, a local community group consisting of Elmhurst residents and workers. After assisting Priscilla through the sections regarding finance of the school, Priscilla invited Diane to be a board member and member of the Finance Committee.

Debbie Thomas: Legal

Debbie Thomas is a Staff Attorney for the New York City Office of Administrative Trials and Hearings and serves as a faculty member for the Administrative Judicial Institute, training faculty and newly hired Hearing Officers in substantive areas of law. Prior to this, Debbie represented clients in immigration proceedings before the Department of Homeland Security's Bureau of Citizenship & Immigration Services, the Department of Labor, the Executive Office for Immigration Review, and various federal courts. She has also worked as a trial attorney for the New York City Administration for Children's Services, litigating child abuse and neglect cases in Manhattan Family Court. She earned her undergraduate degree in Government and Politics from St. John's University and her J.D. from Hofstra University School of Law.

Debbie is a former member of New Life Fellowship Church and received updates on the school's progress through their church community network. Priscilla approached her on legal support and joining the school's board.

Lawrence Zhou: Real Estate

Lawrence Zhou is a Real Estate Analyst at Consolidated Edison Company of New York, Inc. Prior to this role, he worked as Property Manager of Hudson River Park Trust, a New York State public benefit corporation, where he managed a portfolio of twenty (20) commercial properties consisting of 2.5 million square feet of retail, office, warehouse, sports facilities, and parking garages. He serves as a Board Member of New Life Community Development Corporation, and is an active member of CB4 Queens'

Community Emergency Response Team. He holds a B.A. in Sociology from Union College, and earned a Certificate in Commercial Property Management from NYU's Schack Institute of Real Estate. Lawrence resides in Elmhurst, Queens.

Lawrence heard of Elm Charter School through an information session, and was highly recommended to be a board member from Redd Sevilla, an executive direct of a CBO in the Elmhurst community.

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSITUE NT REPRESE NTATVE	COMMITTEE AFFLIATION S (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC	VOTING	EX- OFFICIO
1. Chris Kong	Board Chair	Executive, Finance	Finance	X	
2. Debbie Thomas	Vice Chair	Executive, Facilities	Legal	X	
3. Diane Kahng	Treasurer	Executive, Finance	Finance	X	
4. Michael Dorcelly	Secretary	Executive, Academic	Education, CBO	X	
5. Prijo Thomas	Board Member	Finance, Facilities	Finance	X	
6. Karishma Desai	Board Member	Academic	Education	X	
7. Saffiyah Madraswala	Board Member	Academic	Education	X	
8. Brenda Frias	Board Member	Academic	Community member	X	
9. Lawrence Zhou	Board Member	Facilities	Real Estate	X	
10. A. Redd Sevilla	Board Member	Facilities	Building management , CBO	X	

The proposed Board of Trustees is a group of highly passionate and dedicated individuals personally invested in the Elmhurst community and its youth. Eighty percent of the board consists of current or former residents, workers, or church members in Elmhurst. Members of the board have a range of expertise and skills necessary for the health of a charter school in its startup year and beyond. Holding the school accountable to high quality academics and school performance are educators who have

experience with English Language Learners (ELLs), interdisciplinary studies, culture development, professional development, and teacher evaluation. A sizeable finance committee will govern the school's operations, with different capacities in finance, marketing, and business management. Elm recognizes that there is a space issue in Elmhurst, with a lack of public facilities in district 24. Founding board members Redd and Lawrence have been involved in the real estate scene in Elmhurst for several years, and have been in conversation with private owners and local real estate agencies since Fall 2016. Applicant, Priscilla Walton, has also had ongoing communication with Pillar NY, a real estate agency with experience working with charter schools, and Civic Builders, an organization that works with charter schools in identifying and developing space. The latter is a partnership through School Empowerment Network (SEN), which the applicant is a part of their Charter Leader Fellowship.

From the onset, founder Priscilla Walton recognized that the board as a whole would benefit from guidance around board governance and development. Building an effective charter school board would require further support from experts. Thus, in December 2016, Priscilla joined School Empowerment Network's (SEN) Charter Leader Fellowship, a leadership team with decades of experience around school development, board governance and strategic planning. The School Empowerment Network (SEN) will provide coaching and strategic planning the first three years of the school's existence.

(e) Description of Community Outreach Efforts

The founding team of Elm Community Charter School is deeply committed to partnering with the Elmhurst community in building a school for the community and its students. Over the past year, Elm has conducted a series of outreach activities with the goal of informing the community of the proposed school model and grade level, solicit feedback, and build lasting community partnerships. Our outreach activities consisted of large informational meetings with 50+ attendees, small focus groups, and 1:1 meetings with stakeholders in the community. Attendees were a combination of parents, district 24 and 30 residents and workers, active church members, and fellow educators from varying NYC neighborhoods.

Early research conducted by a group of interns at New Life CDC indicated a dense population of religious organizations, residing in Elmhurst. New Life CDC supported our founding team in mapping Elmhurst and found a total of 57 known religious organizations. Thus, to reach the local families, the majority of our outreach events have been in partnership with religious institutions. From the outset, New Life Fellowship Church (NLFC), one of the largest churches in the neighborhood with a congregation of 1500, and New Life Community Development Corporation (NLCDC) were highly interested in supporting the development of a new neighborhood elementary school. They provided space to hold events and proved to be a strategic and central location for the community. NLFC is close to public transportation and attracts families through its tutoring and mentoring programs (I.S.5 and Booster Club), Cub Scout programs, high school activism program (Young Governors), food and clothing pantry, medical center

that sees 12,000 people per year and its support of the local family shelter (Pan American Hotel).

Overall, we found that the community is interested in a school that has engaging curriculum and a focus on instructional methods beneficial for the English Language Learners (ELL) and students receiving special education (see survey and comment card responses). The community’s main concerns and feedback was largely around lack of space/ability to secure a facility, and the question of whether the school could guarantee relief to the district’s overcrowded school problem.

Information Sessions and Focus Groups:

<p>Focus Group: Applicant’s Home in CSD 30</p>	<p><u>January 30, 2016:</u> A group of 7 educators, all of whom are current or former residents and workers in Elmhurst, gathered to brainstorm school design based on their personal experience on student and community needs. Many of the attendees later committed to investing in Elm Community Charter School as planning team members.</p>
<p>New Life Fellowship Church</p>	<p><u>February 21, 2016:</u> Tabled at New Life Fellowship’s lobby, where 1500 congregants gather every Sunday. Connected with families, educators, and community-based organizations. Founding team members collected 200+ signatures voicing support of the school and comment cards.</p>
<p>Elmhurst Corona-50 Local Resident’s Home in CSD 24</p>	<p><u>February 28, 2016:</u> After further conversation with Redd Sevilla, the Director [REDACTED] he suggested meeting with the Elmhurst-Corona-50 community group, which is a group of 20-30 Elmhurst residents and workers invested in the wellbeing of the neighborhood. Founder Priscilla Walton presented the school’s design and solicited feedback in the form of comment cards. The members, particularly the parents and residents, were supportive of Elm’s school design, saying it was the solution to many of the idle teens in the neighborhood, a need for engaging curriculum, smaller class sizes, and inclusion of English Language Learners and students with special needs.</p> <p><u>December 18, 2016:</u> Revisited EC50 at their Christmas potluck and shared updates on Elm’s process. Members encouraged and some inquired about facilities plans.</p>
<p>[REDACTED] [REDACTED]</p>	<p><u>April 16, 2016:</u> Delia Kim, the director [REDACTED] a youth activist program in Elmhurst, met with Priscilla Walton earlier in March to discuss Elm’s school design and aim to create a student leadership pipeline to programs like Young Governors. In April, Delia held an information session with 10 high school students, interested in becoming community activists in the Elmhurst neighborhood. She presented general information about Elm, and collected feedback from the cohort of high school student leaders in the form of surveys. All the youth attended district schools in</p>

	Elmhurst in elementary or middle school and welcomed the idea of an additional elementary school in the neighborhood. They stated that elementary schools were overcrowded and that a school that offered courses not solely focused on test preparation and core academics is greatly needed for the different types of students in the community.
Christian Testimony Church	<u>November 13, 2016:</u> Held two info sessions, one to the College and Career congregation, consisting of roughly 50 people, and another with forty youth of Elmhurst, namely middle school and high school students. After presenting Elm’s school design, the youth shared feedback on the proposed school through surveys. The results showed that 43% of students felt there was need for another elementary school and 37% indicated wanting a school focused on real-world application and college preparation, both of which have been highlighted in Elm’s key design elements and schedule, where students explore real-world topics and current events through daily 45 minute or 75 minute Humanities and STEM blocks. In addition, Elm’s philosophy firmly believes in equipping students with the critical thinking and collaboration skills to succeed in student-led projects, a huge shift to independent learning required in competitive colleges. Christian Testimony offered to share more about the school and the website information with their larger network of church members and friends.
New Life Fellowship Church	<u>November 20, 2016:</u> After several conversations with leadership at New Life Fellowship Church (NLFC), leaders provided space during Sunday Service for founder Priscilla Walton, alongside Redd Sevilla [REDACTED] to announce the school’s proposal in the church’s three congregations. Information about the school’s design and timeline were shared. Info sessions where founding team members of Elm answered questions, solicited feedback through comment cards and surveys, and gathered signatures of support followed each congregation’s gathering. Many were enthusiastic about the school design and residents of district 24 expressed there was a need for more school choice. A few special education and English language teachers volunteered their services and offered to take a closer look at the school’s design.
Boys Scouts	<u>December 23, 2016:</u> Held an information session at the Elmhurst Boy Scout’s group, attended by roughly 15 young boys. Seven families were in attendance; four voiced the need for more school choice, as evidenced by comment cards.

Integration of feedback:

The planning team at ELM Community Charter School collected oral and written feedback, emails, and online comments, and made adjustments to several components of our school design including:

- **The Mission Statement + School Name:** Many parents at the events verbally expressed the need to have high quality education that prepares their children for state tests and ultimately, middle school choice. Elm's founding team further refined our mission statement to detail this. In addition, after further work on the school design, the founding team, encouraged by parents from the neighborhood, changed the name from "Elm Charter School" to "Elm Community Charter School."
- **Engaging Curriculum + Community Partnerships:** The needs of the community for a contextualized and relevant curriculum is already addressed through Elm's curriculum design. After hearing positive responses on our interdisciplinary model, Elm's founding team began sending their Integrated Studies Scope and Sequence to their partnerships with community-based organizations (i.e. Allergic to Salad, NY Parks and Rec) to ensure the curriculum integrated many different perspectives and included meaningful neighborhood field studies.
- **Space:** The constant concern in district 24 is the lack of space/facilities for new schools. Community members voiced this concern while also lending their services and connections to start looking into possible spaces for the proposed school. Through our partnership with School Empowerment, they supported us in reviewing the NYC DOE's underutilized list, and connected us with the Civic Builders, who provided the three possible private space options referenced in our facilities response.
- **Smaller Class Sizes:** A concern brought up repeatedly in the neighborhood was the issue of overcrowded schools. Parents want class sizes to be smaller. The founding team revised Elm's key design elements as well, including Data-Driven Small Groups to address the growing concern of small group learning and the need for targeted instruction to ensure all students are being served. In addition, significant changes were made to the schedule to create blocks of learning where classes are split in half (e.g. Writing Workshop and STEM). Our staffing plan also addresses this concern, with associate teachers in every grade who will provide small group learning options throughout the day.

Our initial major outreach events provided substantial opportunities to build relationships with stakeholders, as evidenced by the dates in the formal letters of support ranging from February to December 2016. By November 2016, the founding team made significant revisions to mission statement, schedules, and curriculum and presented changes to community members who continually showed vested interest, including New Life CDC and parents in the Elmhurst/Corona-50 group. Information was largely through informal conversations via phone and in-person. Board Member Red Sevilla, then just an advocate, played an instrumental role in building relationships between Elm and local elected officials and bodies.

We held four meetings with our improved school design at NLFC and the Christian Testimony Church (CTC). Both local churches have been established and invested in the neighborhood for more than three decades with a collective involvement of 2,500 residents weekly. We chose these two churches as they served different ethnic

populations within the community, with CTC serving majority East Asian residents and NLFC reaching a considerable portion of Latino residents. At each meeting, the vision, mission, and key design principles, as well as the charter application timeline were shared and attending members were given the opportunity to ask questions, share concerns, and offer feedback through 1:1 conversations with Elm Community Charter School volunteers, surveys, comment cards, and emails.

Meetings, Correspondence, and Presentations with Local Elected Bodies and Community Associations:

Elm Community Charter School has also developed relationships and/or informed the following local elected boards of our proposed school model.

<p>Community Board 4's Youth Committee</p>	<p><u>November 17, 2016:</u> Applicant Priscilla Walton met with the Youth Committee to present Elm's school design. At the Youth Committee, 80% of representatives stated that Elmhurst is in need of another elementary school. Eighty-percent indicated that the Arts and Reading is lacking in the current local schools, and 60% indicated that Exercise, or physical fitness, was lacking in the schools. Additionally, 100% of representatives stated that the community is need of a school that emphasizes the connection between academic content and real-world application, an essential element in Elm's interdisciplinary curriculum.</p> <p><u>January 2017:</u> Followed up with the District Manager and Youth Committee Chair via email and certified letter. Received a response from District Manager of CB4, Christian Christian Cassagnol, and arranged a follow up presentation for the Youth Committee.</p> <p><u>February 16, 2017:</u> Priscilla Walton met with CB4's Youth Committee to further discuss the school's progress and solicit further feedback. The committee's primary feedback were around identifying facilities, prioritizing parent engagement, and incorporating languages into the academic program. Board members from Corona highly encouraged opening in the Corona neighborhood. The committee put to vote the approval of Elm Community Charter School and the majority vote was in favor of the school. We will have the opportunity to present the school proposal to the larger Community Board 4 on April 11, 2017.</p>
<p>Community Education Council District 24 (CEC24)</p>	<p><u>January 19, 2017:</u> Sent certified mail to the Board Chair of Community Education Council. Materials described proposed school model, and requested a meeting to solicit feedback.</p> <p><u>January 24, 2017:</u> Applicant Priscilla Walton attended the local CEC 24 meeting, held in Elmhurst for the first time in 10 years. Priscilla announced the proposed charter school during the public announcements portion of the agenda. Board Chair Nick Comianni responded with an explanation of the public hearing process for charter schools. He explained that feedback would be given at the</p>

	<p>public hearing after school has been formally approved. In an informal conversation afterwards, the Board Chair briefly stated his concerns regarding space and lack of facilities in the district 24 neighborhood.</p>
<p>Newtown Civic Association</p>	<p><u>September 13, 2016:</u> Newtown Civic Association is the oldest active civic group in Elmhurst. Their mission is to improve Elmhurst for its residents. Board member Redd Sevilla reached out to Community Board 4 member and secretary of Newtown Civic, Marialena Giampino, about Elm Community Charter School. After sharing Elm’s flyer and general information about the school’s leadership and design, Marialena brought the information to president Tom McKenzie.</p> <p><u>February 21, 2017:</u> We received a letter of support from Newtown Civic Association.</p>
<p>Communities of Maspeth and Elmhurst Together (COMET)</p>	<p><u>November 10, 2016:</u> The Communities of Maspeth & Elmhurst Together, Inc. (COMET) is a not-for-profit civic association that was incorporated in 1994 and is dedicated to improving the quality of life in Maspeth, Elmhurst and the Winfield section of Woodside. Board Member Redd Sevilla reached out to members of COMET to solicit feedback and support for Elm Community Charter School.</p> <p><u>January 5, 2017:</u> After much correspondence over the last few months, Priscilla Walton is scheduled to present the school’s design and general information at the next meeting scheduled for March 6, 2017.</p> <p><u>March 6, 2017:</u> Met with COMET board members. In total 45 members and community residents attended. Many parents and grandparents voiced support for the school’s model and focus on interdisciplinary studies and projects. One parent expressed her wish for Elm’s arrival sooner. She removed her two sons from public schools because of the hyper focus on testing. Most members were concerned about where Elm would be able to find space and discouraged co-location. One parent from Maspeth voiced concerns regarding space, facilities, and the need for more district schools since they are free. Priscilla Walton responded with a clarification that charter schools are tuition-free. We were invited to have further conversation with JoAnn Berger, [REDACTED] [REDACTED] as the Board considers formal support.</p>
<p>Elmhurst United</p>	<p><u>November 14, 2016:</u> The mission of Elmhurst United is to support Elmhurst NY residents in maintaining the quality of life and safety of their community. Board member Redd Sevilla reached out to Elmhurst United with flyers and information about Elm Community Charter. The proposed school was brought back to the board and put to a vote.</p> <p><u>January 19, 2017:</u> Received a formal letter of support from Elmhurst United.</p>

Integration of feedback:

Our meetings and correspondence with elected officials and local elected bodies provided further insight into the ongoing and historical concerns of the neighborhood. Elm Community Charter School is considering the following changes:

- **Social Emotional Development:** Present at the Youth Committee meeting was a social worker, who voiced her support and enthusiasm over the social emotional intelligence curriculum (RULER) Elm is implementing. She stressed the importance of bringing in a social worker on staff from the beginning. Elm has since adjusted the proposed staffing plan to include a social worker starting year 1. Additionally, we have allotted more time for social emotional development. Originally, our school had only one 30-minute block in the schedule for character development, now we have two blocks daily, and an additional 30-minute block twice a week. Providing substantial time weekly will allow teachers to address personal, relational, and school-wide conflicts and issues and co-create genuine solutions with students.
- **Academic Program:** At our February 16th meeting with CB4’s Youth Committee, a board member asked about the incorporation of a dual language program. Elm is committed to incorporating a language course starting in Kindergarten, but due to the multilingual population, does not believe that a dual language program would best fit the needs of all students.
- **Family Engagement:** An attendee at CB4’s Youth Committee suggested student-led conferences in place of parent-teacher conferences. Elm has already incorporated the student-led conference model and anticipates learning from neighboring schools who are successful in its implementation.
- **Space/Facilities:** During the CEC 24 meeting, the issue of space and overcrowding in district 24 were brought up by an attendee, a former PTA president, and the Board Chair. If there is no public space available, Elm will work with Civic Builders to identify private school spaces. During the February 16th meeting with CB4’s Youth Committee, the district manager suggested finding space in a less crowded area in district 24, but still enrolling from the Elmhurst neighborhood. Elm still plans on locating space in the Elmhurst neighborhood so that the school’s location is accessible for families in Elmhurst.

Meetings and Correspondence with Elected Officials:

Daniel Dromm: Council Member and Representative of District 25	<u>November 18, 2016:</u> Priscilla Walton met with Council Member Daniel Dromm, Council Member and Representative of District 25, and Chair of the Committee on Education. The conversation alluded to a shared educational philosophy between Elm and Council Member Dromm, as well as concerns regarding the charter school’s application and ability to alleviate the issue of overcrowding in the Elmhurst community. <u>January 19, 2017:</u> We have contacted Mr. Dromm through certified mail, thanking him for the meeting, and requesting a follow up meeting where we can discuss a formal letter of
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	support.
Melinda Katz: Queens Borough President	<u>January 19, 2017:</u> Contacted Ms. Katz through certified mail informing her of our proposed school, and requesting a meeting where we can solicit feedback. We followed up with Ms. Katz's office via phone and email to schedule an appointment on <u>January 25, 2017 and February 1, 2017.</u>
Jeffrion Aubry: Assembly Member	<u>January 19, 2017:</u> Contacted Mr. Aubry through certified mail informing him of our proposed school, and requesting a meeting where we can solicit feedback. <u>January 25, 2017:</u> Spoke with staffer of Mr. Aubry and requested we send an email to schedule an appointment.
State Senator Toby Ann Stavisky	<u>January 19, 2017:</u> Sent Ms. Stavisky certified mail informing her of our proposed school, and requesting a meeting where we can solicit feedback. <u>February 2, 2017:</u> A meeting was held with Ms. Stavisky. She inquired whether Elm planned on servicing students with special needs, and Elm's thoughts on co-location. We discussed how Elm's school design requires all types of learners, including the special education population, as well as Elm's consideration for private space.
Executive Assistant District Attorney Jesse Sligh	<u>January 18, 2017:</u> Leaders in Christian Testimony highly encouraged a meeting with Mr. Sligh, explaining his invaluable support and network. Applicant Priscilla Walton met with Mr. Sligh, who voiced interest in working with Elm in the future through their education programs, particularly the components focused on civic education. He encouraged us to reach out to elected officials open to school choice. <u>January 26, 2017:</u> Received an email response from Mr. Sligh confirming future partnership.
Andrew Cuomo: Governor	<u>January 19, 2017:</u> Contacted Mr. Cuomo through certified mail informing him of our proposed school, and requesting a meeting where we can solicit feedback. <u>February 1, 2017:</u> Followed up with Mr. Cuomo via phone and email to schedule an appointment.

Integration of feedback:

The feedback received through our correspondence and meetings with elected officials was addressed in Elm's school model and referenced below:

- **Representing the Population:** A concern raised was the underrepresentation of students with special needs and English Language Learners. Elm's school design is dependent on the diversity of its students, including those with different learning styles and backgrounds. Elm intends on receiving a similar population of students as the local district schools.
- **Space/Overcrowded Schools:** Council Member Dromm raised the question on whether charter schools were truly relieving the issue of overcrowded schools. The current charter schools in district 24 have been criticized for taking space

within a specific neighborhood and then pulling students from the whole district, rather than the specific neighborhood. We contacted the SUNY office to better understand the lottery process. The founding team plans on conducting concerted efforts to advertise enrollment in the neighborhood we are directly located in. In addition, through our partnership with Civic Builders, we have begun the process of identifying private space.

Community Based Organizations

Elm’s curriculum and place-based educational philosophy requires that we have strong partnerships with local community-based organizations. Our hope is to partner with CBOs to create multiple learning environments for our students to conduct field studies, and provide our staff with various professional development experiences. Elm recognizes that local partnerships will also be invaluable in the stability and growth of our school through student enrollment and access to a network of local resources for our families. Thus, we have developed relationships with community-based organizations including the following:

New Life Community Development Corporation	<u>December 1, 2016:</u> New Life Community Development Corporation is a non-profit organization in Elmhurst. Their mission is to equip the poor and marginalized in Central Queens with the personal, academic, and professional skills needed to succeed in life. New Life CDC Director, Redd Sevilla, voiced the need for more relevant, engaging curriculum and good schools in the neighborhood. After several in-person meetings and phone calls Redd, we secured a letter of support from New Life Community Development Corporation.
City Mission	<u>November 25, 2016:</u> We connected with Lester Lin, the Director of City Mission, a non-profit, that seeks to meet the needs of the city by providing support to community projects, particularly in Elmhurst, Queens. Mr. Lin has expressed interest in further conversation around partnership. We are in email conversation to schedule a meeting.
New York Hall of Science	<u>December 13, 2016:</u> New York Hall of Science is non-profit organization that cultivates a love of learning through interactive exhibits focused on science, technology, and math. They serve half a million students, teachers, and families per year. We spoke with, Sylvia Perez, the Director of Education for New York Hall of Science, where we discussed Elm’s key design of integrated studies and collaborative learning. <u>Ms. Perez expressed an interest in forming a future partnership around professional development and curriculum development,</u> and we soon after secured a letter of support from New York Hall of Science.
Brooklyn Academy of	<u>November 20, 2016:</u> BAM is a multi-arts center with networks of artists and performers. BAM is a supporter of arts integration and

Music (BAM)	<p>partners with schools and their arts programs. Director of BAM, Steven McIntosh, connected through an information session, where Mr. McIntosh expressed an interest in supporting Elm's launch. <u>December 14, 2016:</u> A meeting was arranged via phone to discuss different types of collaboration that could occur between BAM and Elm, as well as networks of local CBOs that Mr. McIntosh could reach out to. <u>January 3, 2017:</u> We secured a letter of support from BAM.</p>
Queens Museum	<p><u>November 29, 2016:</u> A museum situated in Corona/Flushing, Queens, is dedicated to presenting the highest quality visual arts and educational programming for the people of New York, particularly the residents of Queens. We contacted program directors of Queens Museum with the hope of collaborating on our Humanities curriculum. Jason Yoon responded via email about collaborating after our charter is approved.</p>
NY Parks and Recreation: The Natural Classroom	<p><u>December 12, 2016:</u> We contacted The Natural Classroom and Urban Park Rangers, both programs under NY Parks and Recreation, with the goal of forming community partnerships for our STEM program. <u>January 25, 2016:</u> We received an email confirming future support and partnership if the school is to open.</p>
New York Asian Women Center (NYAWC),	<p><u>December 6, 2016:</u> [REDACTED], a non-profit organization that brings relief to survivors of gender-based trauma, who is interested in building partnership with ELM. <u>February 1, 2017:</u> Ms. Osako responded via email that she would follow up with the managers at the Elmhurst branch to schedule a meeting in February.</p>
Allergic to Salad	<p><u>January 12, 2017:</u> Allergic to Salad is dedicated to educating students of all ages on healthy foods and equipping them with skills and strategies to live a nourishing life. We contacted Director Stacey Ornstein on the possibility of collaborating on field trips and curriculum design for our STEM modules. We received email correspondence packed with ideas and later secured a letter of support from Allergic to Salad.</p>
Young Governors	<p><u>March 18, 2016:</u> Spoke to [REDACTED] of Young Governors, a youth organizing program that hires and trains community teens to address issues in their community, about the possibility of collaborating in future. She offered support on obtaining feedback from high school activists in the neighborhood. <u>April 4, 2016:</u> We secured a letter of support from Young Governors.</p>
Connection Alliance Church	<p><u>September 27, 2016:</u> We contacted [REDACTED] from Connection Alliance Church (CAC) in hopes to explore partnership and support around community awareness and future enrollment. CAC is located in neighboring districts, but has congregants residing</p>

	<p>in district 24 and connections with tutoring centers that serve district 24 students.</p> <p><u>November 30, 2016:</u> We secured a letter of support from Connection Alliance Church.</p>
International Full Gospel Fellowship	<p><u>October 18, 2016:</u> IFGF, a local church in Elmhurst, was approached by board Member Red Sevilla reached out to leadership in International Full Gospel Fellowship with information regarding Elm's school design.</p> <p><u>October 20, 2016:</u> We secured a letter of support from International Full Gospel Fellowship.</p>
Newtown Church	<p><u>November 26, 2016:</u> Board Member Red Sevilla met with [REDACTED] who leads a local church serving the neighborhood of Elmhurst. She was encouraged to see a school focused on student growth both academically and socially, and commented that she believed our school would have "student's best interest at heart." We secured a letter of support from Newtown Church.</p>
New Life Fellowship Church	<p><u>May 29, 2016:</u> New Life Fellowship Church is a local multicultural church located in Elmhurst, Queens. Attended New Life Fellowship Church and spoke with [REDACTED], about our proposed school model, who offered an opportunity to speak with the entire congregation at all 3 of their services.</p> <p><u>October 25, 2016:</u> We secured a letter of support from New Life Fellowship Church</p>
Christian Testimony Church	<p><u>October 16, 2016:</u> Christian Testimony Church is a local Chinese church in Elmhurst, Queens. We spoke with [REDACTED], where we discussed the details of our proposed school and expressed our desire to partner in raising community awareness for our proposed school and future enrollment for Elm Community Charter School. We were invited to host an information session at the church on November 13, 2016.</p> <p><u>November 15, 2016:</u> We secured a letter of support from Christian Testimony Church.</p>
Families for Excellent Schools (FES)	<p><u>January 26, 2017:</u> The mission of FES is to ensure that every child attends an excellent school by building coalitions of families and their allies and running campaigns that change education policy. We joined a town hall phone conference in regards to joining the #PathToPossible movement, promoting charter schools and school choice. We connected with leaders about the possibility of support.</p> <p><u>February 2, 2017:</u> Spoke to Queens organizer, Joseph Rivera, who offered to connect Elm with active parents in the neighborhood and share information about Elm to their network.</p>
Math Matters	<p><u>November 19, 2016:</u> Spoke with the founder of Math Matters, [REDACTED] a tutoring center located in Jackson Heights. The founder was interested in supporting our school as it aligned to his vision to</p>

	support students in the neighborhood.
Roots ConnectED	<p><u>November 1, 2016:</u> Contacted Co-principal of Community Roots about the possibility of being mentored or supported with our interdisciplinary studies curriculum.</p> <p><u>January 17, 2017:</u> Co-principal ██████████ connected us with their non-profit organization called Roots ConnectED that supports schools with similar educational philosophy. We look forward to the possibility of working with them in the future.</p>
Expeditionary Learning	<p><u>January 19, 2017:</u> Contacted a curriculum writer at EL about partnership in curriculum development, who are interested in supporting our interdisciplinary curriculum.</p> <p><u>February 15, 2017:</u> Contacted EL’s Chief of Schools Officer, ██████████ leading the NYC region, who shared his excitement of our school’s interdisciplinary model, and verbally agreed to partner with our school on our interdisciplinary and small group components through curriculum development and professional development supports.</p> <p><u>February 24, 2017:</u> We secured a letter with Expeditionary Learning – Outward Bound NY.</p>

Integration of feedback:

Overall, our conversations with local CBOs were positive and welcoming. Our emphasis on interdisciplinary learning and community partnerships especially resonated with many of the community-based organizations. Some organizations have already begun working with us on our curriculum (i.e. NY Hall of Science, Allergic to Salad) and have connected us with other organizations aligned to our school’s mission. Among the church organizations, there was a push for high quality education that will prepare students for higher education attainment. Our academic program ensures we are preparing students for competitive middle school programs of their choice. For example, we have increased the amount of time and focus in our integrated blocks (Humanities and STEM) as a number of middle schools have either a science or humanities focus.

[Meetings and Correspondence with Educators and CSD 24 Neighboring Pre-K – 8 Schools and Daycare Centers:](#)

To date, we have distributed 1000 flyers to the below Pre-K Centers.

Eric Nadelstern: Former Deputy Chancellor of NYC Public Schools	<p><u>February 10, 2016:</u> Reached out to Mr. Nadelstern in regards to the process of opening a charter school. He connected the founder to a few charter school founders for advice and support.</p> <p><u>December 29, 2016:</u> Contacted Mr. Nadelstern to share how Elm’s school model was significantly shaped during Summer Principals Academy, a program directed by him at the time.</p> <p><u>January 17, 2017:</u> Received a letter of support from Eric Nadelstern.</p>
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School Empowerment Network (SEN)	<p><u>November 2016:</u> Priscilla Walton was accepted to SEN's Charter Leader Fellowship after completing their multi-phase competitive selection process designed to select leaders with the dynamic combination of instructional and personal leadership skills, and the entrepreneurial spirit required to create a new charter school.</p> <p><u>December 2016:</u> Priscilla started the SEN Charter Leadership Fellowship and recently received a letter of support.</p>
Madelene Chan: D24 Elementary/Middle Superintendent	<p><u>January 25, 2017:</u> Contacted Ms. Chan via phone and email to schedule an appointment. Received a response around coordinating a time to meet and discuss possible collaboration.</p> <p><u>February 1, 2017:</u> Called and emailed the office to follow up on a potential meeting.</p> <p>February 21, 2017: Called Ms. Chan's office, who explained that they would not be setting any appointments or meetings until after Elm's proposal is approved.</p>
Academy of the City Charter School	<p><u>January 18, 2017:</u> We spoke with principal Richard Lee, who is the instructional leader of an elementary school in neighboring district 30 to share Elm's school design and solicit feedback from principal Richard Lee. We discussed schedules suitable for interdisciplinary learning, methods of integrating the arts, and successful instructional leadership structures. We secured a letter of support from Academy of the City Charter School.</p>
Central Queens Academy Charter School	<p><u>January 17, 2017:</u> We contacted Suyin So, the Founder and CEO of Central Queens Academy to share Elm's school design and solicit feedback. Ms. So encouraged us to continue forming partnerships with local CBOs and elected bodies to ensure the school's health and sustainability. We secured a letter of support from Central Queens Academy Charter School.</p>
Wendell Wyatt: Former Leader in Elmhurst Community	<p><u>September 27, 2016:</u> Contacted Rev. Wendell Wyatt for feedback around the community's educational need from a historical perspective. Rev. Wyatt has served in Elmhurst for 26 years. He discussed education that engaged students and helped to empower students, particularly from immigrant backgrounds.</p> <p><u>October 13, 2016:</u> Received a letter of support from Rev. Wendell Wyatt.</p>
Parent	<p><u>February 21, 2016:</u> Met [REDACTED] at an info session at New Life Fellowship Church. She was moving back to Queens, and hoping to come back to Elmhurst, her hometown. She expressed her concern over the schools, especially as a parent of a child who received services. [REDACTED] was encouraged by the school's design.</p> <p><u>November 21, 2016:</u> We received a letter of support from Parent [REDACTED]</p>
Parent	<p><u>March 6, 2017:</u> We met [REDACTED] at an info session at New Life Fellowship Church. She is a resident in Elmhurst and currently</p>

	has a 3 and 5 year old. ██████████ expressed a deep need for schools' with Elm's academic program. As a child growing up in Elmhurst, her parents preferred not to send her to public school and sent her to a parochial school. Currently, ██████████ is sending her Kindergartener to a school outside district 24 for the same reasons. We received a letter of support from Parent ██████████
Nina's Tutoring	<u>January 20, 2017:</u> We visited pre-k site, briefly discussed the school's mission with their staff and dropped off 50 flyers to the local families they serve.
Happy Dragon Pre-K	<u>January 20, 2017:</u> We visited pre-k site and spoke with staff about our proposed school's mission and model. Staff agreed to put flyers in every student's book bags.
Star America Preschool	<u>January 27, 2017:</u> Spoke with Ms. Kent, a staff member, who agreed to hand out flyers to the local families they serve.
Emilia's Kids	<u>January 27, 2017:</u> Spoke with staff who agreed to hand out flyers to the local families they serve.
Queen's Pointe	<u>February 3, 2017:</u> Spoke to Education Director, ██████████ who was excited about the possibility of a charter opening in the neighborhood – not just for greater school choice for her students, but also her own son. She agreed to hand out flyers and partner with us in the future for enrollment.
Qing Sheng Wang	<u>January 30, 2017:</u> Spoke with ██████████ the educational director, who agreed to hand out flyers to the local families they serve. An appointment with her has been made for February 21, 2017.
Little Friends School Elmhurst	<u>February 3, 2017:</u> Spoke to Education Director ██████████ who was excited for a charter school choice in the neighborhood. She had questions around the school's accountability plan and preparation for tests. She agreed to hand out flyers to the local families they serve, and invited us to be a guest speaker in their May or June Parent Workshops. <u>March 15, 2017:</u> We have been confirmed for an information session to be held with an anticipated 20 families of 2-3 year olds.
Rainbow Christian Preschool	<u>February 3, 2017:</u> Spoke to Education Director, ██████████ who was excited about the prospect of a new charter school in the neighborhood, agreed to hand out 200 flyers, and raise awareness around our informational sessions.
Children's Big Apple	<u>January 30, 2017:</u> Spoke to Education Director, ██████████ who was excited for a charter school choice in the neighborhood. She agreed to share our flyers in both Elmhurst locations.
Boosters Club	<u>March 7, 2017:</u> Held an info session at Boosters Club, an after school tutoring and mentoring program for elementary school aged children. Parents were enthusiastic and supportive of a new school in the neighborhood with a focus on projects. We secured a letter of support from Boosters Club.

Integration of Feedback:

We have reached out to several preschools in the neighborhood and most have shown an enthusiasm over an additional elementary school and appreciation for possible partnership. This is evidenced by the 1000 flyers handed out to the preschools in the neighborhood, who have shared them with parents or placed them in students' book bags, as well as follow up meetings initiated by staff. Board Member Brenda Frias,

has scheduled meetings with Queens Pointe and Little Friends School to further discuss ways to collaborate around raising awareness, including holding information sessions, participating in parent workshops offered at Queens Pointe, collecting feedback from families, and creating a pipeline from Pre-K to our elementary school.

Online Outreach:

Website: We created a public website, elmcharterschool.org to better inform interested parents, community-based organizations, and local leaders. This website gives a general understanding of our school design and mission statement, solicits feedback in the form of an online survey, and creates a medium for communication with founder Priscilla Walton.



[Home](#) [Our Story](#) [Our Principles](#) [Our Plan](#) [Contact Us](#)





We Need Your Support

Beginning, Growth, Branching, & The Future

What's the process of opening a new school? Take a look at our video outlining our plan to open ELM Elementary Charter School!

Want to get Involved?

Fill out our survey below so we can show the Board of Education the need for our new school.

Also feel free to reach out to us through our contact form for more info.



Elm Community Charter School

[Home](#) [Our Story](#) [Our Principles](#) [Our Plan](#) [Contact Us](#)

Contact Us



Name

Email

Subject

Message

Take Our Survey

Help ELM open it's school!



Through our website, we have received over 25 online surveys and 30 contacts who gladly volunteered their expertise in support of the school's opening. Some highlights include:

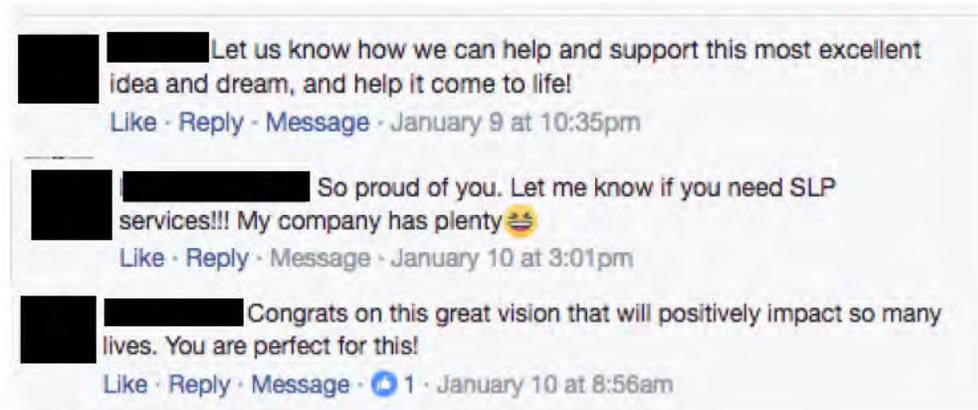
“As a mentor in Elmhurst, I see a lot of children lacking the drive to apply themselves to their schoolwork. I believe if their schoolwork is more engaging and more applicable to their lives outside of school, I believe it will help their drive to learn.” – **TF, Mentor in Elmhurst with I.S.5**

“We desperately need smaller, high quality schools connected deeply to the community.” – **PS, Church Leader in Elmhurst**

“Elmhurst has a great need for quality schools, currently very overcrowded.” – **Parent in Elmhurst**

Facebook:

We have created a Facebook page to raise awareness, share information about Elm's progress, and promote outreach events and information sessions. Our Facebook page has received 249 likes to date. We have also recently requested a name change for the revision of our school name. The process is pending approval from Facebook.



Flyers

Over the past ten months, we have distributed 1000 flyers during our info sessions, at the local library, and Pre-K and daycare centers. We have translated our flyers into Spanish, a dominant language in the neighborhood, and are currently working on a Chinese translation as well.

Ongoing Outreach

Elm will continue to raise awareness and build partnerships with local community organizations in the Elmhurst/Corona neighborhoods. As evidenced by our email communication, we have continued to reach out to local community leaders,

businesses, and organizations for open conversations, constructive feedback, and formal support and partnerships. In this next phase of outreach, we are focusing on:

- Families with 2-3 year olds, by targeting educational services in the neighborhood.
- Continued engagement with elected officials and local community boards with the goal of gaining community support and partnership.
- Holding an additional info session in the Elmhurst community in February. We are currently working on a location accessible to families.
- Continued participation in meetings held by Community Education Council District 24 (CEC D24) to establish relationship and continued communication.

(f) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Not applicable

R-03g – Letters of Justification

Request is not applicable.

R – 03h – Founding Team Resumes

Request is not applicable. No new additions to our founding team since submission of Elm's Letter of Intent.



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: Christopher Kong
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
Bring the possibility of self-dealing, along with supporting evidence, to the attention of the entire education corporation's board for either clarification from the trustee or necessary actions.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Christopher Kong, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Elm Charter School is true and correct in every respect.


Signature

1/30/17
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207

(518) 445-4250 (phone)

(518) 320-1572 (fax)

charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: Debbie M. Thomas
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.:
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

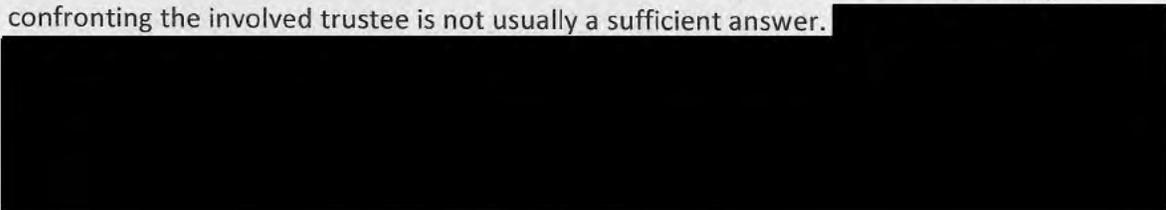
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, [REDACTED]
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. 

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Debbie Thomas certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Elm Charter School is true and correct in every respect.

Debbie Thomas
Signature

2/1/17
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700

(518) 320-1572 (fax)

(email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: Diane Kahng
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.



Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, Diane Kahng, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Elm Charter School is true and correct in every respect.


Signature

2/8/2017
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700

Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

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Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: *Michael Eliel Dorcelly*
Home Address: [REDACTED]
Business Name and Address:
[REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
✓ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board.
✓ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
✓ Does not apply to me. Yes, _____.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.
✓ Does not apply to me. Yes, _____.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
✓ Does not apply to me. Yes, _____.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.
✓ I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
✓ I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
✓ I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
✓ N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ✓ N/A. I / we or my family do not anticipate conducting any such business.
 Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

✓ Does not apply to me, my spouse or family. Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

✓ None. Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.



Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).

✓ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Michael Eliel Dorcelly, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ELM Charter School true and correct in every respect.

A handwritten signature in black ink, appearing to be 'MD'.

Signature

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute

41 State Street, Suite 700

Albany, New York 12207

(518) 445-4250 (phone)

(518) 320-1572 (fax)

charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to

the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, "Terms of Operation;"
 - By-laws, which may:
 - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: A. Redd Sevilla
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume): see attached
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

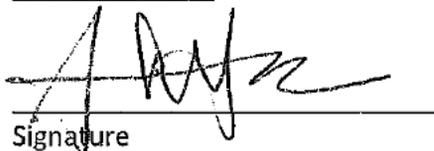


Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, A. REDD S. ENLLA, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.


Signature

2.7.17
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207

A. Redd Sevilla

[Redacted]

Objective

[Redacted]

Experience Non-profit

[Redacted]

Construction

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Engineering

[Redacted]

[Redacted]

Education

[Redacted]

The Cooper Union School of Engineering, New York, NY
Bachelor of Engineering in Civil Engineering. Four year tuition scholarship
Master of Engineering in Structural Engineering. Full scholarship

Community

[Redacted]

[Redacted]

Interests

Basketball, Beach Volleyball, Mural Art

References

Available upon request

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: *Kavishma Desai* [REDACTED]
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
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 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

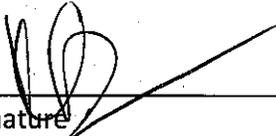
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Karishma Desai, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.



 Signature

2/2/17

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: [REDACTED]
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
- [REDACTED] Barnard College of Columbia University – BA in Women’s Studies

[REDACTED]

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation’s board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. [REDACTED]

Other [REDACTED]

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Saffiyah Madraswala, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Elm Charter School is true and correct in every respect.



 Signature

4/30/17

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: Brenda Frias
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
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**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: *Prijo Thomas*
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
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 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
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15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. [REDACTED]

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. *I look forward to this opportunity to serve on the board and believe in the vision and mission of the Elm Charter School.*

Certification

I, *Prijo Thomas*, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Elm Charter School is true and correct in every respect.



 Signature

1/3/2017

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee background information, the Trustees shall in writing (mail or otherwise) approve such individual, in the event that the Trustees do not provide an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the by-laws and any other applicable Terms of Operation. A failure by the Education Corporation to timely provide the School Trustee background information to the Trustees shall be grounds for review by the Institute.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Elm Charter School

2. Full name: Lawrence Zhou
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume): Attached
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
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15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. [REDACTED]

Other [REDACTED]

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, LAWRENCE ZHOU, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ~~insert name of education corporation~~ ELM CHARTER SCHOOL is true and correct in every respect.

Signature [Signature]

Date 1/30/2017

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
 charters@suny.edu (email)

R-03j – Outreach Evidence

Table of Contents

The evidence below is a comprehensive collection of the outreach methods we have engaged in the Elmhurst community over the last year.

Information Sessions and Focus Groups

- Focus Group Agenda
- Confirmation of tabling at New Life Fellowship Church
- Confirmation of communication with EC50
- Confirmation of information session at Christian Testimony Church
- PowerPoint presented at New Life Fellowship Church
- Email confirmation of info session at Boy Scouts in Elmhurst

Outreach to Local Elected Bodies and Community Associations

- Confirmation of meeting at Community Board 4's (CB4) Youth Committee
- Sampling of surveys and comment cards from CB4's Youth Committee
- Confirmation of follow up meeting at CB4's Youth Committee
- Confirmation of future meeting with the whole Community Board 4
- Confirmation of attendance at CEC CSD 24
- Correspondence with Newtown Civic Association
- Correspondence with Communities of Maspeth and Elmhurst Together (COMET)
- Confirmation of scheduled meeting with COMET
- Confirmation of conversation with Elmhurst United

Outreach to Elected Officials

- Confirmation of meeting with Council Member Daniel Dromm
- Correspondence with Queens Borough President Melinda Katz. This same letter was sent to Assembly member Jeffrion Aubry, State Senator Toby Ann Stavisky, and Governor Cuomo
- Confirmation of meeting with State Senator Toby Ann Stavisky
- Confirmation of meeting with Executive Assistant District Attorney Jesse Sligh
- Follow up communication with elected officials via email

Outreach to Community Based Organizations

- Confirmation of info session at New Life Fellowship Church
- Confirmation of conversation with City Mission
- Correspondence with NY Hall of Science
- Correspondence with Brooklyn Academy of Music (BAM)
- Confirmation of conversation with Queens Museum
- Confirmation of conversation and future partnership with NY Parks and Recreation: The Natural Classroom
- Confirmation of conversation with New York Asian Women Center (NYAWC)
- Confirmation of conversation Allergic to Salad
- Confirmation of conversation with Young Governors
- Confirmation of conversation with International Full Gospel Fellowship (IFGF)
- Confirmation of conversation with Newtown Church
- Confirmation of conversation with New Life CDC
- Confirmation of conversation with Christian Testimony Church
- Confirmation of conversation and support from Families for Excellent Schools (FES)
- Confirmation of conversation with Math Matters Tutoring Center
- Confirmation of conversation with Roots ConnectED
- Confirmation of conversation Expeditionary Learning

Outreach to Educators and CSD 24, Neighboring Pre-K – 8 Schools, and Daycare Centers

- Confirmation of conversation with former Deputy Chancellor of NYC Public Schools Eric Nadelstern
- Confirmation of conversation with School Empowerment Network
- Correspondence with CSD 24 Superintendent Madelene Chan in regards to scheduling a meeting
- Confirmation of conversation with Academy of the City Charter School
- Confirmation of conversation and support from Central Queens Academy Charter School
- Confirmation of conversation with an Elmhurst Community, Rev. Wendell Wyatt
- Confirmation of information session at Little Friends School Elmhurst Pre-K Center

- Confirmation of information session at Boosters Club: Tutoring and Mentoring program in Elmhurst

Online Outreach

- Website – homepage, philosophy, approach, timeline, and feedback/survey page
- Sampling of survey responses collected from website
- Facebook – homepage, comments

Flyers

- Brochure and FAQ sheets handed out during outreach events and meetings with Spanish translation
- Flyers distributed to Pre-K and Daycare centers in the Elmhurst neighborhood

INFORMATION SESSIONS AND FOCUS GROUP

Example 1: Focus Group Meeting Agenda

ELM CHARTER SCHOOL
Focus Group
January 30, 2016

ATTENDEES:

Name	Position	Present
Priscilla Walton	Current school leader in Elmhurst	<i>PW</i>
Angel Geeng	[REDACTED]	<i>AG</i>
Elizabeth Materese	[REDACTED]	<i>EM</i>
Karishma Desai	[REDACTED]	<i>KD</i>
Paulina Colon	[REDACTED]	<i>Pa</i>
Zaineb Tambawalla	[REDACTED]	<i>ZT</i>
Susie Kim	[REDACTED]	<i>SK</i>

AGENDA

Notes in blue + italic

I. Present Statistics		
<p><u>A Multicultural Community</u></p>	<p>Meeting Notes:</p> <ul style="list-style-type: none"> ✦ <i>Clear that Elmhurst has diverse and rich "resources"</i> ✦ <i>We need to empower students and families to contribute their stories, knowledge, and "resources" to the school community</i> 	
II. Present Current Vision + Mission + Ideal Scholar		
<ul style="list-style-type: none"> ✦ To cultivate transformational leaders equipped to adapt, connect, and impact their communities. ✦ To provide diverse learning experiences that challenge our students to investigate their identity in order to create opportunities for personal growth and community impact. ✦ Our 5th Grader will: Know their strengths, weaknesses, talents and passions; Articulate their ideas and feelings; Have resiliency to make mistakes and solve problems; Have diverse experiences ✦ Core Values: Self-Awareness, Community & Citizenship, Diversity 	<ul style="list-style-type: none"> ✦ <i>"Diversity" as a core value and "diverse learning experiences" are vague terms</i> ✦ <i>Social emotional intelligence just as important as academics (propels good work ethic and learning)</i> 	
III. Present Community feedback and comments		
<p>Show comment cards and emails highlighting:</p> <ul style="list-style-type: none"> ✦ Youth in the neighborhood are idle and bored ✦ Low literacy rates, especially among sped and ell pops ✦ Concerns around over-emphasis of tests 	<p><i>Schools seem to need more...</i></p> <ul style="list-style-type: none"> ✦ <i>More intervention, particularly for ELLs</i> ✦ <i>Rigor and high interest</i> 	

**ELM CHARTER SCHOOL
Focus Group
January 30, 2016**

<ul style="list-style-type: none"> + Greater need for staff development and "attitude" + Need for diverse programs including the arts + Need for local focus and community engagement/partnership + Issues of overcrowded schools + Need for smaller classes + Concerns that charter schools will not benefit students in district schools 	<p><i>curriculum</i></p> <ul style="list-style-type: none"> + <i>Community engagement (civics)</i> + <i>Smaller classes or incorporation of more small groups</i>
<p>IV. Adjust Vision and Mission</p> <ul style="list-style-type: none"> + Our vision is to see youth in Elmhurst discover their passions, talents, and power in order to become empowered leaders in their community. + Our mission is to create a diverse and inquiry-based model that challenges our students to cultivate their identities and engage with the world around them. 	
<p>V. Adjust Core Values</p>	
<ul style="list-style-type: none"> + Self-awareness: mindfulness, emotional intelligence + Diversity: Creativity, Flexibility + Community & Citizenship: Community, Engagement, Teamwork 	<ul style="list-style-type: none"> + <i>Create "I Can" statements from values</i> + <i>Send out different word choices to educator friends to refine core values</i>
<p>VI. Next Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Sign up for the curriculum + instruction or culture + discipline team - we are designing!</i> <input type="checkbox"/> <i>Send out vision and mission to our own networks for feedback</i> <input type="checkbox"/> <i>Consider your involvement and whether you want to join our team of proposal writers and researchers!</i> 	

Example 2: Confirmation of Tabling at New Life Fellowship Church



Redd Sevilla [Redacted]

2/19/16 [Icons]

Priscilla,

I saw on the calendar that you are looking to set up a table at new life to create awareness regarding the school you want to start in Elmhurst.

I wonder if you should set up that table at the lobby of the lower level where the families are picking up their kids.

Rosie is copied on this email. Reach out to her directly as you see fit.

.....

A. Redd Sevilla



Example 3: Sampling of Support from community group
Elmhurst-Corona-50 (Total: 30 signatures)



ELM Elementary Charter School
Sign-Up Sheet

Name	What neighborhood do you live in?	What school district do you live in?	Email Address	Would you like us to contact you?	
				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Peggy LIAO	[REDACTED]	[REDACTED]	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
J Tan	[REDACTED]	[REDACTED]	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Jacquie Tsang	[REDACTED]	[REDACTED]	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rita Rose Lopez	[REDACTED]	[REDACTED]	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Annette ALF	[REDACTED]	[REDACTED]	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

2/21/16



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

I think build a new elementary school in Elmhurst is a great idea. I know that district 24 don't have enough elementary school for the kids to study. Some of them may need to go to other district for school. I will support to the new build a new elementary school in our ~~the~~ community.

2/21/16



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Wholeheartedly support this initiative. There is a dire need for this school in Elmhurst. Can you go through crowd funding for financial support? I hope so. I believe this initiative would be strongly supported through crowd funding.

**Example 4: Confirmation of Information Session and Support from
Christian Testimony Church**

NY Christian Testimony Church

Sunday Worship Service

11.13.16

Address 87-11 Whitney Ave, Elmhurst, NY 11373
Website www.nyctc.org

Program

10:30 - 10:55	Praise and Worship
10:55 - 11:00	Announcements and Introductions
11:00 - 11:15	ELM Charter School – Priscilla Walton
11:15 - 11:45	██████████
	Matthew 8:23-27 "Rest in Times of Trouble"
11:45 - 12:15	Breaking of Bread*

* Youth & Young Teens will be leaving for class

During the communion portion of the service, in accordance with the leading of the Holy Spirit, feel free to pray out loud corporately, and/or to select praise songs or hymns appropriate to communion.

Worship Services

10:30

English Service - Sunday 5th Floor
Chinese Service - Mandarin - Sunday 1st Floor
Combined Service - Bilingual - 4th Sunday of every month 1st Floor

*Ephesians 4:15 - We are to grow up in every way
into Him who is the Head, into Christ –*



Priscilla Walton [redacted]

Fwd: 11/16/16- Friday Fellowship: Bible Study: Judges 12 @ 7:30pm, CTE; overflow
1 message

Jamie [redacted] Wed, Nov 16, 2016 at 2:55 PM
To: [redacted]

Hi Priscilla,

Thanks so much for coming to CTE and sharing about ELM Charter School with us! We loved hearing about this endeavor and your heart for the Elmhurst community. All of us here are so excited to support you in this! Just wanted to let you know that I've sent out reminders on filling out the survey (email below). Please let us know we can continually support you in ensuring that his school opens in our community!!

Best,
Jamie Jou

[redacted]

----- Forwarded message -----

From: Jamie [redacted]
Date: Wed, Nov 16, 2016 at 2:46 PM
Subject: 11/16/16- Friday Fellowship: Bible Study: Judges 12 @ 7:30pm [redacted] overflow
To:

Hi, Everyone!

We would love to invite you to this [redacted] Bible Study on
Judges 12 Everyone is invited and feel free to bring your dinner!

Friday Nov. 25th, Thanksgiving Potluck @6:30pm!!

Please bring 1 dish, enough to feed 6-8 people on Friday @6:00pm

RSVP HERE

[Edit your RSVP here](#)



[redacted] is so excited to support Priscilla Walton in opening ELM Charter School in Fall 2018. This is such a great way for us to invest in not only our fellow sister in Christ, but also our community in Elmhurst.

Please remember to fill out the survey at www.elmcharterschool.org by **Monday, 11/21!**



Example 5: PowerPoint Presentation at New Life Fellowship Church

 <p>To see every child in Elmhurst discover their passions, talents, and power to enrich their community.</p>	 <p>ELM CHARTER SCHOOL</p> <p><i>Empowering Leaders of Multicultural communities</i></p>
 <p>What makes us Unique?</p> <p>Interdisciplinary Studies Collaborative Learning Small Group Learning Self-Awareness + Self-Exploration Creative Courses</p> <ul style="list-style-type: none">- Fine Arts- Music + Vocal- Shop class	 <p>SUPPORT US BY...</p> <ul style="list-style-type: none">▪ Give us feedback!▪ Signing a petition, comment card, and survey▪ Volunteering your skills in education, law, finance, real estate, non-profit, community outreach
 <p>Help us open in Fall 2018!</p> <p><i>See you downstairs!</i></p>	

Example 6: Email Confirmation of Information Session at Boys Scouts Club

Friday, Cub Scouts



Brenda Frias

12/21/16



to me

Hey, so Friday, we're on for Cub Scouts
Did you speak to Savannah?

I just sent Mr. Snape an email asking some questions, But I would say, we should expect something close to 15-25 people in the room.
Have flyers and surveys ready to be filled out and that clipboard with signatures. Also, maybe some candy or cookies would be great, to not come empty handed

Maybe Savannah and I can aim to meet there at church at the Shell Room at 6pm sharp and you aim to be there at 6:30 sharp, share real quick and be done by 7pmish

Here's what I think you should share...

Your vision

Why is your school different?

Why should parents in the room support if their kids are too old?

What will our community as a whole benefit from this?

How can they support you?...signatures, referrals, fill out survey

OUTREACH TO LOCAL ELECTED BODIES AND COMMUNITY ASSOCIATIONS

Example 1: Community Board 4's Youth Committee Attendance Sheet



Malinda Katz
Borough President

Melva Miller
Deputy Borough President

COMMUNITY BOARD # 4Q

Serving: Corona, Corona Heights, and Elmhurst
46-11 104th Street
Corona, New York 11368
Telephone: 718-760-3141 Fax: 718-760-5971
e-mail: qn04@cb.nyc.gov

Louis Walker
Chairperson

Christian Cassagnol
District Manager

JOINT YOUTH/HEALTH COMMITTEE ATTENDANCE SHEET

DATE: 11-17-16 LOCATION: _____

CRISTIAN ROMERO, Chair [Signature] SAL LOMBARDO Chair _____

INGRID GOMEZ, Co-Chair [Signature] SAFAT CHOWDHURY _____

ASHLEY REED [Signature] PETER MANGANARO _____

MARIA D'AMICO _____ GIGI SALVADOR _____

ALEXA PONCE _____ PATRICIA TERRANOVA _____

GUESTS

NAME	ADDRESS	PHONE	EMAIL
<u>Chiao-Chung Chen</u>			
<u>Priscilla Walton</u>			
<u>Ingrid Gomez</u>			
<u>Vivian Tseng</u>			

Example 2: Sample of surveys and comment cards collected at CB4's Youth Committee

ELM CHARTER SCHOOL SURVEY

November 2016

Name:	[REDACTED]
District/Neighborhood:	24 / Elmhurst
Date:	11/17/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. investor
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other Learning another language
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure

6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)
This would be good for the neighborhood because we have a diverse immigrant community that requires a good school to help the students succeed.

ELM CHARTER SCHOOL SURVEY
November 2016

Name:	
District/Neighborhood:	24 / Elmhurst
Date:	11-17-16

1. I am a resident in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)
 - help with overcrowdedness
 - help with improved learning

ELM CHARTER SCHOOL SURVEY
November 2016

Name:	[REDACTED]
District/Neighborhood:	24/Corona
Date:	11/17/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

I am not a parent but I fully believe that there is a need for a school like ELM in Elmhurst that offers real-world application and learning.

Example 3: Sample of comment cards collected at CB4's Youth Committee



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Date: 11/17/16

This charter school would be a great addition for the neighborhood, hopefully there would be a higher preference for the residents in the Elmhurst Area.

Name: [REDACTED] Neighborhood/District: Elmhurst/24

Example 4: Confirmation of follow up meeting with CB4's Youth Committee



COMMUNITY BOARD # 4Q

Serving: Corona, Corona Heights, Elmhurst, and Newtown

46-11 104th Street

Corona, New York

11368-2882

Telephone: 718-760-3141

Fax: 718-760-5971

e-mail: qn04@cb.nyc.gov

Melinda Katz
Borough President

Damian Vargas
Chairperson

Melva Miller
Deputy Borough President

Christian Cassagnol
District Manager

January 31, 2017

MEETING NOTICE

TO: Youth Committee
(Ingrid Gomez, Ashley Reed, Alexa Ponce, Maria Damico)

FROM: Cristian Romero, Committee Chair

A meeting of the Youth Committee is scheduled for:

DATE: Thursday, February 16, 2017

TIME: 7:30 P.M.

PLACE: Community Board 4 Office
46-11 104 Street—Bell #5
Corona, NY

AGENDA

1. *Vote: Minutes of November 17th Meeting*
2. *Report of the Chairperson*
3. *Guest Speaker: Ms. Priscilla Walton, Elm Charter School*
--Discussion on the possibility of establishing a new Charter school within the confines of Elmhurst
4. *Future projects of CB4 Youth Committee*
5. *Other Business*
6. *Adjournment*

Please Contact The Community Board 4 Office To Confirm Your Attendance At This Meeting

Example 5: Confirmation of Future Meeting with Community Board 4

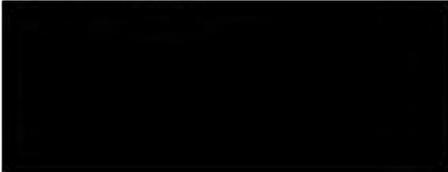
 **Cassagnol, Christian (CB)** Feb 27 (9 days ago) ☆ ↶ ▾
to me ▾

Thanks Priscilla! See you in April!

We are currently scheduled for April 11th at 7:30pm.
If you have not yet done so, please sign up for our newsletter to stay up to date.

Speak soon.

Christian Cassagnol



Example 6: Confirmation of attendance at Community Education Council D24

Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue
Glendale, New York 11385
Phone: 718.418.8160 / Fax: 718.418.8168 / Cec24@schools.nyc.gov
New York City Department of Education
www.cec24.org

<i>President</i> Nick Comatanni	<i>Vice President</i> Lucy Accardo	<i>Treasurer</i> Peter Vercesi	<i>Secretary</i> Sol Concepcion
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Council Members

Matthew Bologna
Henry Choi
John D'Amico
Anthony Fratto
Angelica Salgado
Maria Torres

Department of Education Official
Community Superintendent District
Ms. Madelene Taub-Chan

Date: January 24, 2017 (TUESDAY)
Time: 6:00 pm – Business Meeting
7:00 pm –Calendar Meeting
Location: PS 89, 85-28 Britton Avenue, Elmhurst, NY 11373

Anyone wishing to speak during the Open Discussion Period must sign the Speakers' Sheet on the front table, prior to the start of the meeting. You will be allowed up to three minutes.

Agenda

1. Call to Order and Roll Call
2. Approval of Minutes
3. Report of the President
4. Report of the Community Superintendent
5. Guest Speakers
6. Report of the Committees
7. Resolutions
8. Old Business
9. New Business
10. Public Agenda Session
11. Adjournment

Next Meeting
PS/IS 128
→ construction/development

Example 6: Correspondence with Newtown Civic Association

 **Priscilla Walton** [REDACTED] Jan 10 (7 days ago) [reply icon] [dropdown icon]

Hi Marialena!

I hope this email finds you well and rested from break. It would be an amazing opportunity to connect with you and Newtown Civic on the possibility of partnering together for the youth of Elmhurst!

I grew up in a local church in Elmhurst and currently live in Jackson Heights and am so excited about this opportunity to serve our community in this way.

I look forward to hearing from you soon!

...

 **Marialena Giampino** [REDACTED] Jan 10 (7 days ago) [reply icon] [dropdown icon]

Hi Redd,

Thanks for the info. and sample letter. I will talk to the board members of NCA, if approved I will send out letter of support.

Thanks and will let you know.
See you later tonight at board meeting!

Best,
Marialena

Example 7: Correspondence with Communities of Maspeth & Elmhurst Together (COMET)

Roe Daraio Jan 5 (12 days ago) ☆ [reply] [more]

[redacted]

Hey Redd,

Happy New Year to you guys too!!

I cannot write a letter without a vote. My next meeting is Monday, 2/6/17 at St. Adalbert in the Parish Center lower level. If Priscilla wants to come and talk about it, let me know and I'll put it on the agenda and we can vote on it.

...

Priscilla Walton Hello! Yes, I would like to be there! I just need to double check on time. Th... Jan 5 (12 days ago) ☆

Roe Daraio Jan 6 (11 days ago) ☆ [reply] [more]

[redacted]

Meeting info:

Monday, 3/6, 7:00 pm, St. Adalbert Parish Center, lower level, 52-40 84th Street.

We put up elected officials/ reps and NYPD at each meeting.

I'll put you on the agenda!!

...

Roe Daraio Mar 3 (7 days ago) ☆ [reply] [more]

to me [dropdown]

[redacted]

Date: Fri, Mar 3, 2017 at 2:23 PM
Subject: COMET Meeting - Monday, 3/6/17
To: CometUpdates [redacted]

Hi All,

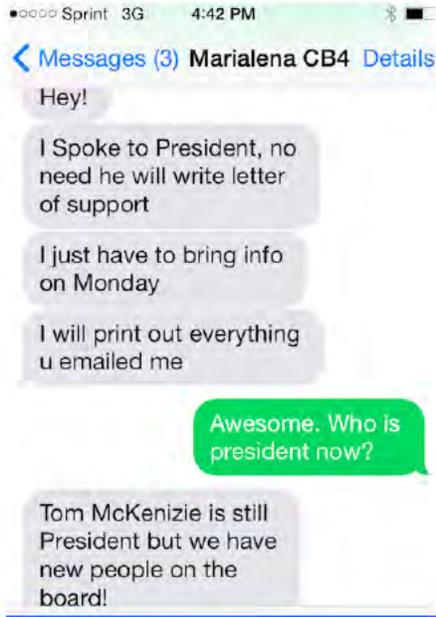
Our monthly COMET meeting will be held this Monday, 3/6, at St. Adalbert Parish Center, lower level, 52-40 84th Street at 7:00 p.m. We have a big agenda!

- 104th, 108th, 110th Precincts will give us our crime stats for the month, let us know about any unusual incidents, zombie house monitoring, illegal school bus parking and incidents involving our homeless shelters.
- Representatives from Assembly Members DenDekker and Barnwell; Council Members Crowley and Dromm, will discuss issues that we have been working on during the month. Some big issues are the Calamus Avenue sewer project, the 55th Avenue water main break, tour with DOT to address traffic concerns.
- Community proposal to address traffic problems on 61st Street between Fresh Pond Road and Flushing Avenue.
- Priscilla Walton will discuss a proposal for a new school in Elmhurst.

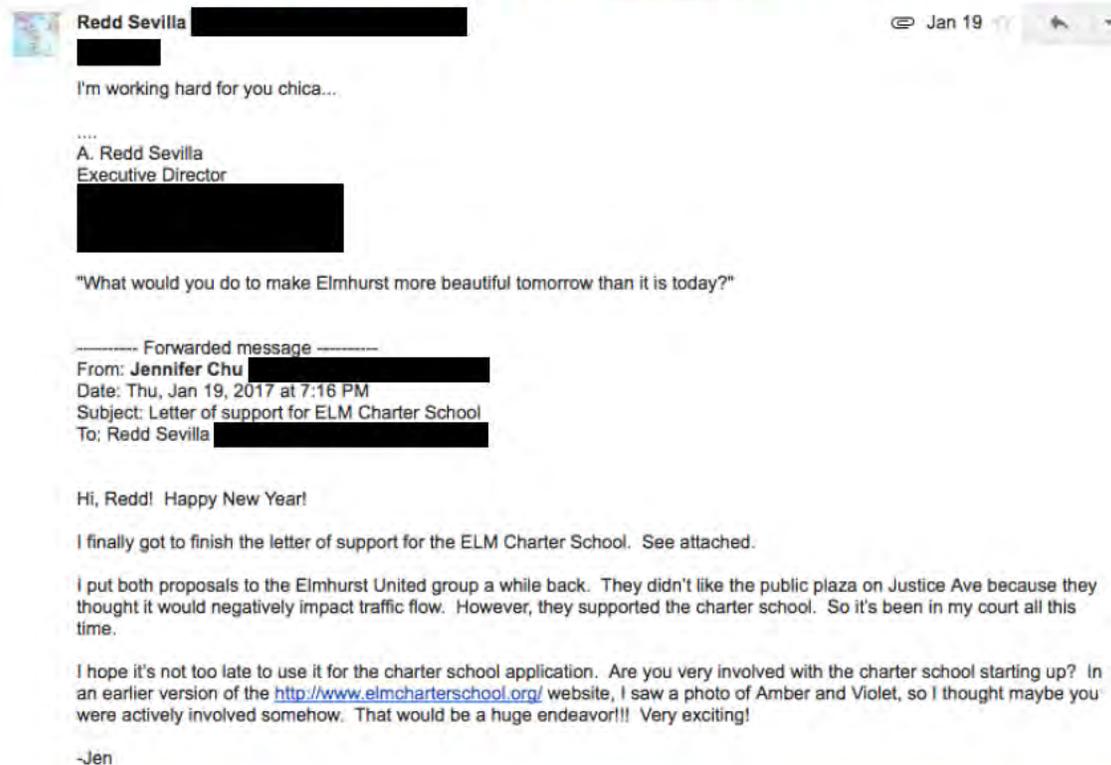
Hope to see you all on Monday!

Roe Daraio, President
COMET Civic Association
www.cometcivic.com

Example 8: Confirmation of anticipated letter of support from Newtown Civic Association



Example 9: Confirmation of Conversation with Elmhurst United



OUTREACH TO ELECTED OFFICIALS

Example 1: Confirmation of meeting with Council Member Dromm

Priscilla Walton [REDACTED] Tue, Nov 8, 2016 at 5:31 PM

To: [REDACTED]

Hello Mr. Dromm!

I hope this email finds you well. I am following up on the possibility of meeting to discuss a potential elementary charter school opening in district 24, specifically Elmhurst. I would love to hear your thoughts and receive any feedback and support!

Would you be available during the week of 11/14 in the Jackson Heights office?

Attached you will find a quick FAQ sheet on the school's values and mission. I look forward to meeting with you soon!

Priscilla
[Quoted text hidden]

 ELM FAQ Sheet.pdf
88K

Tran, Carolyn [REDACTED] Wed, Nov 9, 2016 at 1:50 PM

To: Priscilla Walton [REDACTED]







<https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&q=dromm%20&search=query&th=158254721d69df68&siml=158254721d69df68&siml=158461> 1/3

 Priscilla Walton [REDACTED] Nov 29 (9 days ago)

Dear Council Member Dromm,

I hope this email finds you well and rested from the holiday. Thank you so much for spending the time to discuss the potential of ELM Charter School. As we discussed during the meeting, it would be fantastic if we could obtain a letter of support from community leaders such as yourself. I have attached a sample template.

In all our community outreach events, ELM Charter School has been welcomed and received positively. As the founder and school leader, I am committed to addressing all concerns this community has voiced including: providing relief to the overcrowded schools, the myths around charter schools, the inclusion and empowerment of teacher voice, and providing excellent instruction to the ELL and SPED populations in our community.

I look forward to hearing from you on next steps and potential partnership! Thank you so much for your time.

...



Example 2: Correspondence with Queens Borough President Melinda Katz and other elected officials

!



ELM
CHARTER SCHOOL
Empowering Leaders of Multicultural Communities

January 18, 2017

Dear Ms. Melinda Katz,

My name is Priscilla Walton. I am a native New Yorker born, raised in Queens, and presently living in [REDACTED]. I am also a committed educator, serving the last 10 years as a teacher and school leader in Elmhurst and Harlem. My experiences as a child of an immigrant, English Language Learner, and English teacher in China and South Africa, have deepened my sense of responsibility toward the immigrant youth population.

I have the great opportunity of continuing my service to the Elmhurst community through a proposed elementary charter school in Fall 2018! I would like to obtain your support in the opening of ELM Charter School: Empowering Leaders of Multicultural Communities, a K-5 school focused on helping children in Elmhurst discover their talents, passions, and power to enrich their communities. Our school model is based on inquiry-based and collaborative learning, small group instruction, and emotional intelligence.

Your support will show the board at SUNY that this district is still in need of quality education for ALL of its children; and that the community at large will welcome the opening of this elementary charter school focused on developing young people into active engaged citizens for Queens, NY and the world.

Thank you for your consideration and kind support. I would love to obtain your letter of support! I am happy to set up a meeting to discuss my proposed school in more detail, and to address any of your questions. Please contact [REDACTED]. Feel free to provide any feedback on the attached blank paper as well. I look forward to hearing from you soon!

Sincerely,

Priscilla Walton

Example 3: Confirmation of meeting with State Senator Toby Ann Stavisky



Priscilla Walton <priscilla.p.walton@gmail.com>

Re: Meeting with Senator Stavisky

Scarlette Cho [REDACTED]
To: Priscilla Walton [REDACTED]

Wed, Jan 25, 2017 at 4:24 PM

Dear Priscilla:

Thank you so much for your patience with frequent changes.
We are confirmed for 2/2 at 2:30 PM at our office, 142-29 37th Ave, Ground Fl Flushing.
Thank you again and let me know the names of people who will be in attendance. Thank you!

[Quoted text hidden]

Best Regards,
Scarlette

Example 4: Confirmation of meeting with Executive Assistant District Attorney Jesse Sligh

Elm Charter School

2 messages

Jesse Sligh [REDACTED]
To: [REDACTED]

Thu, Jan 26, 2017 at 3:56 PM

Dear Ms. Walton,

It was a pleasure meeting you and discussing your thoughts for a charter school in the Elmhurst community. I am sure that you can be successful with the enthusiasm and passion that you expressed during your visit here. We know the value of a good basic education within this office. We spend quite a bit of time working with young people in the classrooms and here in our office. We will certainly work with you on whatever programs you have that fit within the parameters of our office.

I have taken the liberty to list some of the programs that we offer. This list, should NOT be considered as the totality of what we offer. We are prosecutors, but we are also visionaries when we think about how we can interact with and be good mentors and role models for our young people.

CLASSROOM PRESENTATIONS: We will assign an Assistant District Attorney to make a classroom or assembly presentation on the criminal justice system and the role of the District Attorney's Office in the prosecution of criminal cases.

TOURS: We will arrange tours of the court system which follow the flow of a case from arrest to sentencing. Because the tours are quite popular, we suggest that you reserve a date as early as possible.

MOCK TRIAL PREPARATION: Assistant District Attorneys are available to coach your school's mock trial team in preparation for the New York State Bar Association's High School Tournament held each spring.

STAFF LECTURES: We will schedule presentations for your school staff. For example, Assistant District Attorneys can discuss with staff information on the legal consequences of drug trafficking or issues relating to mandatory reporting laws in child abuse cases.

PRESENTATIONS TO PARENT ASSOCIATIONS: We will arrange for presentations to parent associations on community approaches to fighting drugs in their neighborhood, on criminal justice issues, and coordinate with them to solve local crime problems.

At the appropriate time, please be in touch, so we can be a part of this new initiative.

All good wishes.

Jesse J. Sligh
Executive Assistant District Attorney

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

1/30/2017

Gmail - Elm Charter School

Mon, Jan 30, 2017 at 11:56 AM

Priscilla Walton

To: Jesse Sligh <[REDACTED]>

Dear Mr. Sligh,

Thank you so much for the email! I appreciated the conversation, time, and support. I look forward to the possibility of working together in the near future.

I also wanted to follow up on the possibility of connecting with the Borough President and Senator Toby Ann Stavisky. I have a meeting with Ms. Stavisky this week, and would love to mention the encouraging conversation I had with you.

Thanks again for all your help!

Priscilla

(Quoted text hidden)

Example 6: Follow Up Communication with elected officials via email

1/30/2017

Gmail - Proposed Elementary Charter School (6 District) 24



Priscilla Walton <priscilla.p.walton@gmail.com>

Proposed Elementary Charter School in District 24

1 message

Priscilla Walton

Wed, Jan 25, 2017 at 1:54 PM

To: [REDACTED]

Hello Monica!

Thank you so much for your time on the phone today. My name is Priscilla Walton. I am a resident of CSD 30 and an active church member of CSD 24. I have been an educator for the last 10 years and recently, Elmhurst community members and I are in the process of applying to open a new charter school.

Attached is the letter I mailed to Ms. Katz's office, as well as a FAQ sheet on Elm Charter School. I would love to arrange a time to share with you the vision and mission of the school in hopes of obtaining feedback and support.

Thank you for your time!

Priscilla

2 attachments

 Elm Charter School.docx
133K

 ELM FAQ Jan 2017.docx
206K

Proposed Elementary Charter School in D24



Priscilla Walton

Jan 25 (8 days ago)

Hello Mr. Aubry,

I hope this email finds you well. My name is Priscilla Walton. I am a resident of CSD 30 and an active church member and former school leader in CSD 24. I sent a certified letter last week in regards to a proposed charter school (also attached).

It would be great to arrange a time to speak about your thoughts and feedback regarding a school in the Elmhurst neighborhood. In my 10 years as an educator, I know that a school is only as successful as the community that supports it. I hope to speak with you soon!

[View image](#)



OUTREACH TO COMMUNITY-BASED ORGANIZATIONS

Example 1: Confirmation of Information Session at New Life Fellowship Church

Josephine Park [REDACTED]
[REDACTED]

11/10/16



Hi Redd,

We were hoping you would do the Prayer and Welcome and Priscilla would do Announcements (including the mention of her school).

Let me know what you guys think!

Thanks,
Josephine

Example 2: Confirmation of conversation with City Mission

12/7/2016

Gmail - Introduction to Priscilla Walton (New Life Fellowship)



Priscilla Walton <priscilla.p.walton@gmail.com>

Introduction to Priscilla Walton (New Life Fellowship)

5 messages

Belinda Lin [REDACTED] Fri, Nov 25, 2016 at 10:45 AM
To: Lester Lin [REDACTED]

Hi Lester,

Happy (belated) Thanksgiving! I want to introduce you to Priscilla Walton cc'ed on this email. She is a member of New Life Fellowship (I hope I was able to beat Redd in introducing you guys) and shared God's vision of opening up an Elementary charter school in Elmhurst (<http://www.elmcharterschool.org/>). Connecting with community leaders to gain support is a part of the process she shared with us on Sunday, so you of course came to mind.

Priscilla, check out the work that Lester and his team does in Elmhurst. It is truly inspiring to see God rise up pockets of people in Elmhurst to serve the community in such tangible ways! Lester founded City mission, a non profit that mobilizes volunteers to serve the families in the family Blvd Shelter (Pam Am Hotel) and the community at large.
<http://citymission.nyc/>

I hope that you guys can connect and support one another!

Sincerely,
Belinda

Priscilla Walton [REDACTED] Mon, Nov 28, 2016 at 4:48 PM
To: Belinda Lin [REDACTED]
Cc: Lester Lin [REDACTED]

Thanks, Belinda!

Hi Lester,

I hope this email finds you well and stuffed from Thanksgiving. I am just coming back into town from my husband's family farm - so finally catching up on emails!

I would love to partner with you in launching this school. We are in our beginning phase of writing the proposal, where community support and partnership is incredibly important. In my meetings with Redd, CB4, and other local politicians, your name has come up quite a few times! I am hoping you can support us by helping us obtain:

- formal letters of support from local community-based organizations like yourself (example attached)
- identify a committed and willing CBO representative for our school board
- partner with other CBOs for future school-based partnerships.

Our school will be highly focused on interdisciplinary studies. Our curriculum will teach students about history, humanities, and civic engagement through our own community of Elmhurst and Queens. I have been reaching out to Make the Road, Queens Museum, and others with little success. Any way that you can help me connect with them or others?

As Belinda shared, most of our basic information can be found on our website at www.elmcharterschool.org. I am also glad to have a phone conversation to get to know you better, as well as explore any possibilities together!

Looking forward to hearing from you soon!

Priscilla Walton
[REDACTED]
[Quoted text hidden]

2 attachments

Sample Letter Museum.docx

<https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&q=lester%40citymission.nyc&qs=true&search=query&th=1589c2a6edee1f5f&siml=1589c2a6ed...> 1/3

12/7/2016

Gmail - Introduction to Priscilla Walton (New Life Fellowship)

 65K

 Support Letter_NLCDC docx
75K

Lester Lin [redacted]
To: Priscilla Walton [redacted]
Cc: Belinda Lin [redacted]

Mon, Nov 28, 2016 at 9:37 PM

Belindaaa! You're so cool!! Thanks for the intro. This does sound real awesome, Priscilla!!

Do you mind if we meet? I feel like I need to meet and talk about his in more depth on what vision you may have. I saw the video and checked out your cool website, but I just need to talk in person to get more of a sense of what's going on.

Let me know when you're free.

LESTER LIN
Founder/ Chief Troublemaker

[redacted]
[redacted]



OUR CITY. OUR MISSION.

[Quoted text hidden]

Priscilla Walton [redacted]
To: Lester Lin [redacted]

Mon, Nov 28, 2016 at 10:14 PM

Hi Lester!

It would be great to meet in person. It's a bit more difficult now-a-days because I have a newborn, but let's try to make it work. At the very least, we could do a video call.

Do you attend New Life? I attend 2nd service. It would be great to meet after or before service. I can usually have my husband watch our little one for about 45 minutes to an hour. If that doesn't work, we can look at Tuesday 12/13 or Thursday 12/15. I can confirm times if this is the best options!

Meanwhile, attached are two quick FAQ sheets on our school, as well as sample support letters that I am hoping City Mission can write if you believe in our mission!

Looking forward to meeting you soon!

Priscilla
[Quoted text hidden]

3 attachments

 ELM FAQ Sheet 3 pdf
88K

 ELM Core Values docx
176K

 Sample_Letter of Support docx
80K

[https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&q=lester%40citymission nyc&qs=true&search=query&th=1589c2a6dedef15f&siml=1589c2a6ed](https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&q=lester%40citymission%20nyc&qs=true&search=query&th=1589c2a6dedef15f&siml=1589c2a6ed) 2/3

Example 3: Correspondence with NY Hall of Science

On Dec 13, 2016, at 11:44 AM, Priscilla Walton [REDACTED] wrote:

Hi Sylvia,

Thank you so much for your time today! The conversation was inspiring, confirming, and incredibly encouraging. I am even more excited now than ever before! The potential of opening a K-5 Inquiry-based school in partnership with Hall of Science is a dream.

Attached you will find both the ELM Charter School FAQ Sheet and a template for a support letter. There's also additional information about us at www.elmcharterschool.org. If you are able to get this to me by mid-January, that would be very helpful. The main points of the letter would be:

- support and partnership during the brainstorming of our STEM curriculum
- future partnership with staff training, curriculum building, and field trips
- if possible, helping us get the word out during student enrollment and staff hiring! (I have not included it in the template)
- mentioning your focus on district 24!

Thank you! I will also get back to you regarding a brainstorming session on 1/9 in the next few days!

Thanks,
Priscilla

On Tue, Dec 13, 2016 at 10:47 AM, Sylvia Perez [REDACTED] wrote:

Hi Priscilla,

Thank you for a wonderful and exciting conversation. I'll be sending you a few follow up items but for now I am attaching our Little Makers framework in case it is useful for your meeting today.

Also here is a link to a video in which teachers talk about their participation in our Design Make Play STEM Institute: <http://nysci.org/programs-main/teachers-folio/>

Best,

Sylvia Perez
Vice President of [REDACTED]



Priscilla Walton [REDACTED]

Curriculum Module Review

3 messages

Sylvia Perez [REDACTED]
To: Priscilla Walton [REDACTED]

Fri, Jan 27, 2017 at 5:35 PM

Hi Priscilla,

I really like the way the modules are organized and the connections between Humanities & STEM. Below are some notes/comments from some of the modules that I wanted to share with you.

I wasn't sure why NYSCI was listed as partnership for the 5th grade Module 4 Design Challenge - it doesn't sound like one of our activities.

Hope this all helps!

Best,

Sylvia Perez
Vice President [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Kindergarten Module 1 Design Challenge

Maybe change it to "Design a tree that adapts to its environment or is better suited to disperse seeds" - Design a future tree needs more elaboration, I think.

Kindergarten Module 2 Design Challenge

It might be difficult for K students to think of a scientific tool specifically and suggest more open ended and relatable to their age group. "Create a new tool that will improve a need you have at home or in the community." Ex. a tool that will make your breakfast better..(ex. cereal bowls with straws attached to sip all the milk, a better utensil for eating or a better hanger for hanging up clothes, etc. I know the purpose of the original challenge is to have them think about scientific tools but I think if they understood better how they use tools in their everyday lives they will be able to do this challenge better and still understand scientific tools (anything you use to measure, transport, mix, etc is a scientific tool in my opinion).

3rd Grade Module 4 Design Challenge

Without refrigeration, it will be practically impossible for a 3rd grader to create a cup that prevents ice cream from melting. Maybe add "preventing from melting quickly. It would be an additional layer to use liquids instead of ice cream so that they could test the temperature to determine how good their container keeps things cold or keeps things hot. But ice cream is so much more motivating!

4th Grade Module 3 Design Challenge

Not sure how they would test different "air conditions from another planet" in this design challenge - I would also change "astronaut" to "spaceship" and "parachute" to "method" since the outcome could be a parachute or bubble padding around the spaceship. The latest rover had airbags that inflated prior to landing allowing to land, roll and come to a stop instead of using a parachute. So maybe it could be "Design a spaceship that can safely land on the rocky terrain of another planet"

5th grade Module 5 Design Challenge

Based on cultural or environmental factors design a meal plan for a family - I thought this could use an engineering aspect to it maybe add to also "make a better lunch box or container for the meal"...

CONFIDENTIALITY NOTICE:

<https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&q=spez%40nysci.org&qs=true&search=query&th=159e211fa31aa224&siml=159e211fa31aa22> 1/2

Example 4: Correspondence with Brooklyn Academy of Music (BAM)

 **Steven McIntosh** Dec 5 (3 days ago) ☆ ↶ ↷



Hi Priscilla,

How exciting and super nerve-wracking this all must be! Thanks for sharing all this info. I'd be happy to speak further with you about this.

Would the afternoon of the 13th or 15th work for you? I've got a staff conflict this Friday.

In terms of the more immediate, low-hanging fruit I can definitely help with reaching out to my Queens colleagues at local cultural and non-profits who would be interested in supporting your charter with a letter. Do you have a general introduction email you can send me that introduces you and the charter? If I can get that I'll add that to your attachments and send it out to colleagues with you cc'd so you can follow up. I know the Queens Museum has recently lost it's Director of Education (he left his post for a new op just last week) but I'm sure they have a follow up contact I can find.

Looking forward to talking further. Just let me know if either of those dates work next week and we'll set a time.

Best,
Steven

Steven McIntosh
Director of Education & Family Programs


Example 5: Confirmation of conversation with Queens Museum

11/29/2016

Gmail - Partnership with New Charter School



Priscilla Walton <priscilla.p.walton@gmail.com>

Partnership with New Charter School

3 messages

Priscilla Walton [REDACTED] Tue, Nov 29, 2016 at 3:05 PM
To: [REDACTED]

Hello!

I hope this email finds you well. My name is Priscilla Walton. I am a Queens Native and educator in central Queens. I am currently in the process of applying to open a charter school! You can find more information about us at www.elmcharterschool.org as well as the FAQ sheet attached.

One of the key components of our curriculum is based on the idea of place-based education in the development of civic engagement. I am hoping to have strong partnerships with the Queens Museum and City Museum to help us with this. We truly would need rich art, history, and materials to form our curriculum and educate both our staff and students. Would you be able to:

- Partner with us during the planning process around shaping our curriculum?
- Formally support our school through a letter of support, particularly around future partnership with professional development and field trips? (Please find sample letter attached!)

If a phone call would be easier, you can reach me at (917) 699-4212. I look forward to hearing from you soon!

Priscilla Walton

2 attachments

 ELM FAQ Sheet 3.pdf
88K

 Sample Letter_Museum.docx
65K

Jason Yoon [REDACTED] Tue, Nov 29, 2016 at 3:40 PM
To: Priscilla Walton [REDACTED]
Cc: Claudia Dishon [REDACTED], Mitra [REDACTED]

Hi Priscilla,

Thank you for reaching out and it's exciting that there may be a new school in the very diverse and dynamic neighborhood.

My initial thought is that we probably don't have the capacity to be too heavily involved in your school curriculum planning process and that I'm not necessarily comfortable writing a letter of support for your application to open a new school as vetting new school applications/endorsing the concept of an entire new school requires far more expertise than any of us have. However, I would say, that we would be excited to explore possible collaborations with you when/if a charter is granted as we are always looking for ways to collaborate more in-depth with Queens schools.

I also should say that I'm leaving the Museum this week for a new position and Mitra and Claudia who you also messaged may separately be interested in learning more about your work but I'll leave it to them to decide if they want to follow up.

Best,

Jason

Jason Yoon
Director of Education
[REDACTED]

<https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&search=inbox&th=158b1b0dbe79b733&siml=158b1b0dbe79b733&siml=158b1d1a0b6b7886&si> 1/2

Example 6: Confirmation of conversation and future partnership with NY Parks and Recreation: The Natural Classroom

Sanchez, Marc (Parks) Jan 25 (9 days ago) ☆ ↶ ↷

to me ▾

Hello Priscilla,

The Urban Park Rangers offer The Natural Classroom programs for school groups grades Pre-K through 8. Our science based curriculum gives students both an in-school lesson and a unique park experience connecting them to the natural world. Our curriculum covers a wide range of natural studies relevant to NYC Parks, ranging from animal adaptations and habitats, the importance of trees and plants, how to identify birds and insects, to more complex concepts such as the web of life and climate change. We have had some continued engagement with certain schools throughout the school year and would be willing to explore the option of a partnership with your school. While our programs are fee-based, there are discounted rates for Title I schools. We begin taking bookings for Fall 2017 in August for programs beginning as early as mid September. We look forward to connecting with your students.

Sgt Marc Sanchez
Queens Urban Park Rangers



Example 7: Confirmation of conversation with New York Asian Women Center (NYAWC)

Asuna Osako  Dec 6 (2 days ago) ☆ ↶ ↷



Dear Priscilla,

This is wonderful news to hear! Thank you Belinda, for thinking of AWC and for connecting us. I am going to forward your email to the Managers of our Elmhurst community office and of our STAR Children & Youth program to see if we would be able to supply a letter of support. I will get back to you again once I have gotten a chance to share this information with them.

Thank you both again!

Warm regards,

Asuna Osako, LMSW, RDT
Youth Counselor, STAR Children & Youth Program



Example 8: Confirmation of Conversation with Allergic to Salad

Partnership with New Charter School

Stacey Ornstein
To: Priscilla Walton

Fri, Jan 13, 2017 at 12:13 PM

Hi Priscilla,

Thanks for reaching out! It sounds like you are opening my DREAM school!

Our STEM-focused curriculum is MS focused tho I do believe STEM concepts are always by nature, within cooking and can easily be written into an official curriculum -- from geography to life sciences to art and math! I've pasted a sample of our MS curriculum below. It focuses on 4 rotating STEM concepts within our lessons.

For the 2017-2018 school year we are launching a STEM-focused CORE-based curriculum for elementary level.

Do keep me in mind in the future. I'd love to partner with you! Also, so you're aware, we have no physical space but partner with schools by coming to you to do cooking classes!

KS - Kitchen Skills

FS - Food Systems (sustainability, policy, justice, etc)

PS - Physical Science Concepts

LS - Life Science Concepts

Week 1: Intro to Scientific Method & Class Objectives

Overview: This first class should be a fun and friendly introduction to using the scientific method and the cookbooks with an easy, quick recipe.

Goals: To get your class started off on the right foot!

Outcomes: Students will be familiar with the scientific method and how it will apply to cooking class for the year. Students will understand the expectations of the educator, the rules for participating safely and enthusiastically in class, and feel comfortable asking questions

RECIPE: HOMEMADE BUTTER

Week 2: KS - Knife Safety; PS - Emulsions; FS - Seasonality

Overview: This class will introduce safe knife handling by making a chopped slaw, explore emulsions through the combination of fats and acids in a salad dressing, and consider seasonality when selecting ingredients for a recipe.

Goals: To introduce knife safety and practice cutting vegetables; to explore seasonal vegetables and cohesive flavor combinations; to practice the scientific method through this lesson on emulsifiers.

Outcomes: Students will be comfortable handling knives and chopping effectively. They will understand the concept of emulsion as demonstrated through vinaigrette and be able to discuss seasonality of fruits and vegetables.

RECIPE: Seasonal Slaw

Week 3: KS - Washing & Food Safety; LS - Microbes

Overview: An exploration of good and bad microbes in our food, what it means to handle food safely, and an introduction to the magical world of fermentation!

Goals: To provide a comprehensive look at the microbes found on and in food, and how we can control the outcomes of those bacteria, both good and bad, with safe food handling and the cultivation of fermented foods.

Example 9: Confirmation of Conversation with Young Governors

Delia Kim [REDACTED]

12/8/16

Also, do you have these surveys online? It will be hard to get back paper surveys from teens, unless you can wait until late Jan. Then I can get a bunch.

Priscilla Walton [REDACTED]

12/8/16

to Delia

Yes, the surveys are online at www.elmcharterschool.org I would prefer for them to be paper copies because then I can explicitly show it in my analysis. But, online is better than none.

I have found that paper copies is the only way to ensure that they do it since they take just about 5 minutes to do it - if not less! You could hand them out, collect, and then send them to me via scanning at NLF. What do you think? Perhaps you can do it this Saturday?

Example 10: Confirmation of Conversation with International Full Gospel Fellowship (IFGF)

----- Forwarded message -----

From: **Tony Soewignjo** [REDACTED]
Date: Thu, Oct 20, 2016 at 9:14 PM
Subject: Re: Two Letters of Support for Elmhurst
To: Redd Sevilla [REDACTED]

Please find the enclosed letter.

On Oct 18, 2016, at 12:37, A. Redd Sevilla [REDACTED] wrote:

Tony

Hope you're well. Wanted to run something by you [REDACTED]

I'm looking for support on two items that will enhance our local neighborhood.

1. A new plaza sponsored by DOT
2. A new school named ELM

I am specifically requesting two separate support letters for each of these initiatives.

Would you write one or two of these letters of support?

Example 11: Confirmation of Conversation with Newtown Church

Priscilla Walton [REDACTED]

11/10/16



Hi Paul and Anette!

It's great to e-meet you! Please let me know if you have any questions.

I look forward to hearing from you!

...

Pastor Anette [REDACTED]

11/14/16



to me

Greetings;

Glad to be of service! Being a people-person, looking forward meeting in person one day.

Sincerely Yours,

Pastor Anette

--

Rev. Dr. Anette I. Westermark



...

Example 12: Confirmation of Conversation with New Life CDC

Follow Up on Convo 



Priscilla Walton [redacted]

9/29/16



Hi Redd,

Thanks for taking the time to talk with me today. Below is just a quick recap of our conversation and additional thoughts/asks:

- Please connect me with the district manager so that I might be able to join the community board meeting soon! My hope is before Thanksgiving!
- Please connect me with anyone who knows the real estate in Elmhurst so that I could list out possible spaces and facilities we can occupy.
- Do you also have connections with Newtown Church, the Rock church, and the Latino church that we passed during our prayer walk that day? I'd like to get formal letters of support from them as well.
- The email you can forward to others on that support will be sent in a separate email for convenience

Thanks again for all your help and support with ELM!



Redd Sevilla [redacted]

10/13/16



Priscilla, let's talk on the phone or meet in person for 2 hours. I have read your emails and am excited to tap into my network. Let's meet or talk and let that two hour slot be a working meeting. I think that will be more efficient for us.

Susan, could you please coordinate a 2 hour block for me and priscilla either by phone or in person?



A. Redd Sevilla
Executive Director



"What would you do to make Elmhurst more beautiful tomorrow than it is today?"



Example 13: Confirmation of Conversation with Christian Testimony Church



JOSE CHAN [redacted]

11/8/16



Hi Priscilla,

This Sunday 11/13 most likely after Communion is good for your presentation. Looking forward to it.

See you soon,
Jose



[Example 14: Confirmation of Conversation and support from Families for Excellent Schools \(FES\)](#)



Priscilla -

Thanks so much for RSVPing to the #PathToPossible Town Hall Conference Call. We look forward to speaking with you tomorrow (Thursday) at noon!

Dial In



If you have a question that you'd like to address to us or one of the parent participants, email us at [redacted] and we'll answer them at the end of the call.

Thanks,

Ryan

[Example 15: Confirmation of Conversation with Math Matters Tutoring Center](#)

Supporting a New Elementary School!

1 message

Priscilla Walton

Sat, Nov 19, 2016 at 9:16 PM

To: [redacted]

Hi Syed,

It was great meeting you a few days ago at E77! My name is Priscilla Walton and I spoke to you about my proposed application for a new elementary charter school.

Having your support as a fellow education-minded and goal-oriented organization would show the authorizer I am seeking approval from, that our community is in need of good schools and desires to see new schools planted!

If you are interested, it would be helpful to get a letter of support from your organization. I have attached a sample that you can use!

You can also check out more information about our school at www.elmcharterschool.org! I look forward to hearing from you!

Priscilla

 **Sample_Letter of Support.docx**
BOK

Example 16: Confirmation of Conversation with Roots ConnectED

 Allison Keil Jan 18 (12 days ago) ☆ ↶ ▾


Priscilla,

Congratulations!!!!

We have launched a new program under Community roots called RootsconnectED. Take a look at the [website](#). This is our way of supporting schools starting up and those in existence to continue to have a broader impact with the work we do.

Let me know if you want to talk about how RootsconnectED may be able to work with your initiative.

Best,
Alli

...

Allison Keil

Co-Director


 Priscilla Walton  Jan 18 (12 days ago) ☆ ↶ ▾



Thank you!

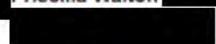
I took a look thorough your website and am incredibly excited about the work that you are doing through RootsconnectED. It seems though that the workshops/institutes that you offer will be largely helpful after I have been approved.

During this application process (I aim to submit next month), I am hoping to really lay out concepts. Do you think there is anyway to get some feedback from you or through RootsconnectED?

Thanks,
Priscilla

Example 17: Confirmation of Conversation with Expeditionary Learning

 Priscilla Walton  📧 Feb 1 (2 days ago) ☆ ↶ ▾



Hello Cal!

It is great to e-meet you! I actually spoke to someone at the EL's central office about curriculum implementation, but would love to connect with you on your thoughts about how EL can be implemented into a school as well. Do you have some time the week of 2/13?

Meanwhile, attached is our school's FAQ sheet!
f

chastings@nycoutwardbound.org Feb 2 (1 day ago) ☆ ↶ ▾

to me ▾

Hi Priscilla,

How about the 15th at 10:00?

Cal

Sent from my iPhone

...

OUTREACH TO EDUCATORS AND DISTRICT 24, NEIGHBORING PRE-K – 8 SCHOOLS, AND DAYCARE CENTERS

Example 1: Confirmation of Conversation with Former Deputy Chancellor for NYC Public Schools

Priscilla Walton [REDACTED] 12/29/16

Hi Eric!

I hope this finds you well and rested (or resting during) from the Holidays. I wanted to share some exciting news! I was recently accepted as a fellow of the School Empowerment Network (SEN) and will be guided by them in this charter application process with SUNY. ELM Charter School: Empowering Leaders of Multicultural Communities is becoming more real each day I work on it.

I have been trying to obtain support in the form of letters from political leaders (District 24) and wondered if you were familiar with any of them and were able to connect me. I have a list of the leaders I am trying to reach below. If you feel there are any additions, please let me know!

In addition, I was hoping you would be able to write a letter of support as well! It would be great to partner with TC on staff development, community outreach/awareness, and enrollment. I have a sample letter of support, if that's helpful.

Thank you for your consideration! Any support would be greatly appreciated! Looking forward to hearing from you!

Priscilla

List of Elected Officials that Represent Elmhurst/Corona:

- Daniel Dromm - Council Member, District 25
- Lou Walker - Chair of Community Board 4
- CEC24 - I am unable to find contact information, would you know?
- Melinda Katz - Queens Borough President
- Jeffrion Aubry - Assembly Member
- Toby Ann Stavisky - State Senator
- Andrew Cuomo - Governor

Eric Nadelstern [REDACTED] 12/29/16

to me

Priscilla:

I'm home recovering from hip surgery. While I can't add to your list of politicians, I'll use your model to send you a letter of support as soon as I'm able.

Eric

Sent from my iPhone

<Elected Officials_Letter of Support.docx>

Example 2: Confirmation of Conversation with School Empowerment Network

 Priscilla Walton [REDACTED] 11/17/16  

Hello Mr. Negrón,

I hope this email finds you well. My name is Priscilla Walton and I am in the process of writing a proposal to open a new elementary charter school in CSD 24.

I recently spoke on the phone with Lori Clement from CSBM and she advised that I speak with you about the possible opportunity to enroll with SEN's new school development program.

I looked online and read the general goals, but would love some time to ask some more questions. Would you be available sometime Monday (11/21) or Tuesday (11/22).

Thanks! I look forward to speaking with you!

 David Negrón [REDACTED] 11/18/16  

Hi Priscilla,

I hope you are well. Lori mentioned she shared our Fellowship with you, and I am happy to hear you are interested in learning more about how we support leaders in creating their envisioned school.

I currently have a flexible schedule Monday morning from 8:45 AM – 11 AM and 2 PM – 4 PM. Please let me know whether any of these times work and the best number to reach you.

I look forward to connecting and learning more about your proposed school.

Have a great weekend.

Best,

 David Negrón [REDACTED] 11/21/16  

Hi, Priscilla,

It was a pleasure to speak with you today. To learn more about our Fellowship selection process and to access the application, please visit our website [here](#).

Attached is the school proposal prompt for Phase 1 of the selection process and our Leadership Competencies. As I mentioned during our call, I would be happy to consider your charter application draft in place of our proposal, if you feel it covers the core elements of our prompts.

Please reach out with any questions. I look forward to learning more about your envisioned school and exploring the possibility of working together to open a new high-quality charter school to serve NYC students!

Thank you,

David

Example 3: Correspondence with CSD 24 Superintendent Madelene Chan in regards to scheduling a meeting

2/2/2017

Gmail - Proposed Elementary Charter School



Priscilla Walton <priscilla.p.walton@gmail.com>

Proposed Elementary Charter School

3 messages

Priscilla Walton <priscilla.p.walton@gmail.com>

Wed, Jan 25, 2017 at 2:06 PM

To: [REDACTED]

Hi Ms. Chan,

I hope this email finds you well. My name is Priscilla Walton. I am a resident of CSD 30 and an active church member at New Life Fellowship Church located in CSD 24. It was great being part of the CEC D24 meeting last night, it gave me great insight as a parent and educator.

I am hoping I can speak more with you and others invested in the community about a proposed charter elementary school. Elm Charter School was birthed from current and former residents in the Elmhurst community.

Attached is a letter I sent to your office a week ago. I am hoping we can arrange a time to discuss your thoughts and feedback as someone who understands district 24's needs deeply.

Thank you for your time!

Priscilla Walton
(917) 699-4212

 Elm Charter School (Proposed).docx
133K

Chan Madelene [REDACTED]

Wed, Jan 25, 2017 at 2:23 PM

To: Priscilla Walton <priscilla.p.walton@gmail.com>

Cc: Leahy James [REDACTED], Simic Charles [REDACTED], McNamee Eleanor [REDACTED]

Thanks for reaching out! I never received a letter but I am glad you sent an email. One of my team members will contact you about procedures for this type of collaboration and I look forward to meeting with you-

Sent from my BlackBerry 10 smartphone.

From: Priscilla Walton
Sent: Wednesday, January 25, 2017 2:07 PM
To: Chan Madelene
Subject: Proposed Elementary Charter School
[Quoted text hidden]

Priscilla Walton <priscilla.p.walton@gmail.com>

Thu, Jan 26, 2017 at 2:54 PM

To: Chan Madelene [REDACTED]

Cc: Leahy James [REDACTED], Simic Charles [REDACTED], McNamee Eleanor [REDACTED]

Hi Ms. Chan,

Thank you so much! I look forward to speaking with you soon! If there are any availabilities in February, that would be great!

Priscilla
[Quoted text hidden]

<https://mail.google.com/mail/u/0/?ui=2&ik=6625596d43&view=pt&q=mchan2%40schools.nyc.gov&qs=true&search=query&th=159d70607e04e43a&siml=159d706...> 1/1

Example 4: Confirmation of Conversation with Neighboring Queens Charter – Academy of the City Charter School

 **Priscilla Walton** <priscilla.p.walton@gmail.com> Jan 4  

to rlee ▾

Hello Mr. Lee,

I was reading a post about your work and was hoping to connect with you! My name is Priscilla Walton. I am a current resident of CSD 30 and educator in CSD 24. I am in the process of applying to open an elementary charter school through SUNY.

The vision of our school is to see every child in Elmhurst discover their passions, talents, and power. Our educational philosophy seems very similar to your school and so I was hoping to visit one day to see the good work happening at Academy of the City!

Would you be open to talking on the phone sometime during the week of 1/16?

Looking forward to hearing from you!

...

 **Richard Lee** <[REDACTED]> Jan 4  

to me ▾

Dear Priscilla,

I would be happy to speak with you. I am available on Jan. 18th or 19th at 9 a.m. or 3 p.m. You can reach me at [REDACTED]

Example 5: Confirmation of Conversation with Central Queens Academy Charter School

 **Suyin So** <[REDACTED]> Jan 17  

to me ▾

Hi Priscilla, looks like a great school for the community and a much needed one at that. Happy to talk next week and provide a letter of support. When are you submitting the full application, and do you have a building identified?

...

> <Sample_Letter of Support.docx>
> <ELM FAQ Sheet 4.pdf>

 **Priscilla Walton** <priscilla.p.walton@gmail.com> Jan 17  

to Suyin ▾

Hi Suyin,

Wonderful! Thank you so much! Great! I would love to talk to you mostly about operations during Year 1. I know that you met Graham! He said you were a great resource to him.

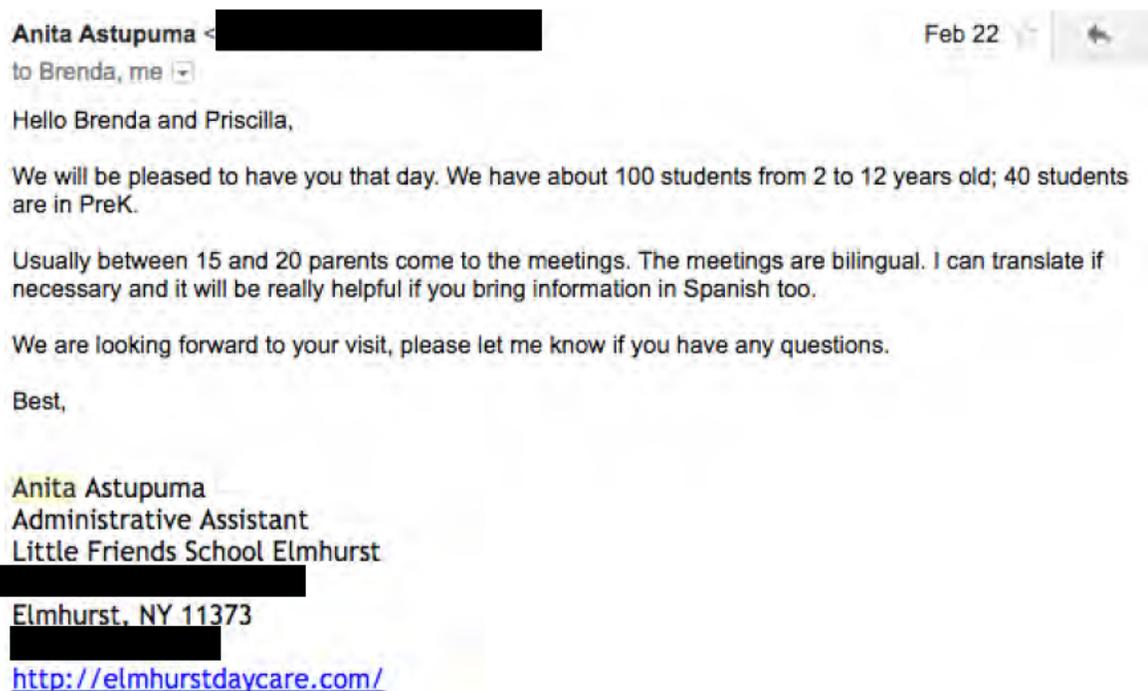
Haha, Oh buildings. No, I do not. I have no idea how that will work.

...

Example 6: Confirmation of Conversation with Former Leader in the Elmhurst Community



Example 7: Confirmation of information Session at Little Friends School Elmhurst Pre-K Center



Example 8: Confirmation of information Session at Boosters Club: Tutoring and Mentoring program in Elmhurst

After School Director

Mar 6 (4 days ago)

to me, Brenda

Meeting confirmed tomorrow Tuesday 03/07/17 from 5:45pm -6:30pm

I'm calculating that some parents may be running late so let's aim to start at 6pm and leave some 10min before for Q&A.
I'm being mindful of parents busy schedule so I created this time frame so they were able to attend.

Thanks

Sent from my iPhone

...



Priscilla Walton <priscilla.p.walton@gmail.com>

Mar 6 (4 days ago)

to After, Brenda

AWESOME! Thank you so much! This is incredibly helpful. Here's a look at the materials that we will have at the event.
Please let us know if you have any suggestions for changes.

...

2 Attachments



After School Director

Mar 6 (4 days ago)

to Brenda, me

These are great. Parents are already excited and hopeful.

Here's my number: [REDACTED]

Text me if anything

...

ONLINE OUTREACH

Example 1: Website



Elm Community Charter School

[Home](#)

[Our Story](#)

[Our Principles](#)

[Our Plan](#)

[Contact Us](#)



"We strive to see our children discover their passions, talents, and power to enrich their communities."



We Need Your Support

Beginning, Growth, Branching, & The Future

What's the process of opening a new school? Take a look at our video outlining our plan to open ELM Elementary Charter School!

Want to get Involved?

Fill out our survey below so we can show the Board of Education the need for our new school.

Also feel free to reach out to us through our contact form for more info.

Elm's Philosophy

We believe that all good learning happens when there is a thoughtful balance between inquiry-based learning and mastery. Our interdisciplinary approach leads ELM students through integrated curriculum in the humanities, STEM, and arts courses.



Our Design Principles



DISCOVER
We believe children learn when presented with real-world problems, relevant questions, and practical research skills.

INTEGRATE
We believe children learn in context of culture, current issues, and their community.

CREATE
We believe children own their learning when given the opportunity to create something new or make something better.

ADVOCATE
We believe children become leaders when they use their knowledge and skills to advocate for themselves and others.



Contact Us



Name

Email

Subject

Message

Send

Take Our Survey

Help ELM open it's school!



What do you value in a school?

Example 2: Comments collected via online survey

#	I am _____ in Elmhurst.	Do you think there is a need for another elementary school in the neighborhood?	Art	Reading	Exercise	Social Studies & History	Field Studies & Trips	Other	Do you want a school that is focused on:	Would you enroll your child in ELM Elementary Charter School for Fall of 2018 or 2019?	Please write a comment on why you believe this school would be good for Elmhurst.	Interested in getting updates? Leave us your email and we'll promise not to spam you ;)
0ca7e6d4 07ed9c6f5 3191b4bd 5bba9b9	invested	Yes			Exercise		Field Studies & Trips		Academics with Real-world Application	Yes	A school that has such a focus on investing in the children and not just preparing for them to go on to the next level but truly establishing a relationship with them through the educational system is something that we need and something this school can offer.	
079c9431 b2ad5a42 859607ed 0c90c12c	invested	Yes	Art		Exercise			Practical STEM applications	Academics with Real-world Application	Yes	As a mentor in Elmhurst, I see a lot of children lacking the drive to apply themselves to their schoolwork. I believe if their schoolwork is more engaging and more applicable to their lives outside of school, I believe it will help their drive to learn.	
90e7c43d e997910b 674ac6c4c b4db256 0a30ce445 043b1d43 71e1eaf57 7ad677	invested	Yes	Art	Reading	Exercise	Social Studies & History	Field Studies & Trips		Academics with Real-world Application	Yes	We desperately need smaller, high quality schools connected deeply to the community.	
	a parent	Yes	Art	Reading	Exercise	Social Studies & History	Field Studies & Trips		College Preparation	Yes	Elmhurst has a great need for more quality schools - currently very overcrowded	
bdf8647c0 a046c66a0 cbd5e619 a04220	a parent	Yes	Art				Field Studies & Trips		Academics with Real-world Application	Yes	Think schools that are biblically based focused on creativity and emotional health of students are much needed	
9a013543f 9d658cb9 47d8234d a3c6a77	a resident	Yes	Art	Reading	Exercise	Social Studies & History			Academics with Real-world Application	Yes	A school who envisions the next generation as innovators and leaders.,but also speaks into their lives and reminds them that their identity far outweighs what goes on within the confines of a classroom. Is definitely whats needed, and is lacking not just in charter school.,but education as a whole	

Example 3: Facebook



249 likes +25 this week
Jonathan Walton and 176 other friends

250 follows

Helen Hannah Shin ▸ ELM Charter School
January 20 at 2:42pm · 🌐

This is great! We need more schools like this in our neighborhoods in Queens.

Like Comment Share

-  **Ann Shi** Let us know how we can help and support this most excellent idea and dream, and help it come to life!
Like · Reply · Message · January 9 at 10:35pm
-  **Keesha Franklin** So proud of you. Let me know if you need SLP services!!! My company has plenty 😊
Like · Reply · Message · January 10 at 3:01pm
-  **Gail Conner** Congrats on this great vision that will positively impact so many lives. You are perfect for this!
Like · Reply · Message · 1 · January 10 at 8:56am

 **Judy To**
February 6 at 4:27pm 🌐

I am excited about the opening of Elm charter school because it will be a such a blessing to the Elmhurst community it serves.

1 Like

Unlike · Comment

 **Aya De Leon Sevilla**
February 6 at 9:44pm 🌐

As a parent in Elmhurst, we are in great need of school that will really care about the not only the academic development of children in Elmhurst but also a school that will really care about the children's emotional, artistic and even their spiritual development. Really excited and will support ELM Charter School to soon be a huge blessing to Elmhurst.

Like · Comment

FLYERS

Example 1: Information distributed via brochures at outreach events and Pre-K Centers

Core Values

"In diversity, there is beauty and there is strength."

— Maya Angelou

- To Discover:** Our students will be encouraged to be curious, empathetic, and grow in their interests and the world around them.
- To Integrate:** Our students will be given opportunities to make connections across disciplines, collaborate, and reach common understandings and goals.
- To Create:** Our students will be encouraged to be creative in their thinking as they explore world issues and problem solve as active citizens of their community.
- To Advocate:** Our students will be equipped to be lead on issues they believe in with integrity.

1000-Diverse Way, Atlanta, GA 30301
Allison Adams, all
elmcharterschool.org
elmcharterschool@gmail.com

ELM CHARTER SCHOOL
Empowering Leaders of Multicultural
Communities

Mission

Our mission is to open a K-5 elementary school that provides diverse learning experiences that challenges our students to question and cultivate their identities, build resiliency, and impact their communities through multiple pathways.



Elm Charter School

Imagine a school community that supported their students in:

- Exploring world issues and rigorous academics through diverse learning experiences
- Knowing their strengths, weaknesses, talents and passions
- Articulating and connecting with their feelings and ideas
- Having the resiliency to make mistakes and solve problems



Join us in opening a school to fill our
Fill out a survey at
elmcharterschool.org
Questions? @ncern@elmcharterschool.org
elmcharterschool@gmail.com

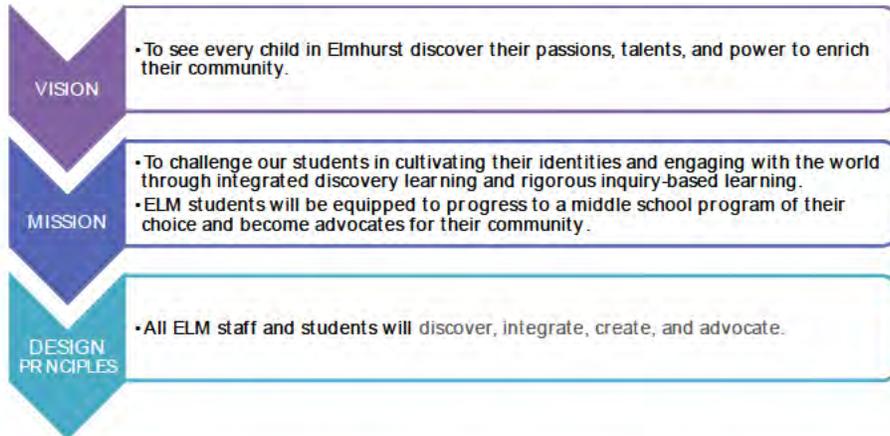


Example 2: Information distributed via FAQ sheets at outreach events



ELM Elementary
Charter School
Empowering Leaders of Multicultural communities

Vision & Mission



	Discover	Integrate	Create	Advocate
Cognitive	Diverse courses Research-based learning Inquiry-based learning Problem-based learning	Interdisciplinary Studies Topic-based learning Arts-integration Authentic literature	Student-initiated projects Excellent student products Portfolios	Service-learning Place-based learning
Social	Self-Awareness Curiosity Initiative & Ownership	Diverse staff & student Emotional Intelligence Collaboration & Competition	Resilience & Mistakes Creativity Excellence	Belonging Leadership

Educational Philosophy

We believe that all good learning happens when there is a thoughtful balance between inquiry problem-based learning, and rigor and mastery. ELM students will primarily engage in interdisciplinary learning through humanities, STEM, Art, and Self-Awareness courses.

Who do we serve?

- ⟨ Kindergarten - 5th Grade students and families
- ⟨ The diverse youth of district 24 including English Language Learners and students with disabilities and special needs
- ⟨ We are proposing our building be located in district 24, specifically Elmhurst.



ELM Elementary
Charter School
Empowering Leaders of Multicultural communities

What is a charter school?

A charter school is a public school, receiving federal and state funds per pupil. The differences are:

- < We are approved and audited by an authorizer, which in our case is SUNY, rather than the DOE
- < We are governed and held accountable by a self-selected board of dedicated community members, educators, and entrepreneurs.
- < We are held to standards that must be reached in order to renew every 3-5 years.

What is the process for opening a new school?

1	July 2016 – March 2017	We will seek support from the community through outreach, surveys and town halls to solicit feedback.
2	December 2016	Board and core leadership team is fully formed.
3	February 2016 – February 2017	We will work with educators, parents, and community members in writing the Proposal, which will include the school's philosophy, curriculum, school design, teacher development, etc.
4	February/March 2017	We will submit the Proposal to SUNY authorizer. They may accept or they may give feedback and ask for resubmission.
5	July 2017 – June 2018	We will hire staff, look for facilities, and start our enrollment process!
6	July 2018	We begin summer school and staff training – using summer school as a platform for baseline testing and staff training
7	August 2018	We open our doors to our founding staff and first class of students!

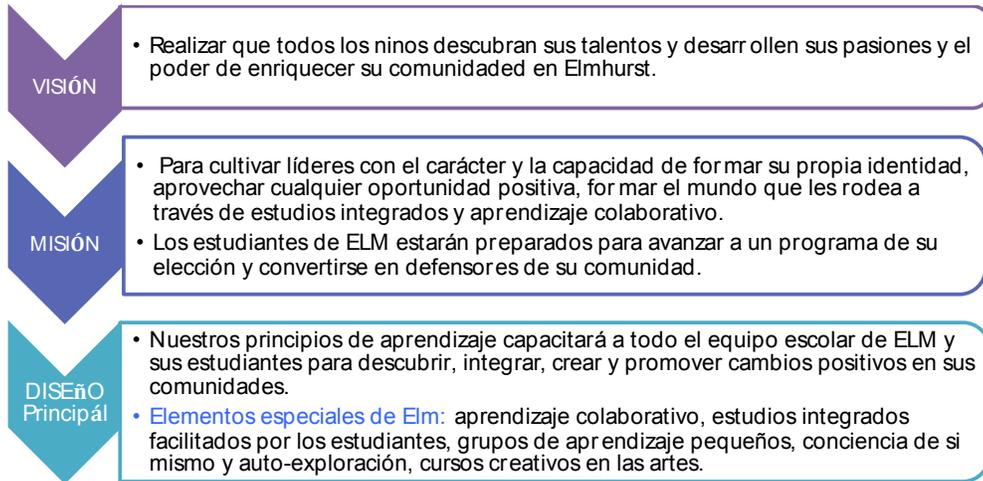
Visit us at www.elmcharterschool.org or
email us at elmcharterschool@gmail.com
for more information!

Example 3: FAQ sheets translated into Spanish



ELM
ELEMENTARY
CHARTER SCHOOL
Fortaleciendo líderes de comunidades multiculturales

Visión y Misión



	Descubrir!	Integrar!	Crear!	Abogado!
Cognitivo!	<ul style="list-style-type: none"> · Aprendizaje basado en investigación! · Aprendizaje basado en interrogación! · Aprendizaje basado en la resolución de problemas! 	<ul style="list-style-type: none"> · Estudios interdisciplinarios! · Integración de las artes! · Literatura auténtica! 	<ul style="list-style-type: none"> · Proyectos iniciados por el estudiante! · Experimentos! · Desafíos de diseño! · Portafolios! 	<ul style="list-style-type: none"> · Aprendizaje basado en servicio! · Asociaciones basado en la comunidad! !
Social!	<ul style="list-style-type: none"> · Conciencia de sí mismo! · Curiosidad! · Iniciativa y asumir responsabilidad ! ! 	<ul style="list-style-type: none"> · Estudiantes y personal diversas! · Inteligencia emocional! · Colaboración y competencia! 	<ul style="list-style-type: none"> · Resiliencia y asumir responsabilidad de errores! · Creatividad! · Excelencia! 	<ul style="list-style-type: none"> · Formar parte de ! · Liderazgo!

Filosofía educativa!

Creemos que buen aprendizaje sucede cuando hay un equilibrio entre el aprendizaje basado en problemas de investigación y el rigor con maestría. Los estudiantes de ELM participarán



ELM
ELEMENTARY
CHARTER SCHOOL
Fortaleciendo líderes de comunidades multiculturales

principalmente en aprendizaje interdisciplinario a través de las humanidades, cursos de ciencias, matemáticas y tecnología, el arte y la conciencia de sí mismo.!

¿A quién servimos?!

- ⟨ Kinder - 5^o grado los alumnos y sus familias
- ⟨ La juventud diversa del distrito 24, incluyendo estudiantes aprendiendo inglés como segundo idioma, estudiantes discapacitados, y estudiantes con necesidades especiales.
- ⟨ Proponemos que nuestro edificio será localizado en el distrito 24, en la comunidad de Elmhurst.

!

¿Qué es una escuela charter?!

Una escuela charter es una escuela pública, con fondos federales y estatales por cada alumno. Las diferencias son:!

- ⟨ Estamos aprobados y auditados por un autorizador, que en nuestro caso es SUNY, en vez del departamento de educación.
- ⟨ Estamos gobernados por un grupo de miembros de educadores y empresarios auto-eligidos por la comunidad.!
- ⟨ Tendremos que alcanzar los estándares para poder renovar cada 3-5 años. !

!

¿Cuál es el proceso para abrir una nueva escuela?!

1!	febrero del 2016 hasta febrero del 2017!	Trabajaremos con educadores, padres y miembros de la comunidad para escribir la propuesta, la cual incluirá la filosofía de la escuela, el currículo, el diseño de la escuela, el plan de desarrollo profesional del maestro, etc.
2!	febrero hasta marzo del 2017 !	Enviaremos nuestra propuesta a SUNY. Ellos pueden aceptar o proponer cambios y solicitar su reenvío.
3!	julio del 2017 hasta junio del 2018!	Vamos a contratar empleados, buscar alojamiento y comenzaremos nuestro proceso de inscripción!
4!	julio del 2018!	Comenzamos la escuela de verano y la capacitación del personal - usando la escuela de verano como una plataforma para las pruebas básicas y la capacitación del personal.
5!	agosto del 2018!	¡Abrimos nuestras puertas a nuestro primer grupo de empleados y a la primera clase de estudiantes!

!

¡Para más información!

Visitenos en www.elmcharterschool.org!

envíenos un correo electrónico a elmcharterschool@gmail.com!

!

!

!

R-04 School Enrollment

If chartered, Elm Community Charter School will open in Fall of 2018. The school seeks to open an elementary school with Kindergarten through fifth grade, similar to district schools in the neighborhood. CSD 24 is a large district spanning across several neighborhoods and holds a total of 32 elementary schools, with the majority (24) serving grades K-5, and five schools offering only K-1, K-2, or K-3 grade levels. There are currently no elementary charter schools located in CSD 24.¹ Our preferred grade configuration aligns with middle schools in the district as well, with the majority of middle schools starting with sixth grade, and the remaining spanning from grades K-8.

Elm Community Charter School intends to open a small school with no more than 75 students per grade. This directly addresses the community's concern regarding large class sizes and overcrowded issues, voiced by parents, residents, and elected officials (detailed in R-03). According to an article published by researchers from Montclair State University, small class sizes and intimate school environments have a positive impact on the academic success and confidence of struggling students². Given that district 24 has a large population of English Language Learners (ELL), which we refer to as Emergent Bilinguals (EBL), we believe this school structure will provide the necessary supports for a significant portion of the community's at-risk students.

AVERAGE NUMBER OF STUDENTS PER GRADE								
Grades	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Age Range
Kindergarten	50	75	75	75	75	75	75	4-5
1 st Grade	50	50	75	75	75	75	75	5-6
2 nd Grade	-	50	50	75	75	75	75	6-7
3 rd Grade	-	-	50	50	75	75	75	7-8
4 th Grade	-	-	-	50	50	75	75	8-9
5 th Grade	-	-	-	-	50	50	75	9-10
Total Enrollment	100	175	250	325	400	425	450	
Change in Net Enrollment from Prior Year (Count)	-	75	75	75	75	25	25	
Change in Net Enrollment from Prior Year (Percent)	-	43%	30%	23%	19%	6%	6%	

¹ <http://schools.nyc.gov/schoolsearch/>

² Lucas et al. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*: Vol. 59, No.4.

Anticipated Rate of Attrition (Percent)	-	10%	10%	10%	10%	10%	10%	
---	---	-----	-----	-----	-----	-----	-----	--

Elm Community Charter School will open with kindergarten and first grade to ensure that – from the start – vertical and horizontal alignment are thoughtfully developed. This will build a strong foundation for vertical collaboration and alignment across curriculum and assessments in subsequent years. In year one, Elm will house two classrooms of 25 students per grade. Starting in year two, each incoming kindergarten class will consist of three classrooms of 25 students per grade. By Year 5, we will have grades K-5, with the latter two grades consisting of only 2 classes. We will be at our full capacity in Year 7, with every grade consisting of 3 classes and a school-wide total of 450 students. Our aim is to create grade teams of three lead teachers to ensure that teams are equipped with diverse skills and expertise, and that a teacher’s workload can be shared across the team and ultimately, ensure aligned and sustainable work.

Since there are currently no existing elementary charter schools in district 24, Elm Charter School anticipates an annual attrition of approximately 10% based on an estimate attrition rate of charter schools by the New York City Independent Budget Office in 2015.³ We will backfill any seats in grades K-2 to ensure full grade sizes of 75. Vacant seats will be offered to students on the waiting list, with priority given to the top of the list, and moving down sequentially until the seat is filled. In grades K-2, there will be a great focus on building students’ reading fluency, proficiency, and self-awareness. Our hope is that all students in Grades 2 and higher will be reading at grade-level (detailed in R-02d Accountability Plan), and experienced in using the scientific method to conduct experiments in STEM. Academic and emotional literacy will be foundational to a student’s success in the higher grades (3-5), where collaborative learning and project-based learning increases, including: synthesizing portfolios, designing experiments in STEM and forming presentations in Humanities. Considering our unique key design elements and high expectations for Grades 3-5, we do not believe it is to a student’s benefit to enroll in Elm Community Charter School in the later grades. If vacancy in grade 3-5 should occur, Elm will refrain from backfilling those seats. It is our deepest commitment to enroll and maintain full grade sizes of 75 students, but we are aware that students may leave due to family situations or special circumstances. Thus, we have also designed our budget conservatively anticipating a 10% rate of attrition in grades 3 through 5 to guarantee strong financial planning.

To ensure we meet our enrollment numbers, community outreach will be a continual process throughout the year, particularly in the summer and winter months. We will collaborate with our existing partnerships including community-

³ NYC Independent Budget Office: Schools Brief. (2015). Comparing student attrition rates at charter schools and nearby traditional public schools.

based organizations, daycares, and pre-k programs within the district.

If chartered, Elm Community Charter School's ultimate goal is to serve students in both elementary and middle school, should our model prove successful and a demand is stated from the community. This would expand the school to a K-8 model, and would be considered only when the board deems the elementary school stable and meeting proposed goals.

R-04c – Statistical Overview

Request is not applicable.

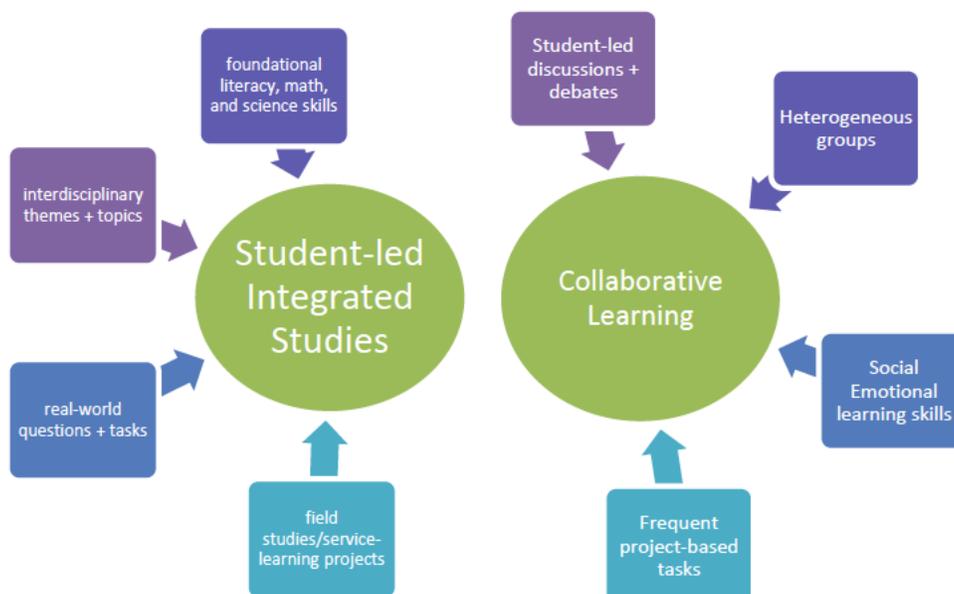
R-05 Curriculum and Instructional Design

(a) Curriculum Selection and Processes

Elm's Educational Philosophy & Curriculum Choice

Elm Community Charter School ascribes to an inquiry-based model of teaching and learning, where students' genuine inquiries are the heart of every unit and lesson. Student-led Integrated Studies and Collaborative Learning, two of our key design elements, are the pillars of our academic program and embody our inquiry-based philosophy. Student-led Integrated Studies will largely happen during our Integrated Studies blocks: Humanities and STEM, where students are introduced to an interdisciplinary theme or topic (e.g. Friendship and Fairness) and explore it through project-based tasks and field studies. During these blocks, students are taught how to apply foundational literacy, math, and science skills to their explorations. Our Collaborative Learning component embraces diverse learning styles while challenges students to learn through various methods. Throughout the day, students will wrestle with real-world concepts through discussions, debates, and project-based tasks. Teachers will strategically and thoughtfully create groups that are diverse in learner types, levels, and perspectives. Students will also be taught how to apply social emotional learning skills to conversations and group work. Below is a visual of these two pillars and the components that support them.

Elm's Educational Philosophy and Academic Pillars



In order for our inquiry-based curriculum to be successful, Elm’s academic program must also include mastery learning blocks: times in the day where explicit instruction occurs in order to teach foundational reading, writing, and math strategy and skills. Given the significant achievement gaps (mentioned earlier in section R01 - Community Need and Impact) between several different student groups in District 24, Elm’s curriculum must be well structured with concrete goals and benchmarks, while also flexible to best fit the unique strengths and needs of District 24 students. Thus, our curriculum and instructional methods will be multidimensional, with teachers trained in inquiry-based learning and direct instruction, performance tasks and standards-based mastery assessments.

Our academic program can be distilled into two types of curriculum and instruction: inquiry-based learning and mastery learning. All curriculum will be carefully selected, developed, and adapted by the leadership team and led by the Principal. Below is a breakdown of when these two types of curriculum and instruction are implemented:

	Inquiry-based Learning		Mastery Learning	
Literacy	Integrated Studies Course: Humanities	45 min. 2x week	SFA/Guided Reading	45 min. 4x week
	Interactive Reading	45 min. 1x week	Reading Workshop	45 min. 2x week
			Writing Workshop	45 min. 2x week
			Language Routines	1x week
Math	Cognitively Guided Instruction	45 min. 4x week	TERC Investigations	45 min. 3x week
			Math Routines	45 min. 1x week
Science	Integrated Studies Course: STEM (EiE)	45 min. 2x week	Science (FOSS)	45 min. 3x week

Inquiry-based Learning Blocks

Our inquiry blocks will consist of interdisciplinary topics and themes and will often follow a problem-based lesson structure. Lessons will begin with a problem, followed by activities that require students to apply skills and strategies to a solution (i.e. experiments, projects), and ends with whole-class discussion about possible solutions and conclusions. Research suggests that interdisciplinary and inquiry-based learning leads to higher order thinking. Julie Thompson Klein, professor of humanities in interdisciplinary studies at Wayne State University, explains that ultimately, “Students are engaged in ‘making meaning.’ Application of knowledge takes precedence over acquisition and mastery of facts alone, activating a dynamic process of question posing,

problem posing and solving, decision making, higher-order critical thinking, and reflexivity.”¹ We believe that all children learn best when they are given the tools to pursue essential questions and topics of interest, space to collaborate with diverse learners, and the necessary skills and strategies to access academic resources.

Mastery Learning Blocks

Another key design element at Elm is Data-driven Small Group Learning. Providing targeted instruction in the form of various small group instruction has been shown in research to significantly support at-risk students.² This will occur during our mastery learning blocks, where students are explicitly taught strategies and skills, given opportunities to practice them for mastery, and are provided differentiated instruction in homogeneous groups. Our mastery learning blocks will follow skills-based curriculum, direct instruction, and use quantitative standards-based assessments. A typical lesson structure will follow the “I do, We do, You do” progression. During independent work, teachers will be trained to provide differentiated instruction based on student data. Teachers will have the flexibility to provide a variety of instructional methods including small group pull-out, parallel teaching, co-teaching, or stations and centers.

Creative Courses

Another key design element integral to Elm’s academic program is our Creative Courses: Doing and Making to Think Differently. Our arts curriculum seeks to create well-rounded students through an excellent and diverse arts program, led by teachers with expertise in the related fields. Founder, Priscilla Walton, worked in conjunction with adjunct professors Hilary Siber from Clemson University (fine arts) and Paulina Colon from CUNY Graduate School (musicology), in creating a schedule (detailed in R-06). The goals of these courses are two-fold:

- Provide students with a well-rounded education that includes the arts, physical education, and Spanish, with teachers certified in their respected fields
- Provide opportunities for students to explore and exhibit mastery of content and skills through other modalities

At Elm, we will offer a set of extracurricular courses to provide Elm students with a holistic education that includes non-academic courses, as well as opportunities to learn and express content through traditionally non-academic methods. For example, a student will learn about the relationship between the Mespas Indians and Dutch through historical paintings (during fine arts course). They can show their understanding through an essay as well as a song (during vocal course). Offering a variety of courses will ultimately cultivated well-rounded learners, while also providing student with various access points to rigorous content. Research has shown that arts integration is powerful, with “students from all achievement levels display[ing] significant increases in their

¹ Klein, J.T. (2005). Integrative Learning and Interdisciplinary Studies. Wayne State University.

²Garrett, R., & Hong, G. (2015). Impacts of Grouping and Time on the Math Learning of Language Minority Kindergartners. Educational Evaluation and Policy Analysis, 38(2), 222-244.

ability to analytically assess their own learning following arts-integrated units.”³ All our creative courses teachers will be trained to create arts integrated studies curriculum aligned to the Elm’s Integrated Studies Course. This initiative will be led by the Principal and instructional leadership team.

Meeting the Needs of Elm’s Target Student Populations

We believe that providing a combination of inquiry-based learning, direct instruction (mastery learning), and creative courses will best meet the needs of all our students, particularly, our English Language Learners (ELL), who make up 23% of the students in District 24, as well as our Students with Disabilities (SWD), who make up 18%.⁴ The 2016 NY State test scores showed huge gaps in achievement between ELLs and Students with Disabilities (SWDs) and their general education counterparts. For SWD and ELL students, proficiency levels on ELA exams were 8% and 4% while Math exams for SWD and ELL students were 11% compared to the 47% of general education students.⁵ At Elm, we are committed to closing achievement gaps between different demographic groups by providing explicit instruction that builds skills and strategies, particularly in literacy and math. Our inquiry-based learning blocks will provide engaging and challenging material where students with special needs, including ELLs will “have access to comprehensible input just beyond their current level of competence, and...opportunities to produce output for meaningful purposes,”⁶ a necessary and often lacking component, which research has shown is needed to support their academic growth and achievement. Our mastery learning blocks will ensure that all students are provided differentiated instruction to meet their specific needs and gaps, and our creative courses blocks will engage students in typically difficult topics.

Curriculum Development and Teacher Training

In Years 1-3, the Principal, will largely govern curriculum selection and development with the support of the Curriculum and Data Coordinator (CDC), who will focus on the development of the STEM component of the Integrated Studies Curriculum (ISC). All curriculum selected (outlined below) are aligned to New York State Common Core Learning Standards (CCLS) and commonly used in many successful district and charter schools. Our ISC will be created in partnership with NY Hall of Science (STEM) and Expeditionary Learning (Humanities). Both organizations have existing curriculum fitting of the Elm’s interdisciplinary model and aligned to NY CCLS. Founder Priscilla Walton has already begun the process of drafting the K-5 ISC Scope and Sequence with both

³ DeMoss, K. & Morris, T. (n.d.). Arts integration supports student learning: students shed light on the connections. University of New Mexico.

⁴ <https://data.nysed.gov/enrollment.php?year=2016&instid=800000043407>

⁵ 2016 | NYC GEOG DIST #24 - QUEENS - Mathematics Assessment Data & ELA Assessment Data | NYSED Data Site.

⁶ Lucas, T. & Villegas A. M., et al. (2008). Linguistically responsive teacher education: preparing classroom teachers to teach English language learners.” Montclair State University.

parties (below on page 34). Though largely crafted and directed by the instructional leadership team, teachers will also play an integral role in curricular work, using student assessments (every 8 weeks), to determine specific needs and changes to the daily lessons. Blocks of curriculum work and planning will occur during weekly, quarterly, and yearly professional development days (as detailed in R-06 - Calendars and Schedules). At the end of every module and unit, grade teams will discuss major changes that should be made to the following year's curriculum. These major changes will be directed by the Principal and leadership team with the support of select lead teachers with expertise or demonstrated ability in curriculum writing. Lead teachers who participate in major curricular work will be compensated as reflected in our budget (R21ad – Fiscal Soundness). Field studies and hands-on learning experiences are also integral to the ISC. Founder Priscilla Walton has formed partnerships with multiple organizations who have enthusiastically offered to support Elm's curriculum and professional development, including: Hall of Science, Queens Museum, NY Parks and Recreation (The Natural Classroom), Allergic to Salad, and Roots ConnectED, have committed to being thought partners, as well as providing relevant field studies/trips and professional development.

Each year, before the summer professional development, the leadership team will meet to develop curriculum, assessments, and pacing guides. Horizontal alignment is essential to our interdisciplinary model and thus, the aforementioned materials and related training will be ready for teachers before the start of the school year. During the school year, professional development (PD) will also be led by the Principal and CDC, and will occur during whole-staff weekly or grade-level weekly PDs. During grade-level weekly meetings, team meetings will allow for leaders to provide differentiated instruction to teachers, addressing specific student and grade level concerns, and any adjustments to curriculum and pacing guides. In Years 4-5, curriculum development and training will continue to be overseen by the Principal, but will largely be led and developed by the Directors of Humanities and STEM.

Teachers will be trained in the following inquiry-based learning and direct instruction curriculum that fall under four main categories: literacy, math, science, and creative courses.

Subjects

Literacy

Elm will use Teachers College Reading and Writing Project (TCRWP) to support all students in becoming proficient readers and writers. TCRWP employs a balanced literacy approach, is aligned to NY CCLS, and provides students with multiple

opportunities throughout a day to strengthen their listening, speaking, reading, and writing skills in various forums. This is especially beneficial for our ELLs as they expand their receptive and expressive language skills. Typically referred to as English Language Learners or English as a Second Language students, we will refer to this population as Emergent Bilingual Learners (EBL), empowering students to view themselves from a perspective of abundance, rather than deficit.

The balanced literacy approach was chosen for Elm because of the structured workshops and explicit lessons providing all students a model of excellence, an opportunity to practice independently or in collaborative groups, and the dedicated time for teachers to provide 1:1 or small group support to meet the individual needs of student. Educators on Elm’s founding team and board chose this curriculum based on their experiences with multiple literacy curriculums, keeping in mind our EBL and SWD populations, and the curriculums research-based methodologies tried in many NYC schools. It is a good foundation in gradually building our own literacy curriculum tailored for our students’ specific needs.

Starting in kindergarten, all Elm students will receive at least two hours of literacy instruction each day and engage in the following literacy components: Reading Workshop, Writing Workshop, Interactive Reading, and SFA (K-1), Guided Reading (2 – 5), or Literature Circles (3-5).

LITERACY COMPONENTS	
Reading Workshop (K-5)	In Grades K-5, students will learn how to read and interpret a variety of engaging and relevant texts across a range of genres. Students will develop their reading and literary analysis skills through teacher models and independent reading. Students will also work on their vocabulary skills and build their ability to read texts independently, ultimately leading students to pull from their newly acquired repertoire of strategies to help them successfully navigate texts and gain knowledge through reading. Reading Workshop is considered to be one of our mastery blocks. Thus, during this time, homogeneous groups will be pulled and provided the appropriate interventions including, Emergent Bilingual Learners, Students with Special Needs, and Below Grade Level readers.
Writing Workshop (K-5)	Explanatory writing, narrative writing, argument, and opinion pieces, as prescribed by the New York State Common Core Learning Standards, will be modeled by teachers then completed independently by students in Grades K-5. Students will be encouraged to write for an audience of their choice, and each workshop will end with students sharing their work with their peers. Similar to Reading Workshop, this is considered a Mastery Block, where homogenous small group instruction will be implemented to benefit struggling and at-risk students. Writing is a necessary skill

	students must master to form, articulate, and express their ideas.
Interactive Reading (K-5)	This block is a combination of a traditional Read Aloud and Shared Text block. Interactive Reading is designed to expose students to above grade level texts that are highly engaging and meaningful. Texts are deliberately selected text to support and enhance scholars listening and comprehension skills. Throughout the reading of a book, teachers are modeling fluent reading and critical thinking. Students will interact with the text through thematic discussions. Twice a week, the teacher and students focus on an excerpt together to address fluency, print strategies, writing conventions, and foundational skills. Modeling by the teacher during shared text will serve as a valuable example for students as they refine their own literary analysis skills. Shared text will also serve as a means of addressing specific needs as identified during reading and writing workshops and guided reading. In Year 1, Elm will implement the literature from Junior Great Books Foundation, a rich collection of authentic, engaging literature for K-5 grades, supplemented with engaging inquiry-based questions.
Success for All (K-1)	In grades K-1, Success for All (SFA) programs, <i>KinderCorner</i> and <i>Reading Roots</i> , will be used for reading instruction. The programs were chosen based on their structured, phonetic approach to language development through ability-based small groups that focus on comprehension skills, phonics, sound blending, and decoding. SFA provides another opportunity for students to receive small group instruction based on their individual needs and have positive impacts on EBL and minority students' reading performance. Progress of students reading proficiency will be assessed quarterly using the Fountas & Pinnell Assessment. Through SFA, students will receive explicit instruction around phonemic awareness, phonics, and reading comprehension.
Guided Reading Grades 2-5	After graduating from SFA, students, typically in grades 2-4, will move into Guided Reading using programs from Scholastic Reading and Junior Great Books. The change in programs is due to the shift in focus, from phonics and decoding to reading comprehension. Guided Reading continues with explicit teaching of comprehension skills through small homogeneous group instruction, aligned to Common Core Learning Standards (CCLS). Small group instruction will address the individual needs of students as instruction is tailored to their instructional levels and appropriate text difficulty, which has been proved to yield big gains in students' literacy development. Small group strategy and skill lessons will be addressed through collaborative planning and teaching using increasingly challenging texts. Similar to Success for All, progress of students reading proficiency will be assessed quarterly using the Fountas & Pinnell Assessment. In Fifth grade, students who have shown advancement in applying reading skills and strategies and an

	<p>understanding of themes and concepts, will move into literature circles. During Elm's literature circles, students will continue to learn reading strategies and skills, but will move to close-reading strategies that support rich book discussions. Readiness to progress to student-led literature circles will be determined through F&P running records and teacher anecdotal records.</p>
<p>Reading Interventions K-5</p>	<p>Wilson Language Training will be used as a reading intervention for students not meeting benchmarks or students at risk for reading difficulties. The Wilson program has several components and materials tailored to English Language Learners and students. Reading interventions will take place in small groups, 4 times per week during the Routines Block.</p> <p><u>Fundations</u>: Early Intervention will be used for students needing additional reading instruction in grades K-3. Fundations emphasizes phonemic awareness, phonics, high frequency word study, reading fluency, vocabulary, and comprehension strategies.</p> <p>F</p> <p><u>Just Words</u> will be used for students with word-level deficits in grades 4-5. The Just Words program mainly addresses word structure to familiarize students with the English mechanics necessary to decode independently.</p>
<p>Language Routines K-5</p>	<p><i>Words Their Way: Word Study in Action Developmental Model</i> aligns students' spelling development into the following five research-based stages: Emergent - Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations. This developmental model recognizes the synchronous nature of reading, writing, and spelling, and has identified common characteristics of readers, writers, and spellers along the literacy continuum. This program will be utilized for students in grades K-5 that are not meeting writing benchmarks. These students will be pulled during the routines block to receive 1:1 or small group support.</p>

Math

Elm Community Charter School will utilize two main components for Math: Cognitively Guided Instruction (CGI) and TERC Investigations. Students in each grade will have approximately two hours of math instruction each day along with opportunities to apply their new mathematical skills in the integrated blocks. The chosen math curriculum will engage students in making mathematical connections and empowers students to use knowledge and skills they already know to new problems. CGI and TERC Investigations both acknowledge students' previous experiences and place value on multiple strategies to expand students' ideas and connections.

MATH COMPONENTS	
CGI	CGI will operate in direct alignment with New York State's Common

<p>K-5</p>	<p>Core Learning Standards for Mathematics, which are based on the Common Core State Standards for Mathematical Practice. CGI is a framework that builds on students' prior knowledge and experiences to develop a deep understanding of mathematical concepts through word problems. It follows the lesson format of 5 minutes of comprehension work with a word problem, 15 minutes of independent investigation, and 20-30 minutes of discourse and student presentations. CGI works to deepen students' number sense, flexibility with numbers, and application to real-world scenarios. Coupled with math drills, this form of teaching math truly cultivates student mathematical concepts over isolated math skills.</p> <p>The Principal in collaboration with the Curriculum and Data Coordinator will develop the specific course materials for CGI. Founder, Priscilla Walton, has four years of experience teaching and designing CGI curriculum for grades K-4. She will work alongside outside consultants, including Stephanie Smith of Georgia State University, who has experience working with other charter school networks specifically around CGI. Word problems and anticipated skills will be refined throughout the year based on student progress, connections to current topics of study, and will be aligned to Common Core Learning Standards.</p>
<p>TERC Investigations</p> <p>K-5</p>	<p>TERC Investigations is a math program that will teach students fundamental math skills through explorations that will require them to think critically, draw conclusions based on mathematical thinking and reasoning, and prove their ideas to others. The focus of this curriculum is on students building a strong conceptual foundation that they can use to solve problems in their everyday experiences. TERC Investigation's curriculum will also be tailored to have a greater emphasis on math skills. Led by Founder, Priscilla Walton, who has 4 years teaching and curriculum writing experience with TERC Investigations, the curriculum will include teacher modeling and daily standards-based exit tickets.</p> <p>Similar to the literacy curriculum, in both CGI and TERC Investigations, teachers have the flexibility to work with students 1:1 or in small groups to address their specific needs. Also because of both curriculums' emphasis on expanding students' existing ideas, students have many opportunities to share and explain their thinking, which promotes collaboration and students learning from their peers, a key design element of Elm Charter School.</p>

Science

Elm Charter School's engaging science curriculum will be inquiry and project based. The curriculum will build students foundational science skills by completing experiments that will answer scientific questions related to life, earth, and physical science. The Curriculum and Data Coordinator (CDC) will develop the curriculum with the support of the science teachers. In Year 1, Elm will use Full Option Science System (FOSS), as it is aligned to New York State's CCLS and Next Generation Science Standards (NGSS). The CDC will adapt academic pacing calendars, as well as units and lessons to ensure horizontal alignment between Humanities and STEM. Each module or unit's design experiments and design challenge will be taken from Engineering is Elementary (EiE) curriculum or NY Hall of Science's curriculum (detailed on page 34).

SCIENCE/STEM COMPONENTS	
FOSS K-5	<p>FOSS is a science curriculum that engages students and teachers with enduring understandings of science and engineering concepts. The curriculum has connections to the Next Generation Science Standards (NGSS) and Common Core ELA reading and literacy strategies. Topics of study include: Balance and Motion, Solids and Liquids, Air and Weather, Pebbles, Sand and Silt, Insects and Plants, Plants and Animals, Measuring Matter, Water, Structures of Life, Environments, Weather on Earth, Sun, Moon and Planets, Energy, and Electromagnetism.</p> <p>In conjunction with the STEM Integrated Studies Course, students will receive science instruction three days a week. Scientific skills and content will be taught during the Science Block. Students will then apply their new understanding, conduct experiments, and finally complete their design challenges in the STEM Integrated Studies Block.</p>
EiE K-5	<p>EiE is another science curriculum that engages students in engineering in every unit of study. This curriculum aligns with Elm's vision of problem solving, collaborative learning and teamwork, and project-based learning. Students are able to easily engage in inquiry as they analyze data, think critically to solve problems, and take on the engineering design process. Topics of study include: Electricity, Rocks, Balances & Forces, Insect, Human Body, Landforms, Light, Magnetism, Organisms, Ecosystems, Astronomy, Plants, Solids & Liquids, Simple Machines, Energy, Sound, Sinking & Floating, Earth Materials, Water, and Air & Weather.</p>

Integrated Studies Courses: Humanities and STEM

At Elm Community Charter School, we believe that learning should never occur in isolation. Instead, good learning requires students to apply reading, writing, math, and critical thinking skills to real-world issues. Our Integrated Studies Courses (ISC) will be

a multidisciplinary curriculum that will provide students with the opportunity to make connections between knowledge and skills acquired in their literacy, math, and science blocks. Priscilla Walton, Founder and Principal, along with the Elm planning team, have started crafting thematic modules and units across Humanities and STEM. Some themes have horizontal alignment across subjects, while other themes spiral throughout all five years (see chart below in section D).

INTEGRATED STUDIES COMPONENTS: HUMANITIES + STEM	
Humanities K-5	Our Humanities Course will allow students to form connections across literacy, history, and the arts. It will be largely built upon Expeditionary Learning’s curriculum, which is widely used by NYC Public Schools (also known as Engage NY), as well as Asia Society, another widely used resource by schools with high ELL populations, such as Denver Public Schools. Both curriculum highly emphasize current events, global issues, and integration of the arts and authentic literature.
STEM K-5	Our STEM Curriculum will provide an interdisciplinary studies curriculum of math, science, and arts to form STEM. STEM will be largely built upon Engineering is Elementary’s (EiE) curriculum, which was developed by the Museum of Science, Boston. This curriculum is designed using engineering as a unifying theme and includes themes that are appealing to all students. Each unit of study includes a design challenge that allows students to connect what they are learning to the world around them.

Creative Courses

At Elm, arts and music courses, typically referred to as “specials courses” will be called “Creative Courses.” All students in grades K-5 will attend Creative Courses five times a week, for 45-minutes each. Creative Courses will include:

- Fundamental Musicianship & Vocal
- Fine Arts
- Blocks (K-1) and Shop Class (2-5)
- Physical Education (K-2) and Organized Sports (3-5),
- Spanish.

In each course, curriculum will be written by teachers and aligned with the Integrated Studies Course, as to allow for cross-curricular connections and arts integration.

Students will discover diverse perspectives through music and art; integrate artistic perspectives into the multiple worldviews they explore in other subject areas; create new perspectives and experiences through fine art and music; and advocate for issues they care about through creative artistic expression. At the end of the year, students will display their work through a vocal performance and art gallery.

In Year 1, creative courses curriculum will be chosen for teachers and revised by teachers on a quarterly and yearly basis to ensure alignment to the Integrated Studies Courses and Common Core Learning Standards. Examples of arts programs that may be used include: Arts Attack and Meet the Masters, both of which integrate history, literature, and fine arts technique. Our music curriculum will be created with the support of Paulina Colon, a PhD Candidate of Musicology at the Graduate Center.

Curriculum Review, Evaluation, and Revisions

Elm’s ultimate goal in curriculum development is to craft units of study thematically broad enough to make horizontal (e.g. across subjects) and vertical connections (e.g. across grades), while specific enough to target the practice of standards-based skills, strategies, and concepts aligned to CCLS. This will require years of revising our curriculum to ensure that each module is aligned to Common Core Standards, has meaningful and relevant content, and appropriate and rich anchor texts and supplemental documents. Our reviewing process will require teachers and instructional leaders to reflect after each module to make appropriate revisions for the upcoming module and following year. Four full-day Professional Development Days will be set aside for teachers to revise and write curriculum based on data (detailed in section R-06). These curricular work days are strategically scheduled after assessments have been completed so that teachers’ decisions are data-driven. Additionally, after students are dismissed for the academic year, three full days of professional development will also occur at the end of the year, in which a significant portion will be dedicated to data analysis and curricular work.

Staff at Elm will be guided through a curriculum review process, using Elm’s Curricular Reflection template. Curricular Reflections will occur after each module or unit, with an in-depth look of the entire scope and sequence at the end of the year. The criteria for review align to the key design elements of the school.

Curricular Reflection	
Criteria	Teachers
Academic Rigor	<p>Anchor Texts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate + Varying levels of texts <input type="checkbox"/> Engaging Topics and materials <p>Themes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vertical alignment <input type="checkbox"/> Horizontal alignment <input type="checkbox"/> Engaging (<i>based on observations of students and student work</i>) <input type="checkbox"/> Relevant (<i>based on observations of students and student work</i>)
Creativity and	<ul style="list-style-type: none"> <input type="checkbox"/> Is there diversity in student-initiated projects/experiments?

Student Initiative	<input type="checkbox"/> Were students able to take initiative in creating meaningful projects? <input type="checkbox"/> Were EBL and SWD students able to fully participate?
Integration	<input type="checkbox"/> Is there incorporation of the arts? <input type="checkbox"/> Are students required to make connection across more than 1 discipline? <input type="checkbox"/> Were field studies effective in providing multiple learning modalities?
Collaborative Learning	<input type="checkbox"/> Were there heterogeneous groupings and shared student discussions 2-3 times a week?
Data: Meeting Standards	<input type="checkbox"/> Did students improve by standards? <input type="checkbox"/> Do student portfolios show deep understanding of content/concepts? <input type="checkbox"/> Was there sufficient time to pull students into data-driven skill-based small groups?

At these curricular reflection and revision meetings, teachers and leaders will analyze student work, classroom observations, and student assessments (standards-based grading) to guide their reflection and ultimately hold Elm staff accountable to student achievement and critical thinking. Reflecting on the ISC in this manner, will also directly affect the skills covered during our mastery blocks (e.g. Reading Workshop and TERC Investigations). Furthermore, during these curricular work and data meetings, the Student Support Team will meet to discuss current and new interventions for struggling students (detailed in section R-07).

(b) Assessment Systems

Assessment Selection and Development

Elm's approach to assessments will be aligned to our approach to teaching both inquiry-based learning and mastery learning. Thus, to measure student progress towards the CCLS, Elm will administer a combination of diagnostic, formative, and summative mastery and inquiry-based assessments.

	Type of Assessment	Frequency	Purpose + Rationale
MASTERY	Unit Assessments <ul style="list-style-type: none"> Humanities Content Assessment Writing On-Demand Pieces Math Content + Concepts Science Content + Concepts 	Per Unit Approx. every 5-8 weeks	Formative Measures student progress toward mastering CCLS. Outcomes will be used to determine the effectiveness of instruction and curriculum.

	Benchmark Assessments <ul style="list-style-type: none"> • ELA • Math • Science 	Quarterly	Formative + Summative Measures student progress toward mastering Common Core Standards. Outcomes will be used to determine the effectiveness of instruction and curriculum.
	Fountas & Pinnell	Quarterly	Diagnostic Monitor students' reading levels.
	Reading Assessments: SFA, Light Sail, and Wilson Language Training	As Needed	Diagnostic Monitor mastery of phonics, phonemic awareness, reading skills, and reading levels
INQUIRY	Performance Tasks <ul style="list-style-type: none"> • Humanities Projects • STEM Design Challenges 	Quarterly	Summative Students will demonstrate mastery of the content and skills taught through a topic of their interest. The performance tasks and design challenges will allow students to apply a wide range of creative skills in service of deepening their understanding of the content.
	Annual Portfolio <ul style="list-style-type: none"> • 1 STEM Design Challenge • 1 Humanities Performance Task 	Annually	Summative Students will choose their best design challenge or performance task from the year and reflect on their new understandings.
	Self-Exploration Portfolio	Annually	Summative Students will use a collection of pictures, journal entries, and artistic expression to show that they have grown in their social emotional goals.

The leadership team (Principal and CDC in Years 1-2, ADI in Year 3, and Directors of Student Humanities and STEM in Years 4-5) will design all benchmark assessments (mastery assessments), aligning questions to the NY CCLS and formatting assessment structure and questions similar to NY state exams. This will ensure that benchmark assessments are true indicators of student preparation for success on annual state tests. Unit assessments from TCWRP and TERC Investigations will be adapted as well

to include questions similar to the NY CCLS and NY State exam questions. If necessary, Elm will outsource the creation of assessments to an organization such as ANet.

Inquiry-based assessments will assess students' ability to apply their content knowledge to specific performance tasks. Performance tasks will be graded using rubrics, and analyze how students engage in the process of creating their projects in addition to the mastery and accuracy of their project's content.

Assessment Quality and Accuracy

Accurate and timely assessment data is integral to ensuring that staff are able to monitor and assess students' understanding of Common Core Learning Standards (CCLS), make purposeful instructional decisions based on data, and improve teacher practice. The leadership team will develop rubrics and train teachers around grading and data analysis for all diagnostic, formative assessments, and summative assessments. Before the execution of any assessment, the leadership team will lead the staff through the following assessment sequence:

- Before the start of the unit, assessments rubrics and sample questions will be shown to teachers for general training, questions, and concerns.
- A week before assessments, teachers will see full assessments and revised rubrics.
- Assessments will be administered by lead teachers, and collected by leaders after student completion.
- After assessments, teachers will receive training around grading based on rubrics and norming standards, and criteria and assessments will be strategically divided between all teachers for grading.
- The leadership team, led by the Curriculum and Data Coordinator, will ensure that all assessment results are valid and reliable by implementing a quality review on samples of graded tests to ensure consistency and accuracy in grading.

To ensure that data is being utilized in a timely and effective manner, our curriculum analysis and data cycles will follow the following sequence: unit and benchmark assessments, staff only curricular and data days, and a week-long series of "flexible days," or reteach days.

December 2018					January 2018				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
						1 Winter Break	2	3	4
3 Module 2 Unit 2	4	5	6	7	7	8	9	10	11
10	11	12	13	14 Unit Assessments	14 F&P	15 MLK Day	16 F&P	17	18 Benchmark Assessments End of Quarter 2
17 Module 2 Unit 3	18	19	20	21	22 Curriculum Work Staff Only	23 Flexible Days	24	25	
24 Winter Break	25	26	27	28	28 Module 3 Unit 1	29	30	31	
31									

In general, assessments are administered mid-module, allowing instructional staff to meaningfully study and analyze the data collected and strategically plan next steps for whole group and small group reteach during “Flex days.” Flexible Days are designed for teachers to make curricular decisions that will meet the needs of their specific classroom students. During staff-only curricular work days, teachers will reflect on assessment data and academic pacing calendars in order to make decision for decisions for the current and following module. Changes may include adding an additional day to finish performance tasks, reteaching missed concepts and skills to the whole-class, and creating various small groups who need more time with a skill or concept.

Data-Driven Instruction

Led by the Curriculum and Data Coordinator (Years 1-3) and the Directors of Student Support and Data (Years 4-5), assessment results will be collected, analyzed, and presented by the CDC (Years 1-3) or Director of SSD (Years 4-5) to all stakeholders including the leadership team, teachers, the Board of Trustees, and families. Analysis of assessment results will show areas of mastery and growth on the class-level, student-level, as well as curriculum. Data will be used to drive instruction and student achievement on multiple levels:

Teachers and Classrooms

Teachers will use data results to analyze where students stand in relation to their goals and identify next steps needed to reach their goals. This will foster student reflection and ownership of their own progress towards their goals. Teachers will be trained to analyze data configured by standards. Standards-based grading allows for teachers and students to see their strengths and weaknesses. It prevents staff, students, and parents to use general statements such as: "Student X is not a good reader" or "I am not good at math." Instead, all stakeholders are given standards-based data as to facilitate accurate conversations and concrete action steps around goals. Through standards-based data, teachers will be empowered communicate to students and parents: "Student X, is excelling in analyzing character relationships. She continues to struggle with synthesizing themes across chapters."

Data analysis will also be used to make adjustments to units, lessons, and small group instruction. Our academic calendar strategically schedules full-day professional development (with no students in attendance) after formative assessments have been executed.

Leadership

At minimum, the leadership team will analyze and discuss assessment results on a quarterly level during leadership team meetings. The data will be used to make purposeful instructional decisions including adjustment to curriculum and pacing calendar, analysis of students of concern (stagnant or failing) and in need of further support and remediation, teacher coaching and evaluations. Additionally, data analysis will also be used to monitor the school's progress toward its annual goals and make adjustments to the year's professional development accordingly.

Board of Trustees

Assessment results and data analysis will be reported to the Academic Committee for review and feedback. The Board's Academic Committee will monitor the school's progress toward its annual goals (detailed in R-02d – Accountability Plan) and provide suggestions or feedback to the leadership team.

Families

Parents will be notified of their child's progress through quarterly report cards, detailing assessment results and clear indications of whether their child is on, above, or below grade level for reading, writing, and math. At Elm, our expectation is that teacher-parent communication is consistent and frequent. Teacher's will inform parents of

student progress and achievement monthly through a homework folder that travels with the student, as well as phone calls and in-person meetings when appropriate.

(c) Instructional Methods

At the foundation of Elm Charter School's instructional pedagogy is the belief that rigorous academics must be inquiry-based as it allows students to authentically learn for ownership and application.⁷ Our units of study will consistently provide opportunities for students to inquire, make interdisciplinary connections, create something new or better, and advocate for an issue or themselves. As mentioned above, Elm will also ascribe to mastery learning through direct instruction. This is to ensure an equitable education for all students, particularly for our at-risk students (i.e. English Language Learners). In order to close the significant achievement gaps, skills-based learning during targeted remediation and intervention in literacy and math will be just as important. Thus, Elm Charter school seeks to provide a multifaceted education with the following instructional methods:

Inquiry-based Learning

Inquiry-based learning is a method in which students organically learn and apply skills and concepts to authentic problem-based tasks in order to achieve a product-based outcome.⁸ This methodology compels students to take ownership of a project from start to finish. Research has shown that when students take ownership over their learning, it can yield a greater love for learning and academic success.⁹ At Elm, students will be given opportunity to engage in inquiry-based learning at least 3 hours a day, primarily in: Humanities, STEM/Science, and our two math blocks: TERC Investigations and Cognitive Guided Instruction (CGI).

Two of our most unique blocks are our Integrated Studies blocks: Humanities and STEM. According to the National Academy of Sciences, students engaged in interdisciplinary studies are pushed to use higher order thinking skills, adapting their knowledge and understanding to conflicting perspectives and real-world scenarios.¹⁰ Integrative interdisciplinary thinking occurs at the intersection of two or more concepts.¹¹ It is at this intersection that learners are challenged to ask meaningful questions about complex issues, compare and contrast patterns, and locate multiple sources of knowledge and information. This form of teaching is heavily student-led and teacher-

⁷ Kempton, S. L. (2007). *The Literate Kindergarten: Where Wonder and Discovery Thrive*. Portsmouth, NH: Heinemann

⁸ Klein, J. T. (2005). Integrative Learning and Interdisciplinary Studies. AAC&U.

⁹ Kempton, S. L. (2007). *The Literate Kindergarten: Where Wonder and Discovery Thrive*. P.24. Portsmouth, NH: Heinemann.

¹⁰ *STEM integration in K-12 education*. National Academy of Sciences.

¹¹ Klein, J. T. (2005). Integrative Learning and Interdisciplinary Studies. AAC&U.

facilitated, requiring teachers to over-prepare in content and instructional methods in order to guide students in their self-initiated projects.¹² Teachers will be trained to execute Elm’s thematic modules during our Humanities and STEM blocks. Modules are comprised of three units that lead students through a relevant authentic task heavily scaffolded in the beginning and ending with performance tasks that will be graded using rubrics. Units follow this general sequence:

Unit 1 Setting the Scene	Presentation of Inquiry Generating of Essential Questions Diving into Background Knowledge
Unit 2 Contextualization	Study of the Problem/Inquiry within a Novel or Experiment Collaborative and Independent Investigations around Essential Questions
Unit 3 Self-Initiated Projects	Creating a Thesis/Hypothesis Student-Led Projects/Experiments Whole-Class Discourse

The success of our Integrated Studies Blocks is heavily dependent on effective collaboration amongst teachers across different disciplines. At Elm, our schedule allows for lead, associate, science, and specials teachers to collaborate in grade teams once a week, and in different pairings three additional times a week. During weekly professional development, teachers will also be trained in delivering different formats of investigative lessons including the following:

Structure	Allotted Time
Essential Question/Problem	2 min.
Comprehension Check (i.e. background information)	2 min.
Independent or Collaborative Investigations	20 min.
Whole Class Discourse	25 min.
Quick Assessment (i.e. Exit Tickets)	5 min.

¹² Carpenter, T. P., et al. (1999). *Children’s Mathematics: Cognitively Guided Instruction*. Portsmouth, NH: Heinemann.

Different from Direct Instruction lesson formats, the greatest portion of time is dedicated to the Investigations and Discourse, where students think and talk while teachers listen, strategize, and guide student thinking. ¹³

Finally, inquiry-based learning can only be as authentic as the experiences we provide our students. Elm Charter School will use the community of district 24 and Queens as an extension of our classroom. The pedagogy of place-based education (PBE) pairs nicely with our inquiry approach. PBE anchors students in a strong sense of locality with the intent of using their community as a launching pad to better understanding the greater global community. It invests in students a sense of agency, pushing students to become producers rather than consumers of knowledge, enriching their education through hands-on, community-engaged learning.¹⁴ Studies have shown that schools using place-based education have also seen an increase in school retention and student engagement, particularly in disadvantaged schools.¹⁵

Collaborative Learning

At Elm, group work will be woven into the daily lesson plans of every subject. Teachers will be trained in using school-wide rubrics that assess students' progress and achievements around listening, asking questions, and challenging and refining ideas using evidence. Students are given grades for their collaborative work which communicates to students and parents that the process of learning is of equal importance to the product of learning. Several studies have shown the correlation between collaborative learning and academic success, not only for the general student population, but those at-risk including English Language Learners (ELLs) and students with special needs. ¹⁶ Through whole-class discourse and group work (largely in the format of Socratic seminars), a student's learning is enriched as they make connections with different perspectives and ideas from their peers. ¹⁷ Collaborative work will occur at least twice a week, with groups typically divided heterogeneously to ensure that discourse is rich, conclusions are diverse, and peers are building on one another's ideas. ¹⁸ At the foundation of successful collaborative learning must be social and

¹³ Kempton, S. L. (2007). *The Literate Kindergarten: Where Wonder and Discovery Thrive*. Portsmouth, NH: Heinemann

¹⁴ P. McInerney et al. (2011). 'Coming to a place near you?' *The politics and possibilities of a critical pedagogy of place-based education*. p.4

¹⁵ P. McInerney et al. (2011). 'Coming to a place near you?' *The politics and possibilities of a critical pedagogy of place-based education*. p.7

¹⁶ Davis, Matt. (2005). *How Collaborative Learning Leads to Student Success*. Edutopia

¹⁷ O'Brian, Mary Utne., Munro, Susan. and Payton. John W. (2006) *Common Ground: Teaching Kids the Benefits Of Working Together*. Edutopia

¹⁸ O'Brian, Mary Utne., Munro, Susan. and Payton. John W. (2006) *Common Ground: Teaching Kids the Benefits Of Working Together*. Edutopia

emotional intelligence.¹⁹ Our school day devotes 45-minutes a day to the development of students' emotional intelligence through Yale's RULER program on Emotional Intelligence, as well as our Culturally Responsive Classroom practices.

Mastery Learning

Mastery Learning involves teachers explicitly teaching and students practicing in repetition in order to achieve mastery.²⁰ At Elm, we believe that true inquiry-based learning cannot happen without foundational skills in reading, writing, and math. In order for students to solve complex problems, they will need the skills and vocabulary to comprehend nonfiction texts and articles.²¹ If we expect students to create mathematical conjectures, they will need to know their basic math facts. Elm's schedule builds in about two hours a day for mastery learning including: small group math routines, Reading Workshop, SFA or Guided Reading, and Science. Teachers will be trained to teach using the learning structure of "I do-We do-You do," a model that scaffolds an explicit teaching objective or learning target.²² As aforementioned, we will use Teachers College Reading and Writing Project as our foundational reading and writing program in Year 1, with the intent of adapting it to our specific student populations. Similarly, we will use TERC Investigations as our main math curriculum, building in a component of mastery to ensure that skills are practiced and assessed regularly.

Data-Driven Small Group Learning

With our diverse population, comes a variety of needs and learning styles. At Elm, we believe that to effectively meet every student's needs, there needs to be opportunities throughout the entire day for small group learning. Teachers at Elm will be trained to analyze student data to identify students' gaps in knowledge and skills and tailor their instruction to different groups of students. Our schedule allows teachers the flexibility to create small group learning environments by pushing into classrooms, pulling-out, or parallel teaching.²³ Particularly during our Mastery Learning blocks, both lead and associate teachers in each classroom will use data to strategically pull targeted small group instruction, especially for our at-risk populations.

¹⁹ Brackett, Marc A. and Rivers, Susan E. (2013). *Transforming Students Lives with Social and Emotional Learning*. Yale Center for Emotional Intelligence.

²⁰ Hurenberg, D. (2016). Honoring All Learners: The Case for Embedded Honor in Heterogeneous English Language Arts Classroom. *English Education*, 49(1), 63-98.

²¹ Hurenberg, D. (2016). Honoring All Learners: The Case for Embedded Honor in Heterogeneous English Language Arts Classroom. *English Education*, 49(1), 63-98.

²² Lucero, A. (2013). Teachers' use of linguistic scaffolding to support the academic language development of first-grade emergent bilingual students. *Journal of Early Childhood Literacy*, 14(4), 534-561

²³ Halverson, Richard. (2006). *The new instruction leadership: Creating data-driven instructional systems in schools*. P.6. Madison, WI: University of Wisconsin-Madison

At minimum, Elm students will receive up to two hours of targeted small group instruction daily, with groups ranging between 6 - 14 students in SFA or Guided Reading, Writing Workshop, and STEM. During Guided Reading, students will be split into groups of 6-8 students, four times a week. Teachers will use Fountas & Pinnell and Scholastic Guided Reading programs to focus on specific reading skills and strategies students need in order to progress to the next level. During Writing Workshop and STEM, each class will always be split in half, with the other group attending a Specials class. This split-class of approximately 14 students will have both a lead and associate teacher present, which then allows for a myriad of teaching options based on student need, including: small group instruction, parallel teaching, co-teaching, or stations. Additionally, while students will receive Library/IT twice a week, groups will be strategically pulled for reading intervention using Fountas and Pinnell's Leveled Literacy Intervention. This time is reserved for the lowest readers, particularly students with special needs and English Language Learners, who need additional support in building their reading skills and comprehension.

(d) Course or Subject Overview

Reading Workshop

The purpose of Reading Workshop is to explicitly teach students reading comprehension strategies and skills at the appropriate grade-level. Students will receive Reading and Writing Workshop each twice a week. The lesson format of both Reading and Writing Workshops follows the “I Do, We Do, You Do” process, providing a general scaffolding model beneficial to most students. Each unit of study will be loosely aligned to the Integrated Studies blocks, so that students are able to directly use the skills learned during the creation of their projects.

The majority of the lesson's time is dedicated to independent reading, where students practice the specific reading strategy or skill in their “just right books,” or individualized reading levels. Fountas & Pinnell's diagnostic reading assessment will be used to determine each student's appropriate reading level. As students read, teachers will pull small groups or coach students 1:1. The structure of Teachers College Reading and Writing Project (TCRWP) is conducive to targeted small group instruction, a great benefit to Elm's at-risk students, including Emergent Bilinguals (EBL) and Students with Disabilities (SWD). During Reading Workshop, teachers will have the option of pulling EBL and SWD students into skill-based groups with general education students, pull groups based on linguistic needs or learning style preferences, or coach particular struggling students 1:1. An overview of the specific topics covered by each grade level in literacy can be found in the tables below.

Writing Workshop K-5 Scope & Sequence
Sample from Teachers College Reading and Writing Project²⁴

	Module 1	Module 2	Module 3	Module 4
K	<p>We Are Readers</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Learn-About-the-World Books • Reading Old Favorite Storybooks 	<p>Reading with Print Strategies and Sight Word Power</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Using Super Powers to Look and Point, and Then Read Everything • Taking on Even the Hardest Words • Bringing Books to Life 	<p>Reading Texts with Longer, More Complex Patterns</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Tackling More Challenging Books • Zooming in on Letters and Sounds • Becoming Stronger Readers 	<p>Reading to Learn</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Becoming an Avid Reader • Learning from All-About Books • Falling in Love with Poetry
1	<p>Building Good Reading Habits</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Habits for Reading Long and Strong • Habits for Tackling Hard Words • Partners Have Good Habits, Too! 	<p>Learning About the World</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Getting Smart on Nonfiction Topics • Tackling Super Hard Words in Order to Keep Learning • Reading Aloud Like Experts 	<p>Reading Have Big Jobs to Do</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Readers Have Important Jobs to Do • Readers Add New Tools to Read Hard Words • Readers Use Tools to Understand Their Books • Readers Use Everything They Know to Get the Job Done 	<p>Meeting Characters and Learning Lessons</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Going on Reading Adventures • Studying Characters in Books • Learning Important Lessons • Growing Opinions About Books
2	<p>Reading Growth Spurt</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Taking Charge of Reading • Working Hard to Solve Tricky Words • Paying Close Attention to Authors 	<p>Becoming Experts</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Thinking Hard and Growing Knowledge • Learning the Lingo of a Topic • Reading across a Topic 	<p>Bigger Books Mean Amping Up Reading Power</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Reading with Fluency • Understanding Literacy Language • Meeting the Challenges of 	<p>Series Book Clubs</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Becoming Experts on Characters • Becoming Experts on Author's Craft • Sharing Opinions with the World

²⁴ Calkins, L. (2016) *Units of Study for Teaching Reading*. Portsmouth, NH: Heinemann

			<p>Longer Books</p> <ul style="list-style-type: none"> • Tackling Goals in the Company of Others 	
3	<p>Building a Reading Life</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Making a Reading Life • Understanding the Story • Tackling More Challenging Texts 	<p>Reading to Learn</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Determining Importance in Expository Texts • Lifting the Level of Thinking about Expository Texts • Synthesizing and Growing Ideas in Narrative Nonfiction 	<p>Character Studies</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Getting to Know a Character as Friend • Following a Character's Journey • Comparing and Contrasting Characters Across Books 	<p>Research Clubs</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Researching a Topic • A Second Cycle of Research • Synthesizing, Comparing, and Contrasting
4	<p>Interpreting Characters</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Establishing a Reading Life • Thinking Deeply about Characters • Building Interpretations 	<p>Reading the Weather, Reading the World</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Learning from Texts • Launching a Whole-Class Research Project • Tackling a Second Research Project with More Agency and Power 	<p>Reading History</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Researching History • Preparing for Debate • Engaging in a Second Cycle of Research 	<p>Historical Fiction Clubs</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Tackling Complex Texts • Interpreting Complex Texts • The Intersection of Historical Fiction and History
5	<p>Interpretation Book Clubs</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Writing about Reading with Voice and Investment • Raising the Level of Writing and Talking about Literature • Thematic Text Sets: Turning Texts Inside Out 	<p>Tackling Complexity</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Working with Text Complexity • Applying Knowledge and Nonfiction Reading to Inquiry Projects 	<p>Argument and Advocacy</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Investigating Issues • Raising the Level of Research • Researching a New Issue with More Agency 	<p>Fantasy Book Clubs</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Constructing and Navigating Other Words • More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns • When Fact and Fantasy Collide • Literary Traditions: Connecting Fantasy to Other Genres

Writing Workshop K-5 Scope & Sequence
Sample from Teachers College Reading and Writing Project²⁵

	Module 1	Module 2	Module 3	Module 4
K	Launching Writing Workshop Topics include: <ul style="list-style-type: none"> • Putting ideas on paper with pictures and words • Writing teaching books • Writing stories 	Writing for Readers Topics include: <ul style="list-style-type: none"> • Writing an engaging story • Using tools to support writing • Editing writing to make more engaging 	Persuasive Writing of All Kinds: Using Words to Make a Change Topics Include: <ul style="list-style-type: none"> • Exploring opinion writing • Writing letters to make a change 	How-To Books: Writing to Teach Others Topics include: <ul style="list-style-type: none"> • Writing how-to books, step by step • Using mentor texts for inspiration • Keeping readers in mind
1	Small Moments: Writing with Focus, Detail, and Dialogue Topics Include: <ul style="list-style-type: none"> • Writing Small Moment Stories with Independence • Bringing Small Moment Stories to Life • Studying Other Writers' Craft 	Nonfiction Chapter Books Topics Include: <ul style="list-style-type: none"> • Writing Teaching Books with Independence 	Writing Reviews Topics Include: <ul style="list-style-type: none"> • Writing Opinions about Their Collections • Writing Persuasive Reviews • Writing Persuasive Book Reviews 	From Scenes to Series: Writing Fiction Topics Include: <ul style="list-style-type: none"> • Fiction Writers Set Out to Write Realistic Fiction • Fiction Writers Set Out to Write Series • Studying Realistic Fiction and Studying Ourselves as Writers
2	Lessons from the Masters: Improving Narrative Writing Topics Include: <ul style="list-style-type: none"> • Studying the Masters for Inspiration and Ideas • Studying Imagery, Tension, and Literary Language • Studying Your Own Authors 	Lab Reports and Science Books Topics Include: <ul style="list-style-type: none"> • Writing as Scientists Do • Writing to Teach Others about Our Discoveries • Writing about Forces and Motion in Information Books 	Writing About Reading Topics Include: <ul style="list-style-type: none"> • Letter Writing • Writing Nominations and Awarding Favorite Books 	Poetry: Big Thoughts in Small Packages Topics Include: <ul style="list-style-type: none"> • Seeing with Poets' Eyes • Experimenting with Language and Sound to Create Meaning • Trying Structures on for Size
3	Crafting True Stories	The Art of Information	Changing the World:	Once Upon a Time:

²⁵ Calkins, Lucy (2016) *Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann

	<p>Topics Include:</p> <ul style="list-style-type: none"> • Writing Personal Narratives with Independence • Becoming a Storyteller on the Page • Writing with New Independence on a Second Piece 	<p>Writing</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Organizing Information • Reaching to Write Well • Moving Toward Publication, Moving Toward Readers 	<p>Persuasive Speeches, Petitions, and Editorials</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Launching Work on Persuasive Speeches • From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters • Cause Groups 	<p>Adapting and Writing Fairy Tales</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Writing in the Footsteps of the Classics • Adapting Fairy Tales with Independence • Writing Original Fairy Tales
4	<p>The Arc of Story: Writing Realistic Fiction</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Creating and Developing Stories and Characters that Feel Real • Drafting and Revising with an Eye Toward Believability • Independent Fiction Projects 	<p>Boxes and Bullets: Personal and Persuasive Essays</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Writing to Learn • Personal to Persuasive 	<p>Bringing History to Life</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Informational Books: Making a Conglomerate of Forms • Building Ideas in Informational Writing 	<p>The Literary Essay: Writing About Fiction</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Literary Essays • Writing Compare-and-Contrast Essays
5	<p>Narrative Craft</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Generating Personal Narratives • Moving Through the Writing Process: Rehearsing, Drafting, Revising and Editing • Learning from Mentor Texts 	<p>The Lens of History: Research Reports</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Writing Flash-Drafts about Westward Expansion • Writing Focused Research Reports that Teach and Engage Readers 	<p>Shaping Texts: From Essay and Narrative to Memoir</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Generating Ideas about Our Lives and Finding Depth in the Moments We Choose • Structuring, Drafting, and Revising a Memoir 	<p>The Research-Based Argument Essay</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Establishing and Supporting Positions • Building Powerful Arguments • Writing for Real-Life Purposes and Audiences

Math Workshop: TERC Investigations

Students will engage in math concepts and facts during Math Workshop, which will take place three times a week, during 45-minute blocks. TERC Investigations will be used to cover topics other than number sense, numeracy, and math operations. Similar to Reading and Writing Workshops, TERC Investigations carves out roughly 30-minutes

for students to practice specific skills, explore concepts, and discuss and share their work. An article exploring the benefits of heterogeneity, written by David Nurenberg, explains that whole-class conversations that highlight multiple strategies and divergent solutions from typically “low-performing” and “high-performing” students, benefit all students.²⁶ At Elm Community Charter School, the Principal and Curriculum and Data Coordinator (CDC) will tailor the curriculum to have a greater mastery component. When teaching a particular concept (e.g. Geometry), initial lessons will be dedicated to exploring mathematical ideas, while later lessons will be dedicated to explicit teaching and skill-building. For example, in the geometry unit, kindergarteners will explore the differences between shapes (i.e. What makes a triangle, a triangle?), their attributes (i.e. How is it different from a rhombus?), and real-world application (i.e. Why do I always see the triangle shape used in bridges?). After concepts are explored, students will then be explicitly taught shape names and shape attributes. Each unit is followed by mastery assessments, and data from these assessments will be used for flexible, reteach days.

During this time the 30-minute block, data-driven small groups will also be pulled to meet student’s individual needs. Similar to Reading and Writing Workshop, where students will practice skills on individual reading levels, during Math Workshop, students will be grouped by level so that advanced students can also receive instruction that is challenging. An overview of the specific topics covered by each grade level in Math can be found in the table below.

Math Workshop K-5 Scope & Sequence <i>Sample from TERC Investigations 3rd Edition²⁷</i>				
	Module 1	Module 2	Module 3	Module 4
K	Counting and Comparing Big Ideas: <ul style="list-style-type: none"> Developing strategies for accurately counting a set of objects by ones Sorting and classifying 	What Comes Next? Big Ideas: <ul style="list-style-type: none"> Sorting and classifying Constructing, describing, and extending repeating patterns Identifying the unit of 	Make a Shape, Build a Block (2-D and 3-D Geometry) Big Ideas: <ul style="list-style-type: none"> Describing, identifying, comparing, and sorting 2-D and 3-D shapes 	How Many Do You Have? (Addition, Subtraction, and the Number System 3) Big Ideas: <ul style="list-style-type: none"> Developing strategies for accurately counting a set of objects by

²⁶ Nurenberg, D. (2016). Honoring all learners: The case for embedded honors in heterogenous English language arts classrooms. *English education*: vol 49., no.1.

²⁷ TERC (2012). *Investigations in Number, Data, and Space*. Glenview, IL: Pearson Scott Foresman

	<ul style="list-style-type: none"> Developing the idea of equivalence Carrying out a data investigation Developing an understanding of the magnitude and position of numbers Using manipulatives, drawings, tools, and notation to show strategies and solutions 	a repeating pattern	<ul style="list-style-type: none"> Composing and decomposing 2-D and 3-D shapes 	<p>ones</p> <ul style="list-style-type: none"> Making sense of and developing strategies to solve addition and subtraction problems with small numbers Using manipulatives, drawings, tools, and notation to show strategies and solutions
1	<p>How Many of Each?</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Developing strategies for accurately counting a set of objects by ones Developing an understanding of the magnitude and position of numbers Composing numbers up to 10 with 2 addends Making sense of and developing strategies to solve addition problems with small numbers Using manipulatives, drawings, tools, and notation to show strategies and solutions 	<p>Making Shapes and Designing Quilts (2-D Geometry)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Describing, identifying, and comparing 2-D shapes Composing and decomposing 2-D shapes 	<p>Fish Lengths and Animal Jumps (Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding length Using linear units Measuring with standard units 	<p>Color, Shape, and Number Patterns (Patterns and Functions)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Constructing, describing, and extending repeating patterns Identifying the unit of a repeating pattern Constructing, describing, and extending number sequences with constant increments generated by various contexts
2	<p>Counting, Coins, and Combinations (Addition, Subtraction, and the Number System)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Developing strategies for 	<p>Shapes, Blocks, and Symmetry (2-D and 3-D Geometry)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Composing and decomposing 2-D and 3-D shapes Describing, 	<p>Parts of a Whole, Parts of a Group (Fractions)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding fractions as equal parts of a whole Understanding 	<p>Measuring Length and Time (Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding length Using linear units Measuring with standard units

	<p>accurately counting a set of objects by ones and groups</p> <ul style="list-style-type: none"> • Developing an understanding of the magnitude and sequence of numbers up to 100 • Making sense of and developing strategies to solve addition and subtraction problems with totals up to 45 • Knowing addition combinations to 10 + 10 • Using manipulatives, drawings, tools, and notation to show strategies and solutions 	<p>identifying, comparing, and sorting 2-D and 3-D shapes</p> <ul style="list-style-type: none"> • Visualizing the structure of arrays • Exploring mirror symmetry • Knowing addition combinations to 10 + 10 	<p>fractions as equal parts of a group</p> <ul style="list-style-type: none"> • Using terms and notation 	<ul style="list-style-type: none"> • Representing time and calculating duration
3	<p>Surveys and Line Plots (Data Analysis)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Describing, summarizing, and comparing data • Representing data • Designing and carrying out a data investigation • Measuring with standard units 	<p>Perimeter, Angles, and Area (2-D Geometry and Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Measuring with standard units • Understanding and finding perimeter • Understanding and finding area • Describing and classifying 2-dimensional figures • Describing and measuring angles 	<p>Equal Groups (Multiplication and Division)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Understanding the meaning of multiplication • Reasoning about numbers and their factors and multiples • Understanding and working with an array model of multiplication • Learning the multiplication combinations with products up to 50 fluently • Developing strategies for division based on understanding the inverse relationship between 	<p>Finding Fair Shares (Fractions and Decimals)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Understanding the meaning of fractions (halves, fourths, eighths, thirds, sixths) and decimal fractions (0.50, 0.25) as equal parts of a whole (an object, an area, a set of objects) • Using representations to combine fractions (halves, fourths, eighths, thirds, and sixths)

			multiplication and division	
4	<p>Factors, Multiples, and Arrays (Multiplication and Division)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding and working with an array model of multiplication Reasoning about numbers and their factors Fluency with multiplication combinations to 12×12 	<p>Size, Shape, and Symmetry (2-D Geometry and Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Measuring with standard units Describing and classifying 2-dimensional figures Describing and measuring angles Finding and understanding area 	<p>Fraction Cards and Decimal Squares (Fractions and Decimals)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding the meaning of fractions and decimal fractions Comparing the values of fractions and decimal fractions Using representations to add rational numbers 	<p>Moving Between Solids and Silhouettes (3-D Geometry and Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Describing properties of 3-dimensional shapes Translating between 2-dimensional and 3-dimensional shapes Structuring rectangular prisms and determining their volume
5	<p>Prisms and Pyramids (3-D Geometry and Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Translating between 2-dimensional and 3-dimensional shapes Structuring rectangular prisms and determining their volume Structuring prisms, pyramids, cylinders, and cones and determining their volume 	<p>Measuring Polygons (2-D Geometry and Measurement)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Describing and classifying 2-dimensional figures Describing and measuring angles Finding perimeter and area of rectangles Creating and describing similar shapes 	<p>What's That Portion? (Fractions and Percents)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding the meaning of fractions and percents Comparing fractions Adding and subtracting fractions <p>Decimals on Grids and Number Lines (Decimals, Fractions, and Percents)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Understanding the meaning of decimal fractions Comparing decimal fractions Adding decimals 	<p>Growth Patterns (Patterns, Functions, and Change)</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Using tables to represent change Using graphs to represent change Describing and representing situations with a constant rate of change Describing and representing situations in which the rate of change is not constant

Cognitively Guided Instruction (CGI)

CGI is a framework that builds on students' prior knowledge and experiences to develop a deep understanding of mathematical concepts. The beauty of this curriculum is that students in Kindergarten can begin to grapple with seemingly advanced concepts in conceptual ways. Topics in add grades will include: addition, subtraction, multiplication, division, and fraction word problems. Students will receive CGI instruction three times a week for 45-minute blocks. The scope and sequence will strategically spiral through different problem types that will enable students to revisit and refine concepts and problem solving methods. The largest chunk of time is dedicated to the discourse, a time where students, strategically chosen by teachers, share how they solved a word problem. Students listen to the presentations, ask questions, and are encouraged to try a method shared that day. Through these discourses, teachers will guide students in creating a Conjecture Board, where students begin forming conclusions based on incomplete information. Teachers will then tailor the scope and sequence so that students can revisit conjectures repeatedly until the conjecture finally evolves into a theory. The following is an example from Kindergarten:

A student may notice that $2 + 3$ and $3 + 2$ are exactly the same. The teacher may lead students to a conjecture by asking, "Do you think this is always true? That if you flip around numbers, you will always get the same answer?" Students may agree and it will be written on the Conjecture Board. The teacher will then tailor the scope and sequence so that the following day, students explore a word problem where students must find the difference between two amounts. She may then ask: "Does the rule still apply to this word problem? Why not? Should we tweak the conjecture we explored yesterday?"

It is essential that discourses take place with a heterogeneous class so that student presentations and solutions are diverse. Students engaging in conversations around real-world problems provides context for learners who struggle with math, while also pushing flexible problem solving skills amongst learners who excel in math.

Science

Our Science blocks will occur three times a week in whole-class settings. Science will be coupled with STEM blocks, where classes are split in half, allowing for a more intimate setting and greater teacher support during experiments. The latter has been observed in schools with successful science programs such as Fieldston School of Ethical Culture. During Science, teachers will focus on content, as well as whole-class and small-group inquiry-based activities. These activities will promote mastery of scientific concepts, skills, and processes, and must ultimately equip students to engage in relatively independent experiments. The course sequence will spiral content and skills to provide students with multiple opportunities to master concepts and apply skills in new contexts. Science is a content and vocabulary dense subject, often requiring a significant amount of scaffolding, pre-teaching, and repetition for Emergent Bilinguals

(EBL) and Students with Disabilities (SWD). Thus, during our science block, associate teachers will be scheduled to push-in and provide literacy support for students who need greater support. Since students will be required to read articles and instructions, as well as write hypothesis, conclusions, and lab reports, science teachers at Elm will also be viewed as literacy teachers, receiving professional development around reading, writing, and language strategies. The Curriculum and Data Coordinator (Years 1-3) and Director of STEM (Years 4-5), will lead science teachers in adapting the FOSS science curriculum, scope and sequence, and pacing calendars, tailoring it to ensure alignment with the science topics covered in our Integrated Studies Curriculum.

Integrated Studies

All Elm students, K-5, will have the unique opportunity of participating in an Integrated Studies Course (ISC). Students will engage in thematic ISC modules twice a week, ranging from 45-minutes (grades K-2) to 75-minutes (grades 3-5). Content and skills required to access content (e.g. reading nonfiction articles) will be largely addressed during mastery blocks (Reading/Writing Workshop, Guided Reading), freeing up students to use higher order thinking during ISC, such as making connections, analyzing different points of view, and defending their own conclusions.

The key features of our Integrated Studies Curriculum are outline below in the below table. As stated earlier, changes and adjustments to our ISC will be inevitable, particularly when ensuring there is alignment across mastery and inquiry blocks (detailed in R-05a). Though Elm’s instructional leadership anticipates changes according to student need and materials, the Principal and Curriculum and Data Coordinator (CDC) will consistently return to our key features to ensure that our curriculum is academically demanding and standards aligned.

KEY FEATURES OF ELM’S INTEGRATED STUDIES CURRICULUM		
Criteria	Humanities	STEM
Academic Rigor	<ul style="list-style-type: none"> <input type="checkbox"/> At least 1 debate per year <input type="checkbox"/> Incorporates history <input type="checkbox"/> Incorporates art, music, or language 	Experiment requires: <ul style="list-style-type: none"> <input type="checkbox"/> Research <input type="checkbox"/> Trial and error <input type="checkbox"/> Understanding of content and process
Relevant	<ul style="list-style-type: none"> <input type="checkbox"/> Connections must be made to a current issue or place in the community <input type="checkbox"/> At least 1 Field study or neighborhood walk per module <input type="checkbox"/> At least 1 topic (module) 	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses a real-world problem <input type="checkbox"/> At least 2 Experiments per module

	related to civics education per year	
Student Initiative	<input type="checkbox"/> Performance Task must be a sub-topic generated by students individually or within groups	<input type="checkbox"/> Design Challenges: Students will create an experiment that best supports their hypothesis
Diverse + Creative	<input type="checkbox"/> Diverse student-initiated projects (advocacy) <input type="checkbox"/> Collaborative student work is done in heterogenous groupings	<input type="checkbox"/> Divergent solutions <input type="checkbox"/> Collaborative student work is done in heterogenous groupings

Through our unique Integrated Studies Curriculum, Elm students will engage in lively discussions, debates, field studies, civic education, and group and individual studies, during each academic year. Every module in Elm’s integrated studies curriculum consists of three units. At each grade, Elm students will engage in 4 modules yearly. Within every module, students will be required to show their understanding of content and skills learned through a mastery assessment and performance task.

HUM		STEM	
Unit 1:	Research + Background	Unit 1:	Science Content
Unit 2:	Literature integration	Unit 2:	Science Experiments
Unit 3:	Performance Task	Unit 3:	Design Challenge

Elm Charter School’s founding team has begun the initial stages of crafting an Integrated Studies Curriculum aligned to their learning principles of Discover, Integrate, Create, Advocate, and instructional methods. Elm’s K-5 integrated studies scope and sequence outlines the thematic topic, a short blurb, and relevant essential questions in Humanities and design challenges in STEM. During our planning year, Elm’s Principal, Priscilla Walton, will create a final scope and sequence to ensure alignment across Reading and Writing Workshop, and Humanities, as well as Science, Math, and STEM. As mentioned above (section R-05a), the Integrated Studies Curriculum is adapted from various curriculum including: Expeditionary Learning: Common Core Success, Engage NY, Engineering is Elementary, and Asia Society for Grades 3-5.

1	HUM	<p>Bridges: Connecting People Students will study the making of different bridges in NYC and how the process brought people together. This study will take students across the country and world observing different types of bridges and what it signifies in that community.</p> <p><u>Essential Question:</u> What is the purpose of a bridge? Does it achieve what it was originally purposed to do?</p>	<p>Natural Disasters Students will explore extreme weather conditions: droughts, hurricanes, tsunamis! Connections will be made to national and international crisis and conflict around domestic and foreign aid (i.e. Hurricane Katrina)</p> <p><u>Essential Question:</u> Whose responsibility is it to rescue those caught in extreme weather storms?</p> <p>*Curriculum: Expeditionary Learning</p>	<p>Animals: Man's Best Friend? Students will study the history of how animals have supported people as companions, rescuers, transporters, and even (or unfortunately) in experiments. Students will learn how the creativity and wisdom of different animals have benefitted society and modern medicine.</p> <p><u>Essential Question:</u> Are animal's truly man's best friend?</p>	<p>New York's Critters Students will study the history of NYC's expansion and how it affected the land and animals native to New York. Students will explore why local government made decisions and who it benefitted. Debates will take place with representatives defending people vs. animals.</p> <p><u>Essential Question:</u> Are NYC parks created for the benefit of peoples or animals?</p> <p>*Partnership: The Natural Classroom</p>
	STEM	<p>Properties of Matter Students will describe and identify the structural characteristics of different types of bridges using properties of matter.</p> <p><u>Design Challenge:</u> Design a bridge that will meet the needs of different cities.</p>	<p>Weather and Seasons Students will use a variety of scientific tools to study the outside conditions of their environment over time. Students will take the data collected to record and analyze.</p> <p><u>Design Challenge:</u> Design and create a structure that will withstand various weather conditions.</p>	<p>Human Impact Students will explore the positive and negative impacts that humans have on their environment. Topics include: pollution, deforestation, recycling</p> <p><u>Design Challenge:</u> Design a simple tool that works to offset your environment impact in your community.</p>	<p>Animal Populations: Where Have the Animals Gone? Students will explore the positive and negative impacts that the environment and humans have on other organisms. Topics include: habitat destruction, overpopulation</p> <p><u>Design Challenge:</u> Design an environment where humans and animals live harmoniously.</p> <p>*Partnership: The Natural Classroom</p>

2	HUM	<p>The Story of Corn Students will study the history of corn, learning about cultures through the various types. In studying the progression of corn farming, students will explore topics such as: industrialization of agriculture, modern-day use of corn as ink, plastic, fuel, and animal feed.</p> <p><u>Essential Question:</u> Is corn today better than corn long ago?</p> <p>*Curriculum: Expeditionary Learning</p>	<p>Ships Students will study the history of ships and the vital role it played in voyages and discoveries. Topics will include: types of ships, different cultures, and discoveries of different land.</p> <p><u>Essential Question:</u> Have ships helped or harmed societies?</p>	<p>Music Rebels Students will learn about how musicians throughout history used music as a voice of change and revolution. Topics will include: freedom of speech, music theory.</p> <p><u>Essential Question:</u> Can music have the same effect on change as our voice?</p>	<p>Community In line with The Reading Writing Project's unit on Characters, students will study how to identify problems and solutions by analyzing biographies of global activists who solved problems.</p> <p><u>Essential Question:</u> What is the best way to respond to conflict?</p> <p>*Peacejam: Nobel Peace Prize Winners</p>
	STEM	<p>Plant Diversity Students will study plants to identify their needs for survival. Topics will include: plant needs, life cycles, and inherited traits.</p> <p><u>Design Challenge:</u> Design a package that can keep a plant alive as it is transported from one location to another.</p> <p>*Partnership: The Natural Classroom</p>	<p>Sink & Float Students will explore the forces acting on objects in water to determine whether the gravitational force or buoyant force is stronger on an object in water.</p> <p><u>Design Challenge:</u> Given a set of materials, design a floating structure that can hold a massive object.</p>	<p>Matter & Sound Students will explore the various components of sound and how sound interacts with the three states of matter. Topics will include: volume, pitch.</p> <p><u>Design Challenge:</u> Design an instrument that can produce multiple volumes and pitches.</p>	<p>Forces and Motion Students will explore the forces that cause objects to move or stay at rest. Topics include: gravity, friction, ramps</p> <p><u>Design Challenge:</u> Design a roller coaster.</p>

3	HUM	<p>Animals and Plant Defense Mechanisms Students will study the variety of animal and plant defense mechanisms that help nature thrive, and how people have learned how to defend themselves by mimicking mother nature.</p> <p><u>Essential Question:</u> Are animal and plant defenses out of date?</p> <p>*Curriculum: Expeditionary Learning</p>	<p>Water is Life Students will explore the importance of water in every community, government involvement, the water crisis, and water conservation efforts and solution. The anchor text: <i>One Well: The Story of Water on Earth</i> will be used.</p> <p><u>Essential Question:</u> Is there a water crisis?</p> <p>*Curriculum: Expeditionary Learning & Asia Society</p>	<p>Interdependent Roles in Colonial Times Students will study what life was like in America during colonial times and the vital role interdependence played in the survival of the settlers. Topics will include: modifying land, relationship with Native Americans.</p> <p><u>Essential Question:</u> Was America founded on interdependence or independence? Why?</p> <p>*Curriculum: Expeditionary Learning</p>	<p>Literacy as Love and Power Students will be introduced to the power of literacy and how people around the world access books. Connections will be made around equal rights, equitable education for girls, and freedom of press.</p> <p><u>Essential Question:</u> What is literacy? Does it hold power?</p> <p>*Curriculum: Expeditionary Learning</p>
	STEM	<p>Animals and Plants in their Environment Students will study the structural and behavioral characteristics of plants and animals that allow them to better survive in their environments. Topics include: migration, hibernation, seed dispersal.</p> <p><u>Design Challenge:</u> Given a specific habitat, create a community of plants and animals that would best survive there.</p> <p>*Partnership: Hall of Science</p>	<p>Earth Materials / Water Cycle Students will study how natural forces and processes change the shape of the Earth. Topics include: weathering, erosion, deposition, collection, evaporation, condensation, precipitation.</p> <p><u>Design Challenge:</u> Design a water filter that effectively cleans contaminated water.</p>	<p>Simple Machines Students will explore how simple machines make work easier. Topics include: levers, pulleys, wheel and axles, inclined planes, forces.</p> <p><u>Design Challenge:</u> Design a contraption that settlers could use to make their daily work easier.</p>	<p>Properties of Water Students will explore how temperature changes affect water. Topics include: heating, melting, freezing, insulation, conductors, surface area.</p> <p><u>Design Challenge:</u> Design a cup for an ice cream shop that will prevent ice cream from melting.</p>

4	HUM	<p>Clean Energy Students will study the different types of energy sources and it's affect on the environment, culture, and society. Topics will include: climate change, fracking, and the Dakota Access Pipeline.</p> <p><u>Essential Question:</u> What role does energy play in our community?</p>	<p>Poetry, Poets, and Becoming Writers Students will explore various types of poetry to answer the question: What is poetry? Through poetry, they will analyze culture, values, and relationships.</p> <p><i>*Curriculum: Expeditionary Learning</i></p>	<p>Sports and Athletes Impact on Culture This unity will study the importance of sports in America's culture over time. It will hone in on the role sports played in achieving equality and include topics such as the freedom to assemble.</p> <p><u>Essential Question:</u> How have athletes broken barriers during different historical eras?</p> <p><i>*Curriculum: Expeditionary Learning</i></p>	<p>Civic Education: Voting Rights Students will explore ideas such as "leaders of change," "making a difference," and voting privileges and responsibilities through a study of the Women's Suffrage Movement.</p> <p><u>Curriculum:</u> Expeditionary Learning</p>
	STEM	<p>Energy Students will explore different types of energy to identify how energy can be harmful or beneficial.</p> <p><u>Design Challenge:</u> Design a solar oven that people can use to cook a meal.</p>	<p>Electricity and Magnetism Students will explore how electrical circuits work and . Topics include: circuits, force of attraction</p> <p><u>Design Challenge:</u> Design an alarm circuit that includes some type of magnetic transport system.</p>	<p>Earth and Space Students will explore the effects of Earth's movements in space. Topics include: rotation, revolution, moon phases</p> <p><u>Design Challenge:</u> Design a parachute for an astronaut to land on another planet with air conditions different than Earth.</p>	<p>Interactions of Air, Water, and Land Students will study natural events that occur on Earth's surface. Topics include natural disasters, prevention.</p> <p><u>Design Challenge:</u> Design a structure that would withstand the force of a natural disaster.</p>
5	HUM	<p>Identity & Journey Using the anchor text, <u>Where the Mountain Meets the Moon</u>, students will explore the idea of journey and self-discovery. Connections will be made to immigrants in the US, Syrian refugees, government policies around immigration, and the freedom to assemble.</p> <p><u>Essential Question:</u> What defines a "good journey"?</p>	<p>Homeland Afghanistan Afghanistan has become a word that most American students are familiar with. This unit aims to explore the geopolitical and cultural heritage through art, music, literary works, and photographs. Students will glean a deeper understanding of Afghanistan and our relationship.</p> <p><u>Essential Question:</u> Who is Afghanistan?</p> <p><i>*Curriculum: Asia Society</i></p>	<p>Food Justice Students will explore the importance of food in cultures around the globe, and the current state of food in America. Topics will include: food deserts, health and nutrition, This study aligns nicely with The Reading and Writing Project's Chocolate Milk debate unit.</p> <p><u>Essential Question:</u> What is "good food"?</p> <p><i>*Curriculum: Asia Society + Expeditionary Learning</i></p>	<p>Stories of Human Rights Students will explore the idea of human rights and how different people groups respond when those rights are threatened. They will take a close look at migrant workers in the U.S, and read Esperanza Rising, and put some of the characters on trial.</p> <p><u>Essential Question:</u> What are human rights?</p> <p><i>*Curriculum: Expeditionary Learning</i></p>

STEM	<p>Nature of Science Students will explore science topics in order to better understand how science is used to make sense of the world. Topics include: evolution, climate change.</p> <p><u>Design Challenge:</u> Students will design a project of their choice on a topic that interests them.</p>	<p>Changes in the Surface of the Planet (Rocks) Students will explore sedimentary, metamorphic, and igneous rocks along with other materials on Earth's surface to identify how each were formed. Topics include: rock cycle, minerals</p> <p><u>Design Challenge:</u> Design and improve a wall using materials on Earth's surface to protect your home.</p>	<p>Food and Nutrition Students will explore the scientific components of food and creating a balanced diet.</p> <p><u>Design Challenge:</u> Based on culture or environmental factors, design a meal plan for a family.</p> <p>*Partnership: Allergic to Salad</p>	<p>Exploring Ecosystems Students will explore biomes of the world to study the unique plants and animals that are able to survive in each.</p> <p><u>Design Challenge:</u> Examine maps of an ecosystem and assess the potential for danger.</p> <p>*Partnership: Hall of Science</p>
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The amount of content and materials covered will be dense and may pose difficulties for our struggling students. Thus, during our ISC blocks, students who need greater support, will have the option of receiving support through small group learning. Elm's lead and associate teacher model allows flexibility for various teaching models including small group pull-out and parallel teaching. In addition, arts and music teachers will have opportunity to push-in or pull-out during ISC blocks, providing students support not only with understanding material, but producing a process in a form that best shows their understanding (e.g. art project). Several research studies, including professor David Gullatt from Louisiana Tech University, and Tamara Lucas from Montclair State University, have shown that interdisciplinary learning coupled with small group and collaborative learning is effective for at-risk students (e.g. English Language Learners), ultimately providing a rich contextualized learning experience that boosts their language and reading skills.²⁸ Founder, Priscilla Walton, has worked in years past with Bank Street Bookstore, to create a diverse library ranging in topics and reading levels to ensure that all students are able to participate and take initiative over their projects. Partnership with a bookstore highly committed to authentic and rich literature will be essential to our ISC curriculum.

Creative Courses

Elm Charter School seeks to provide the students of district 24 with a diverse education that includes subjects traditionally considered non-academic. Teachers certified as experts in the fields of fine arts, performing arts (music and vocal), woodwork, Spanish, research (library) and IT, and physical education will be hired to create curriculum aligned to the academic subjects. The inclusion of these non-academic subjects are for two main reasons:

²⁸ Lucas, T. et al. (2008). Linguistically Responsive Teacher Education: Preparing classroom teachers to teach English language learners. Journal of Teacher Education: Vol. 59, no. 4.

- To show students that math and literacy, STEM and Humanities, exist everywhere!
- To create avenues of success for students with different learning styles and needs

Our Creative Courses teachers will have the inspirational task of creating curriculum parallel to the Integrated Studies modules. Their challenge is to help students see world issues through other creative lenses, and provide opportunities for students to express their understanding in tasks other than reading and writing. For example, Elm students may learn about the interdependent roles during colonial times through paintings, and show their understanding of the relationships during a historical era through an original art piece depicting a true event.

Students will receive five different creative courses throughout the week. In K-3, students will receive fine arts and performing arts (vocal) instruction twice a week. In 4-5, students will be able to choose whether they want to receive fine arts or performing arts (vocal) courses three times a week. The goal is for Elm's fourth and fifth graders to hold annual musical performances directed by staff and performed completely by fourth and fifth grade students. Students from the fine arts and performing arts sections will work collaboratively to put together a production complete with backdrops and costumes crafted by the fine arts department, and actors singing from the vocal department. A growing body of research has shown how arts integration has a positive impact on students' self-esteem and student achievement.²⁹ Thus, essential to Elm's school design are diverse spaces where students are able to explore their strengths. Providing a diverse set of courses will ultimately allow all students, no matter their background, strengths, or weaknesses, to find an area of success in which their confidence grows.

(e) Promotion and Graduation Policy

Part of Elm Charter School's mission statement states our purpose is to "cultivate student leaders with the character and capacity to seize *any* opportunity." Our aim is to see our fifth grade students fully proficient in literacy and math, and applying their strategies and skills to understand the world around them. In order for this to meet this goal, our promotion and fifth grade graduation policy must be clear and rigorous. Several academic and non-academic measures will be analyzed and considered when promoting students to the next grade. Retention of any Elm student will be discussed

²⁹ Demoss, K. & Morris, T. (2002). How arts integration supports student learning: students shed light on the connections. University of New Mexico.

with the instructional leadership team, teachers, and parents, and should be conducted during Quarter 3 and 4.

Promotion Criteria	
Academic Measures	Non-Academic Measures
<p>Quarterly Review on the following assessments will be conducted to analyze student growth, progress, and success in the next grade:</p> <ul style="list-style-type: none"> ● F&P Reading level ● Interim Assessments: >80% ● Summative Portfolio: Proficient ratings on STEM Design Challenges and Humanities Performance Tasks <p>State exams when applicable: scoring 3 or 4</p>	<ul style="list-style-type: none"> ● Social Emotional: Proficient rating or significant progress in behavior regarding core values, as well as teacher and parent anecdotal records ● Attendance: Retention can be discussed if attendance is questionable with a high number of absences (>10%) or substantial missing work

Ultimately, Elm’s goal is to support all students in growing academically and socially, as well as reaching their goals each year. Elm’s Student Success Team (detailed in section R-07 - Specific Populations) will meet, at minimum, quarterly to ensure that all students in danger of failing are receiving the necessary supports in a timely and urgent manner. Together with the student, parents, and teachers action plans will be created to provide necessary interventions throughout the year. If students are socially ready for the next grade, Elm Community Charter School’s preference will be to promote students with concrete action steps that will support the student throughout the following year. Promotions will be honored when such plans are agreed upon and executed diligently by parents, teachers, and students.

Promotion Criteria for fifth graders at Elm will strictly be based on academic measures, including:

- **Reading Level:** Reading On Grade Level (in accordance with F&P Running Records) and scoring proficient on English Language Arts State Exam or progression on ELA State Exam throughout grades 3 through 5.
- **Writing Proficiency:** On Grade Level according to writing prompt rubrics
- **Math Proficiency:** Scoring proficient on Math State Exam or progression of levels on Math State Exam throughout grades 3 through 5.
- **Summative Student Portfolio:** receives a proficient rating according to rubric

R05f – Programmatic Audit

Each year, Elm Charter School will undergo an annual programmatic audit that evaluates the academic, operational, governance, and fiscal soundness of the school. The audit will be led by the leadership team, which is comprised of the Principal and Director of Operations (Year 1) and includes the Director of STEM, Director of Humanities, Director of Student Support and Data in Years 4-5. The purpose of the programmatic audit is to assess Elm’s progress toward the School’s Accountability Plan goals and SUNY renewal benchmarks with the feedback received from our authorizer.

Annual audits at Elm will also include school walkthroughs and data analysis. The purpose of walkthroughs is to see Elm’s Accountability Plan goals reflected in classrooms and in school data. The instructional and operations leadership teams will separately conduct a minimum of two walkthroughs per year. Observations and data collected from the walkthroughs will be coupled with analysis of survey data from Elm staff, and related documentation explicating an overview of Elm’s fiscal soundness and cost effectiveness of programming. Below is a breakdown of the information gathered for programmatic audits:

Approximate Date	Data for Audit	Lead
December	Academic Walkthrough: Observations on horizontal and vertical alignment, culture, teacher quality, curriculum implementation, student work and discussions	Principal
	Operations Walkthrough: Inventory, equipment maintenance, safety signage and exits, cleanliness, day to day transitions (arrival, lunch, dismissal)	Direct of Operations
Quarterly	Analysis of School Data: Benchmark assessments, F&P reading levels, CGI student work, Integrated Studies performance tasks, and a comparison to Elm’s Accountability Plan goals	Curriculum and Data Coordinator
Quarterly	Operations Walkthrough: Inventory, equipment maintenance, safety signage and exits, cleanliness, day to day transitions (arrival, lunch, dismissal)	Director of Operations
June	Academic Walkthrough: Observations on horizontal and vertical alignment, culture, teacher	Principal

	quality, curriculum implementation, student work and discussions	
	Operations Walkthrough: Inventory, equipment maintenance, safety signage and exits, cleanliness, day to day transitions (arrival, lunch, dismissal)	Direct of Operations

Academic walkthroughs will be led by Founder, Priscilla Walton, and consist of several classroom observations, analysis of curriculum and student data. At least one academic walkthrough will include a third party who can provide an additional perspective on Elm’s strengths, weaknesses, and areas of focus. This may include educators from: the Academic Achievement Committee of Elm’s Board of Trustees, neighboring elementary school sharing educational philosophies (i.e. Academy or the City, Community Roots or Roots ConnectED), or consultants from the various curriculum adopted by Elm, including: Stephanie Smith for Cognitively Guided Instruction (CGI Math), Teachers College Reading and Writing Project, Expeditionary Learning, NY Hall of Science, Engineering is Elementary (EiE), and Full Option Science System (FOSS). Inclusion of outside parties will ensure objectivity, divergent solutions. Similarly, operations walkthrough will be led by the Director of Operations and consist of systems observations (i.e. arrival and dismissal, lunch services), and analysis of fiscal and cost effectiveness of programming. Should the operations team be in need of further assistance or a third party opinion, audits can also be performed by Cohen Schneider and O’Neill, who have experience in school governance policies and the Charter School Business Management, who can provide assistance in completing finance and operations audits. Finally, the Board of Trustees will evaluate itself annually with an internal report on its findings to determine areas of strength and growth. An action plan will be created if areas of growth are identified and changes are deemed necessary.

Elm Charter School’s programmatic audit will be compiled into an annual report submitted to the SUNY Charter Schools Institute and the New York State Education Department and Elm’s Board of Trustees, in accordance with Education Law § 2857(2). The report will include an accountability plan progress report, analysis of standardized test scores when applicable, WIDA test scores for ELL students, student services, comparative academic and fiscal performance, the school’s budget and revenue, student enrollment, and student suspension.

R06ac – Calendar and Schedules

(a) School Calendar

Instructional Time

Elm Community Charter School has crafted a school calendar and schedule that aligns to our key design elements of rigorous and holistic academics and data-driven instruction. Our schedule maximizes instructional learning time and strategically integrates professional development and data analysis with the ultimate goal of equipping teachers with the ability to monitor student achievement and tailor instruction. Elm students will receive a total of 183 instructional days and 1,097 hours of instruction. The breakdowns of an Elm student's instructional time by full and early-dismissal days are below:

Total Number of Days	183 Days	
	Full Days	Early-D dismissal Days
Full Instructional Days <i>(out of a total of 183 days)</i>	146	37
Hours of Instruction per day	6.5	4
Hours of Instruction per year	949	148
Total instructional Time	1,097 hours per year	

Staff Professional Development

Teachers at Elm Charter School will be allotted the appropriate planning time and resources to adjust instruction to each student's needs. In addition to weekly professional developments on Wednesday afternoons, Elm teachers will also receive training during our Summer Institute and quarterly full-day professional development days. Quarterly full day professional development will occur after major assessments (e.g. benchmark assessments) so that teachers can analyze the most current student data and strategically plan their "Flexible Days" where they can create whole-group reteach lessons and small-group interventions based on up-to-date student data. When necessary, teachers will also have time to dive into data on weekly Wednesday professional development. At the end of each academic year, Elm faculty and staff will have an additional 3 days to reflect collaboratively on the year's curriculum, data in comparison to performance targets, and prepare for the following year.

At Elm, professional development will be one of the major levers in ensuring student success. At the end of each academic year, Elm's leadership team will spend two weeks (7/23/18 – 8/3/18) diving into whole-school data analysis to reflect on the school's overall academic program, adjust curriculum, create a draft of the year's professional development, and create strategic plans for meeting and exceeding performance targets (see R-02d – Accountability Plan). Below is the proposed school calendar for 2018-2019:

KEY			
 	FIRST/LAST DAY OF SCHOOL	 	BENCHMARK/IA ASSESSMENTS
 	INSTRUCTIONAL DAYS	 	UNIT ASSESSMENTS
 	HOLIDAYS (NO SCHOOL)	 	F&P TESTING WINDOWS
 	PROFESSIONAL DEVELOPMENT (NO SCHOOL)	 	FLEXIBLE DAYS (RETEACH DAYS)
 	DATA DAYS DURING HALF-DAY PD	 	SCHOOL-HOME REFLECTION MEETINGS

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

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

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

(b) Sample Student Schedule

Elm students will receive 30 hours of instruction per week, 5 hours more than district schools in the neighborhood.

Day of the Week	School Day	Hours of Instruction
M, T, Th, F	8:00AM – 3:30PM	6.5 hours of instruction 1 hour of lunch + recess
W	8:00AM – 12:30PM	4 hours of instruction 0.5 hours of lunch
Total Weekly Instructional Time		30 hours per week

Elm’s schedule embodies our key design elements of collaborative learning, student-led integrated studies, data driven small group learning, a focus on self-awareness and self-exploration, and creative courses. Our academic program shifts significantly between the second and third grade. The Kindergarten through Second grade academic program places an emphasis on building

literacy skills and strategies. As detailed in our Accountability Plan (R-02d), our goal is to see our students reading on-grade level by the second grade, setting a firm foundation for our Third through Fifth grade program where there is a greater focus on collaborative learning and projects. In order for students to engage in high quality STEM and Humanities blocks, they must have a strong foundation of literacy skills and strategies. Likewise, greater time is also allotted to building fundamental math skills and number sense in the lower grades. In the higher grades, more time will be allocated to Integrated Studies. In general, blocks become longer to allow for organic teacher-facilitated collaborative learning and projects. Therefore, Elm's Kindergarten through Second grade students will receive 45-minute blocks of Integrated Studies Courses (ISC) twice a week, and our Third through Fifth grades will receive 75-minute blocks of ISC twice a week. Additionally, our schedule aligns with our key design element Data Driven Small Group Learning, with students having multiple opportunities throughout the day to receive instruction in smaller class settings where the class is split in half (e.g. STEM lab and Writing), as well as small group instruction (e.g. Language and Math routines).

Similarly, greater time is allotted to the development of self-awareness and self-exploration in Kindergarten through Second grade. This time decreases in Third through Fifth grade with the idea that students will spend greater time applying social emotional skills and strategies throughout the day. Elm students will also engage in activities that build a trusting school community through weekly school-wide Community Circle gatherings, and daily Sunrise and Sunset meetings that will occur at the classroom-level. Finally, once a year, aligned to the Integrated Studies Modules, students will participate in a grade-level service-learning project. These projects are aimed to create school spirit, a sense of belonging to the larger community of Elmhurst, and team building amongst peers.

Our Creative Courses as a key design element creates space for students to receive a holistic education with multiple modes of processing and producing quality academic work. Creative courses will remain a fundamental set of courses offered to students throughout their six years at Elm Charter School. All grades will receive 270 minutes per week of 6 different Creative Courses. Students will be able to showcase their talents and creative expression through a Creative Festival, twice a year, during the winter and summer.

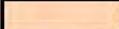
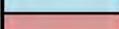
A breakdown of the times is listed below:

GRADE		KINDERGARTEN – SECOND GRADE						
CREATIVE	# MIN DAILY	# PER WEEK	INTEGRATED STUDIES	# MIN DAILY	# PER WEEK	LITERACY	# MIN DAILY	# PER WEEK
Blocks	45	1	STEM: Experiments	45	2	Reading	45	2
PE	45	1	Science	45	3	Writing	45	2
Fine Arts	45	1	Humanities	45	2	Interactive Reading	45	2
Music & Vocal	45	1	Choice Time	30	1	SFA/Guided Reading	45	4
Spanish	45	1				Language Routines	45	1
Library/IT	45	1						
Total Minutes per week		270	Total Minutes per week		345	Total Minutes per week		495
MATH	# MIN DAILY	# PER WEEK	COMMUNITY & CHARACTER	# MIN DAILY	# PER WEEK	SCHOOL-WIDE PROJECTS	# PERFORM.	
CGI (Inquiry)	45	4	Sunrise Meetings	20	4	Service-Learning	1	
Terc (Mastery)	45	3	Sunset Meetings	20	4	Creative Festival	2	
Math Routines	45	1	Community Circle	30	1			
			Lunch	25	5			
			Snack	15	5			
			Recess	25	5			
			Character Development	30	3			
			Move/Reflect	10	5			
Total Minutes per week		360	Total Minutes per week		330			

GRADE		THIRD - FIFTH GRADE						
CREATIVE	# MIN DAILY	# PER WEEK	INTEGRATED STUDIES	# MIN DAILY	# PER WEEK	LITERACY	# MIN DAILY	# PER WEEK
Organized Sports	45	1	STEM: Experiments	75	2	Reading	45	2
Shop: Wood Work	45	1	Science	45	3	Writing	45	2
Fine Arts	45	1	Humanities	75	2	Interactive Reading	30	2
Music & Vocal	45	1				Guided Reading/Lit Circles	45	4
Spanish	45	1				*Language Routines	45	1
Research/Media Lab	45	1						
Total Minutes per week		270	Total Minutes per week		435	Total Minutes per week		465
MATH	# MIN DAILY	# PER WEEK	COMMUNITY & CHARACTER	# MIN DAILY	# PER WEEK	SCHOOL-WIDE PROJECTS	# PERFORM.	
CGI (Inquiry)	45	3	Sunrise Meetings	20	4	Service-Learning Project	1	

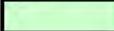
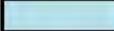
Terc (Mastery)	45	2	Sunset Meetings	20	4	Creative Festival	2
Math Routines	45	1	Community Circle	30	1		
			Character Development	30	2		
Total Minutes per week		270	Total Minutes per week		250		

A typical day for an Elm student will start at 7:30AM for breakfast and end at 3:30PM at dismissal. During early dismissal days, school will end at 12:30PM. An example of a Kindergarten student would be:

KEY DESIGN ELEMENTS	
	Small Group Learning
	Split Class/Small Group Learning
	Collaborative Learning
	Integrated Studies
	Creative Courses
	Social Emotional/Culture Courses

STUDENT SCHEDULE : KINDERGARTEN - SECOND GRADE					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45 - 8:00	Sunrise Meeting	Sunrise Meeting	Community Circle	Sunrise Meeting	Sunrise Meeting
8:00 - 8:15					
8:15 - 8:30	Group 1: STEM	Group 1: STEM	Group 1: Writing	Group 1: Writing	Group 1: Fine Arts
8:30 - 8:45					
8:45 - 9:00	Group 2: Fine Arts	Group 2: Music	Group 2: Blocks	Group 2: PE	Group 2: Spanish
9:00 - 9:15	Group 1: Fine Arts	Group 1: Music	Group 1: Blocks	Group 1: Spanish	Group 1: PE
9:15 - 9:30					
9:30 - 9:45	Group 2: STEM	Group 2: STEM	Group 2: Writing	Group 2: Music	Group 2: Writing
9:45 - 10:00					Group 1: Routines
10:00 - 10:15	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	Group 2: Research/Media Lab
10:15 - 10:30					
10:30 - 10:45	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
10:45 - 11:00					
11:00 - 11:15	Reading Workshop	Reading Workshop	Science	Science	Science
11:15 - 11:30					
11:30 - 11:45				Group 1: Research/Media Lab	
11:45 - 12:00	Humanities	Humanities	LUNCH + RECESS	Group 2:	Interactive Reading
12:00 - 12:15					
12:15 - 12:30			Pack Up/Dismissal		
12:30 - 12:45	LUNCH + RECESS	LUNCH + RECESS		LUNCH + RECESS	LUNCH + RECESS
12:45 - 1:00					
1:00 - 1:15					
1:15 - 1:30	Interactive Reading	CGI		CGI	CGI
1:30 - 1:45					
1:45 - 2:00	CGI	Math: Terc		Math: Terc	Math: Terc
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45	Math: Terc	Character Development		Character Development	Choice Time
2:45 - 3:00					
3:00 - 3:15	Sunset Meeting	Sunset Meeting		Sunset Meeting	Sunset Meeting
3:15 - 3:30	Pack Up/Dismissal	Pack Up/Dismissal		Pack Up/Dismissal	Pack Up/Dismissal

An example of a Fifth grade student would be:

KEY DESIGN ELEMENTS	
	Small Group Learning
	Split Class/Small Group Learning
	Collaborative Learning
	Integrated Studies
	Creative Courses
	Social Emotional/Culture Courses

STUDENT SCHEDULE : THIRD - FIFTH GRADE					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45 - 8:00	Sunrise Meeting	Sunrise Meeting	Community Circle	Sunrise Meeting	Sunrise Meeting
8:00 - 8:15					
8:15 - 8:30	Group 1: STEM	Group 1: STEM	Group 1: Writing	Group 1: Writing	Group 1: Fine Arts
8:30 - 8:45					
8:45 - 9:00	Group 2: Fine Arts	Group 2: Music	Group 2: Shop	Group 2: Sports	Group 2: Spanish
9:00 - 9:15	Group 1: Fine Arts	Group 1: Music	Group 1: Shop	Group 1: Spanish	Group 1: Sports
9:15 - 9:30					
9:30 - 9:45	Group 2: STEM	Group 2: STEM	Group 2: Writing	Group 2: Music	Group 2: Writing
9:45 - 10:00	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
10:00 - 10:15					
10:15 - 10:30	Guided Reading/Lit Circle	Guided Reading/Lit Circle	Reading Wkshp	Guided Reading/Lit Circle	Guided Reading/Lit Circle
10:30 - 10:45					
10:45 - 11:00				Group 1: Research/Media Lab	Group 1: Routines
11:00 - 11:15	Terc (Math)	Terc (Math)	Science	Group 2: Routines	Group 2: Research/Media Lab
11:15 - 11:30					
11:30 - 11:45					
11:45 - 12:00	CGI (Math)	CGI (Math)	LUNCH + RECESS	CGI (Math)	Reading Wkshp
12:00 - 12:15					
12:15 - 12:30			Pack Up/Dismissal		
12:30 - 12:45	LUNCH + RECESS	LUNCH + RECESS		LUNCH + RECESS	LUNCH + RECESS
12:45 - 1:00					
1:00 - 1:15					
1:15 - 1:30					
1:30 - 1:45					
1:45 - 2:00	HUMANITIES	HUMANITIES		STEM	STEM
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45	Interactive Reading	Interactive Reading		Character Development	Character Development
2:45 - 3:00					
3:00 - 3:15	Sunset Meeting	Sunset Meeting		Sunset Meeting	Sunset Meeting
3:15 - 3:30	Pack Up/Dismissal	Pack Up/Dismissal		Pack Up/Dismissal	Pack Up/Dismissal

Finally, our last key design element is data-driven small group learning, an element embedded throughout the day. At Elm, our goal is to customize teaching and learning to meet the various needs of our students. Teachers will have multiple opportunities to implement small group instruction for targeted student groups (i.e. struggling and advanced students), as well as interest-based small groups with students on various levels. Below is a sample second and fourth grade schedule that highlights blocks of time where teachers can create small group learning atmospheres through push-in or pull-out models. At Elm, different types of push-in teaching methods include: parallel teaching, co-

teaching, and stations or centers. Pull-out models at Elm will include targeted instruction that may focus on reteaching or previewing specific content or skills. In order for teachers to successfully plan targeted small group instruction within classroom and grade-levels, sacred time will be allotted for teacher collaboration. Here is a sample of a first grade schedule that specifically highlights where teachers can collaborate, and implement pull-out or push-in models of teaching and learning:

KEY	
	Intervention: Pull-Out
	Intervention: Push-In
	Teacher Prep/Collaboration

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45 - 8:00	Sunrise Meeting	Sunrise Meeting	Community Circle	Sunrise Meeting	Sunrise Meeting
8:00 - 8:15	Group 1: STEM	Group 1: STEM	Group 1: Writing	Group 1: Writing	Group 1: Fine Arts
8:15 - 8:30	Group 2: Fine Arts	Group 2: Music	Group 2: Blocks	Group 2: PE	Group 2: Spanish
8:30 - 8:45	Group 1: Fine Arts	Group 1: Music	Group 1: Blocks	Group 1: Spanish	Group 1: PE
8:45 - 9:00	Group 2: STEM	Group 2: STEM	Group 2: Writing	Group 2: Music	Group 2: Writing
9:00 - 9:15	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	Group 1: Routines
9:15 - 9:30	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	Group 2: Library/IT
9:30 - 9:45	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
9:45 - 10:00	Reading Workshop	Reading Workshop	Science	Science	Science
10:00 - 10:15	Humanities	Humanities	Lunch + Recess	Group 1: Library/IT	Interactive Reading
10:15 - 10:30	Humanities	Humanities	Lunch + Recess	Group 2: Routines	Interactive Reading
10:30 - 10:45	Lunch + Recess	Lunch + Recess	Pack Up/Dismissal	Lunch + Recess	Lunch + Recess
10:45 - 11:00	Interactive Reading	CGI	Pack Up/Dismissal	CGI	CGI
11:00 - 11:15	CGI	Math: TERC	Pack Up/Dismissal	Math: TERC	Math: TERC
11:15 - 11:30	Math: TERC	Character Development	Pack Up/Dismissal	Character Development	Choice Time
11:30 - 11:45	Math: TERC	Character Development	Pack Up/Dismissal	Sunset Meeting	Sunset Meeting
11:45 - 12:00	Sunset Meeting	Sunset Meeting	Pack Up/Dismissal	Sunset Meeting	Sunset Meeting
12:00 - 12:15	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
12:15 - 12:30	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
12:30 - 12:45	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
12:45 - 1:00	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
1:00 - 1:15	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
1:15 - 1:30	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
1:30 - 1:45	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
1:45 - 2:00	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
2:00 - 2:15	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
2:15 - 2:30	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
2:30 - 2:45	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
2:45 - 3:00	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
3:00 - 3:15	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal
3:15 - 3:30	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal

(c) Sample Teacher Schedule

Full-time teachers will have a workday from 7:45AM – 3:30PM, and will be expected to pick students up and drop off students at these set times. Elm, we are committed to fully supporting teachers by providing the necessary time and space for collaborative work and meaningful professional development. In order to impact student success, lead teachers will not have any additional administrative duties (e.g. lunch duty). Lead teachers, who teach the majority of

subjects, will have two preparation periods a day. Staff schedules will allot time for teachers to participate in the following weekly meetings:

- **Grade Team Meetings:** The purpose of these meetings is to ensure horizontal alignment across the grade, monitoring and adjustment of pacing calendars, lesson planning, and sharing best practices. These meetings will be attended by lead and associate teachers within the grade level, and can be led by either the grade team leader or the principal.
- **Interdisciplinary Planning Meetings:** This ensures cross-curricular alignment for true integration in Humanities, STEM, and the arts/creative courses. Topics can include: horizontal alignment, new modules/units, performance tasks, arts integration, and preparing for galleries/celebration. These meetings will consist of lead teachers and creative courses teachers and will be led by the leadership team, grade team leader, or creative course team leader.
- **Grade Level Professional Development:** The purpose of these meetings will be to provide teacher development around instructional methods, unit launches, grade-level field studies training, or data analysis. These meetings will not happen every week, but based on the leadership team’s observations on the grade team’s overall growth and student needs.

Below are samples of a K – 2 Lead Teacher and 3 – 5 Lead Teacher:

K - 2 GRADE LEAD TEACHER					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:45	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL
7:45 - 8:00	Sunrise Meeting	Sunrise Meeting	Community Circle	Sunrise Meeting	Sunrise Meeting
8:00 - 8:15					
8:15 - 8:30	PREP	PREP	WRITING WKSHP GRP 1	WRITING WKSHP GRP 1	INTERDISCIPLINARY COLLABORATION
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15	PREP	PREP	WRITING WKSHP GRP 2	INTERDISCIPLINARY COLLABORATION	WRITING WKSHP GRP 2
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	TARGETED SMALL GROUP	TARGETED SMALL GROUP
10:00 - 10:15					
10:15 - 10:30					
10:30 - 10:45	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
10:45 - 11:00	Reading Workshop	Reading Workshop	GRADE TEAM	PREP	PREP
11:00 - 11:15					
11:15 - 11:30					
11:30 - 11:45	Humanities	Humanities	LUNCH	Interactive Reading	Interactive Reading
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30	LUNCH	LUNCH	DISMISSAL DUTY Early Dismissal/PD	LUNCH	LUNCH
12:30 - 12:45					
12:45 - 1:00					
1:00 - 1:15	Interactive Reading	CGI		CGI	CGI
1:15 - 1:30					
1:30 - 1:45					
1:45 - 2:00	CGI	Math: TERC	Math: TERC	Math: TERC	
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45	Math: TERC	Character Development	Character Development	Choice Time	
2:45 - 3:00					
3:00 - 3:15	Sunset Meeting	Sunset Meeting	Sunset Meeting	Sunset Meeting	Sunset Meeting

3:15 - 3:30	Dismissal Duty	Dismissal Duty		Dismissal Duty	Dismissal Duty
3rd - 5th LEAD TEACHER					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45 - 8:00	Sunrise Meeting	Sunrise Meeting	Community Circle	Sunrise Meeting	Sunrise Meeting
8:00 - 8:15					
8:15 - 8:30	PREP	PREP	WRITING WKSH GRP 1	WRITING WKSH GRP 1	INTERDISCIPLINARY COLLABORATION
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15	PREP	PREP	WRITING WKSH GRP 2	GRADE TEAM	WRITING WKSH GRP 2
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
10:00 - 10:15	Guided Reading/Lit Circle	Guided Reading/Lit Circle	Reading Wkshp	Guided Reading/Lit Circle	Guided Reading/Lit Circle
10:15 - 10:30					
10:30 - 10:45					
10:45 - 11:00	Terc (Math)	Terc (Math)	Science	TARGETED SMALL GROUP	TARGETED SMALL GROUP
11:00 - 11:15					
11:15 - 11:30					
11:30 - 11:45	CGI (Math)	CGI (Math)	LUNCH	CGI (Math)	Reading Wkshp
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30	LUNCH	LUNCH	Dismissal Duty	LUNCH	LUNCH
12:30 - 12:45					
12:45 - 1:00					
1:00 - 1:15	HUMANITIES	PREP	INTERDISCIP / GRADE TEAM/ PD	HUMANITIES	PREP
1:15 - 1:30					
1:30 - 1:45					
1:45 - 2:00					
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45	Interactive Reading	Interactive Reading		Character Development	Character Development
2:45 - 3:00	Sunset Meeting	Sunset Meeting		Sunset Meeting	Sunset Meeting
3:00 - 3:15	Dismissal Duty	Dismissal Duty		Dismissal Duty	Dismissal Duty
3:15 - 3:30	Dismissal Duty	Dismissal Duty		Dismissal Duty	Dismissal Duty

At Elm, our goal is to cultivate a leadership and teaching staff that is highly responsive to student need. Professional development at Elm is aimed to support teachers in developing a variety of instructional methods, cultivating their teaching craft, and being responsive to student need and growth. Elm teachers will receive a significant amount of professional development around data analysis, development of curriculum, targeted instruction to meet specific student needs, best practices for struggling and advanced students. Below indicates professional development days and hours for staff (also detailed in R-08c):

Type of Work Day	# of Days	# of Hours
Full Professional Development Days	7	7.5 Hours
Half-Day Professional Development Days	37	2.5 Hours
Weekly Collaborative Planning Meetings	74	1 Hour
Total Time	219 hours per year	

At every grade level, Elm will hire associate teachers, who will preferably have background in education and in need of experience in the classroom. Associate teachers will be paired and mentored with lead teachers, to learn how to craft lessons, materials, and differentiate instructional plans. The goal is to develop associate teachers into high quality lead teachers who can transition into a lead position within two years. Elm Associate teachers will lead recess activities and

lunch duty, and receive coaching from the Leadership Team on best practices regarding community/team building and behavior management. Instructionally, an associate teacher's main teaching load will be small group instruction, planned in conjunction with the lead teacher. Below is a sample K-2 associate teacher's schedule:

K - 2 GRADE ASSOCIATE TEACHER						
	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30 - 7:45	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL	
7:45 - 8:00	HW + ATTENDANCE	HW + ATTENDANCE	Community Circle	HW + ATTENDANCE	HW + ATTENDANCE	
8:00 - 8:15						
8:15 - 8:30						
8:30 - 8:45	PREP	PREP	WRITING WKSHP GRP 1	WRITING WKSHP GRP 1	INTERDISCIPLINARY COLLABORATION	
8:45 - 9:00						
9:00 - 9:15						
9:15 - 9:30	PREP	PREP	WRITING WKSHP GRP 2	INTERDISCIPLINARY COLLABORATION	WRITING WKSHP GRP 2	
9:30 - 9:45						
9:45 - 10:00	SFA/Guided Reading	SFA/Guided Reading	SFA/Guided Reading	TARGETED SMALL GROUP	TARGETED SMALL GROUP	
10:00 - 10:15						
10:15 - 10:30						
10:30 - 10:45	Snack	Snack	Snack	Snack	Snack	
10:45 - 11:00						
11:00 - 11:15	Reading Workshop	Reading Workshop	GRADE TEAM	PREP	PREP	
11:15 - 11:30						
11:30 - 11:45						
11:45 - 12:00	Humanities	Humanities	LUNCH	LUNCH	LUNCH	
12:00 - 12:15						
12:15 - 12:30			Dismissal Duty			
12:30 - 12:45	LUNCH DUTY	LUNCH DUTY	INTERDISCIP / GRADE TEAM / PD	LUNCH DUTY	LUNCH DUTY	
12:45 - 1:00						
1:00 - 1:15	LUNCH	LUNCH			CGI	CGI
1:15 - 1:30						
1:30 - 1:45						
1:45 - 2:00						
2:00 - 2:15	CGI	Math: TERC			Math: TERC	Math: TERC
2:15 - 2:30						
2:30 - 2:45	Math: TERC	Character Development			Character Development	Choice Time
2:45 - 3:00						
3:00 - 3:15	Sunset Meeting	Sunset Meeting		Sunset Meeting	Sunset Meeting	
3:15 - 3:30	Dismissal Duty	Dismissal Duty		Dismissal Duty	Dismissal Duty	

Creative Courses teachers, who see a larger number of students, will rotate in leading arrival, breakfast, and lunch duties, building relationships with students and families through light conversations. Like all lead and associate teachers, Creative Courses teachers will also carry the responsibility of building culture through their unique set of talents and skills. For example, the fine arts teacher will have time during the Sunrise meeting to pull interest-based small groups in beautifying the school building. Creative Courses will be responsible for teaching 3 grades total, and will have opportunity to collaborate with lead and science teachers in ensuring integration and cross-curricular connections. Elm's schedule is unique, splitting creative classes in half to provide small group STEM and writing instruction. Half the class will attend STEM or Writing, while half the class attends a Creative Course. Creative Course teachers will still teach a full-class of students, though not the traditional homeroom class makeup.

3RD - 5TH GRADE CREATIVE COURSES TEACHER: FINE ARTS					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:45	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty	Breakfast Duty
7:45 - 8:00	Art Small Group	Art Small Group	Art Small Group	Art Small Group	Art Small Group
8:00 - 8:15					
8:15 - 8:30	3-01 + 3-02 GRP 1	3-03 GRP 1	4-01 + 4-02 GRP 1	4-03 GRP 1	3-5 SMALL GRP
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15	3-01 + 3-02 GRP 2	3-03 GRP 2	4-01 + 4-02 GRP 2	4-03 GRP 2	3-5 SMALL GRP
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement	Snack/Movement
10:00 - 10:15	Guided Reading/Lit Circle	Guided Reading/Lit Circle	PREP	Guided Reading/Lit Circle	Guided Reading/Lit Circle
10:15 - 10:30					
10:30 - 10:45					
10:45 - 11:00	5-01 + 5-02 GRP 1	5-01 + 5-02 GRP 2	LUNCH	5-03 GRP 1	5-03 GRP 2
11:00 - 11:15					
11:15 - 11:30					
11:30 - 11:45	LUNCH	LUNCH	LUNCH DUTY	LUNCH	LUNCH
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30	LUNCH DUTY	LUNCH DUTY	Dismissal	LUNCH DUTY	LUNCH DUTY
12:30 - 12:45					
12:45 - 1:00					
1:00 - 1:15	ARTS INTEGRATION	ARTS INTEGRATION	INTERDISCIPLIN ARY/ GRADE TEAM/PD	ARTS INTEGRATION	ARTS INTEGRATION
1:15 - 1:30					
1:30 - 1:45					
1:45 - 2:00					
2:00 - 2:15					
2:15 - 2:30					
2:30 - 2:45	PREP	PREP		PREP	PREP
2:45 - 3:00					
3:00 - 3:15					
3:15 - 3:30	Pack Up/Dismissal	Pack Up/Dismissal		Pack Up/Dismissal	Pack Up/Dismissal

At Elm, we are committed to building a trusting community, a unified culture, and strong relationships with the students and families we serve. Elm faculty and staff will strive to seize daily opportunities to connect with student and families in a non-academic setting including arrival, breakfast, lunch, and dismissal. This is the primary reason associate teachers, along with the leadership team, will oversee lunch and recess activities. In addition, all Elm teachers will be present during dismissal, a prime time to connect with families about academic or behavioral celebrations and concerns that arose during the day or week.

R07 – Specific Populations

1. Struggling Students

A snapshot of District 24's state test data¹ shows the following:

- 60% of students grade 3-8 did not score proficient on the 2016 ELA and Math State exam (scoring a 1 or 2)
- Only 31% of students identifying as Black or African American scored proficient on the ELA State exam
- Only 29% of students identifying as Hispanic or Latino, who make up 62% of district 24 students, scored a proficient score on the Math and ELA Exam
- The ELL population makes up 23% of the student population, and only 4% of ELL students scored proficient on ELA State exam and 11% on Math State exam

Given these statistics, Elm anticipates a significant group of students will enter our school below grade level in foundational reading, writing, and math skills. We anticipate the general population of struggling students (71% of residents identified as foreign born) may come needing additional supports in the development of their literacy skills. This will include phonemic awareness, letter knowledge, concepts of print, phonics, decoding, fluency, vocabulary, and comprehension.

As such, our key design element: Data-Driven Small Group Learning, is essential to meeting our students' needs. Our academic program and schedule aligns with this key design element, ensuring that all Elm students who are struggling receive daily instruction that meets their individual needs. Here are components of our framework:

- **Low teacher-student ratios:** Every classroom will have a lead teacher and associate teacher to ensure diverse and flexible instructional methods including small group instruction, parallel teaching, stations, and co-teaching
- **Small Group Learning:** Teachers will have multiple opportunities throughout the day to pull small groups of 6-8 students. We also will be implementing Guided Reading 4x a week, ensuring that students receive daily instruction on their reading level.
- **Grade Team Support:** Student and teacher schedules are designed so that students can receive instruction from teachers with different expertise throughout the day. For instance, if a student is struggling with math computation, s/he may be placed in a group with a teacher with special education certification and experience with effective math practices. This could happen during Math

¹ <https://data.nysed.gov/assessment38>

Workshop, when all teachers on the same grade level would be teaching this block at the same time.

Creating a framework that provides necessary interventions and customized instruction for each student on a daily level is a powerful tool that Elm Community Charter School believes will greatly benefit the academic achievement and success of our students.

Identification:

At Elm, we will identify a student as “struggling” when he or she is not scoring proficient on assessments and shows little to no academic growth over 2 or more cycles of assessments. Students may be struggling for various reasons, including general misunderstanding, lack of instruction tailored to their learning style, and behavioral problems. The following criteria will generally guide the Instructional Leadership Team and Elm teachers to identify struggling students at our school:

Subject	Assessment	Indicator
Reading	Fountas and Pinnell (F&P)	<ul style="list-style-type: none"> • 2 or more levels below “on grade level” targets based on F&P
Reading	Quarterly Benchmark Assessments	<ul style="list-style-type: none"> • Scoring <75 on more than 1 benchmark • Little to no growth between benchmark assessments
Writing	Quarterly Benchmark Assessments	<ul style="list-style-type: none"> • Scoring <2 on writing rubric • Rubric scores indicate little to no growth in “Main Idea” and “Structure” components of writing
Math	Quarterly Benchmark Assessments	<ul style="list-style-type: none"> • Scoring <75 on more than 1 benchmark • Little to no growth between benchmark assessments
Behaviors	Anecdotal Records from Teachers and Social Worker	Behaviors that hinder student from: <ul style="list-style-type: none"> • Focusing on task • Completing work • Trying again after making mistakes or failing (resilience)

The chart below shows the various assessments that will be collected on a quarterly basis and used to identify struggling students throughout the year:

Assessments	
Mastery	Diagnostic baseline assessments (Kindergarten) Unit assessments

	ELA benchmark assessments Math benchmark assessments Fountas and Pinnell read assessments SFA & Intervention Curriculum
Inquiry	Humanities & STEM Design Challenges Summative Portfolio Humanities Summative Portfolio Self-Exploration Portfolio

Incoming Kindergarten Class: During the Summer Institute, the incoming Kindergarten class (and First Grade Class in Year 1) will take a diagnostic reading, writing, and math assessment. The diagnostic reading and writing assessments will include basic letters and letter sounds, as well as Fountas & Pinnell Running Records for students coming in already reading. These diagnostic assessments will provide the necessary data for teachers to craft their initial lessons with specific Tier 1 supports for students identified as struggling. In addition to the diagnostic assessment data, the following types of struggling students may need to be identified within the first week of instruction:

- Families of students who are suspected to have limited English proficiency will be given a Home Language Information Survey (HLIS) in the language of their preference.
- Students who may not qualify as an English Language Learner (ELL), but exhibit difficulty with English grammar and vocabulary due to lack of support at home (e.g. home language is non-English),
- Students who start the year with average or advanced reading, writing, or math skills who show little to no progression or growth and stagnant test scores.

Once a student is identified as struggling, the student’s lead teacher will go through the following process:

1. Lead teacher will gather evidence (e.g. student work, anecdotal records) of perceived student struggles
2. Lead teacher will contact parent for home-school partnership and support
3. Lead teacher will refer student to the Grade Team Leader (GTL), who will create an agenda using the Kid Talk Protocol (detailed in R-09a) for the larger grade team to discuss
4. Kid Talk meetings can include instructional leaders, previous year’s teachers, and the social worker. The goal of Kid Talk meetings is to discuss possible Tier 1 and 2 interventions that will foster student academic growth.
5. If a student completes Tier 2 interventions with little to no growth, the lead teacher will refer said student to the Student Success Team (SST).

Student Success Team:

The Student Success Team (SST) team is a multidisciplinary team made up of the grade level’s Special Education and Emergent Bilingual teachers, the Principal, the Curriculum and Data Coordinator (CDC) in Years 1-3, and the Director of Student Support and Data (Year 4+). The SST is designed to create and monitor the intervention of students starting in Tiers 3 and 4 (detailed on pages 8-10). Concerted collaborative efforts will be made between the SST and all related classroom teachers in establishing the best classroom practices and intervention strategies. Members of the SST will collaborate in observing students when necessary, support teachers in differentiation, lesson modifications and accommodation, and re-teaching methods. Whenever appropriate, the social worker will also provide individual and group counseling, advise teachers in student emotional support and develop specific student behavior plans.

Through the first five years of Elm Community Charter School, the Student Success Team will consist of the following members:



The SST members will be highly involved in the Response to Intervention model at Elm Community Charter School, monitoring students who are identified as struggling and receiving Tier 1 and 2 supports.

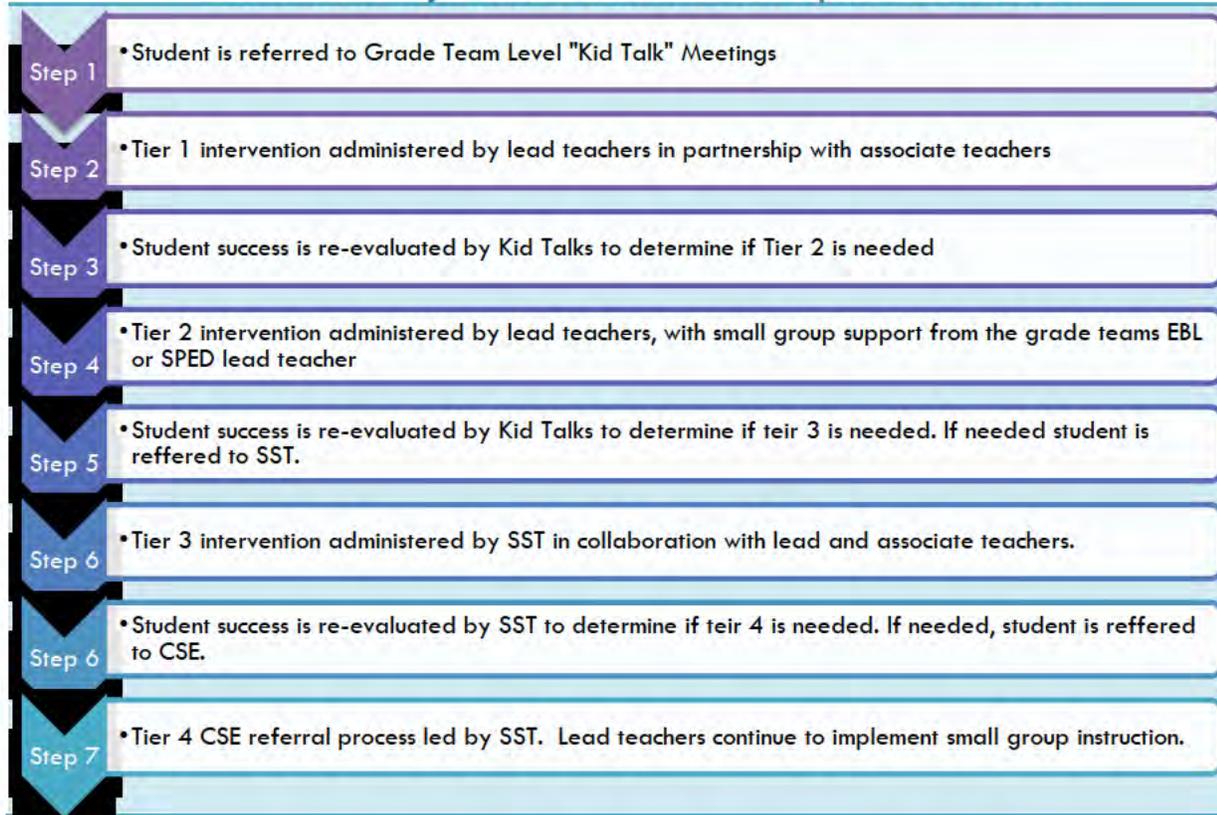
Response to Intervention (Rtl):

The Response to Intervention model (outlined below) at Elm Community Charter School consists of 4 tiers of support. The Rtl process will be directed by the Principal with the support of the Curriculum and Data Coordinator in Years 1-3, and then led by the Director of Student Support and Data in Years 4-5. Each tier requires data analysis for identifying struggling students, specific supports and interventions, and monitoring of student growth.



At Elm, the RtI process will be clearly explained during our annual Summer Institute to ensure that all teachers begin the year utilizing the supports and tools provided through our RtI model. Our Instructional Leadership Team aims to provide the necessary interventions and supports that each student needs with efficiency and affectivity, identifying students early in the year in order to ensure they are receiving an education tailored to their learning style in a timely manner. Below is the Elm's RtI process:

Elm Community Charter School's RtI Steps and Procedure



Tier 1: Universal for all Students

Identification through Data Analysis

Struggling students will be identified through diagnostic assessments given at the beginning of the year, as well as daily classwork and exit tickets (short end of lesson assessments). Teachers may notice a pattern of low performance in student work including, but not limited to, incomplete work, wrong answers, lack of reading comprehension, and lack of math number sense. Once a teacher has taken note of a struggling student, s/he will begin collecting student work informally to share with the grade team during a Kid Talk session.

Given Elm's school design requires daily use of data, teachers will receive extensive training on designing and analyzing daily standards-based questions. This will ensure that struggling students who will potentially receive tier 1 supports are identified at the

Supports and Interventions

Elm's academic program and schedule creates multiple opportunities for students to receive tier 1 supports. We have chosen curriculum that provide daily targeted small group instruction, including Guided Reading and CGI (math).

- **Guided Reading:** Our Guided Reading program divides students into small homogeneous groups of 6-8 students and provides reading instruction and books on their personal reading level.
- **CGI:** CGI, is a math program that provides various tools that enable students to solve problems on their own level of sophistication, whether that is the kinesthetic learner who needs tens sticks to count, the visual learner who needs graph paper to draw, or the student who is not ready to sort numbers in groups of ten, and needs cubes. Every lesson will consistently include access to multiple tools and exposure to various methods so that each student has access to the word problem.
- **Staffing Model:** Due to our staffing model, which includes an associate teacher in every classroom, teachers will have the flexibility to pull small groups and provide targeted instruction during any block in the day.
- **Peer-to-Peer Support:** Additionally, struggling students may be paired with higher students who can clearly explain concepts or processes and/or in a small group of students with similar needs.

Monitoring Student Growth

A profile will be created for students identified as struggling. The profile will be a collection of teacher observations, and informal and formal student data gathered

primarily by lead and associate teachers. The profile will also contain the student's target area of need(s), strength and weaknesses, and academic or behavioral goals. At Tier 1, general in-class strategies and intervention programs will be implemented and recorded, with continual teacher observations, parent conferences, and data collected.

Tier 2: Targeted Group Support

Identification through Data Analysis

Students who are in need of greater intervention will be considered for Tier 2 supports. Tier 2 interventions will primarily consist of data-driven small group learning environments and additional small group instruction throughout the week with appropriate teachers (e.g. special education lead teacher, arts teacher). The lead teacher collecting student data may notice a lack of growth in classwork and refer the struggling student to the Grade Team Leader (GTL), who will arrange an agenda for a Kid Talk. During Kid Talks, the lead teacher will provide copies of the evidence to each grad team member. The Grade Team will discuss analysis of student work, offer best practices, and grade team supports (e.g. observing the student, assessing the student).

Though all assessments may be used to identify a tier 2, below are assessments Elm teachers will be trained to analyze for students in need of tier 2 supports:

- Consistently scoring low on a particular standard
- Demonstrating 0-1 levels of growth in 2 consecutive F&P assessments (with students who are already identified as below grade level readers)
- Consistently struggling with the comprehension component of CGI (math)
- Achieving low scores (1-2) on inquiry-based performance task rubrics

Supports and Interventions

The majority of our curriculum allows for teachers to pull targeted small group, and our schedule also allows for teachers to “swap students,” matching student needs and learning styles with teacher strengths and expertise. Small group instruction or stations can be effectively implemented during the following times in the day:

- Reading Workshop
- Writing Workshop
- Math Workshop
- Math Routines
- Language Routines

Writing Workshop, Math Routines, and Language Routines are particularly powerful times in the day when even smaller groups (1-4 students) can be pulled for very specific instruction. During Writing Workshop, the class is split in half, with half attending a Creative Course, and the other half attending Writing Workshop with both the lead and associate teachers present. During Math and Language Routines, teachers on the

same grade level are all free at the same time to strategically pull students from Fine Arts or Music (which students receive twice a week) for targeted instruction. Additionally, at Tier 2, students may often have differentiated and supplemental homework and assignments for parents to facilitate in.

Monitoring Student Growth

Students receiving Tier 2 supports will continue to have a profile where student work is collected by lead teachers. In addition to classwork and exit tickets, formative assessments will start to be collected and reviewed during Kid Talks. Interventions will be recorded to create a “tool kit” of instructional methods and interventions that are currently supporting academic achievement.

Tier 3: Small Group and Individualized Support

Identification through Data Analysis

If interventions in Tier 2 do not successfully support a student in his or her academic growth, lead teachers will submit a referral to the SST for students to progress into Tier 3 supports. The following are possible reasons for referring students to tier 3 interventions:

- Consistently scoring low on multiple standards, student is unable to keep up with the class
- Three or more reading levels below on-grade-level reading targets (in accordance with F&P Reading Assessment)
- Consistently struggling with the comprehension component of CGI (math)
- Achieving low scores on several (1-2) on inquiry-based performance task rubrics

In collaboration with lead and associate teachers, the SST will provide detailed recommendations on interventions and strategies. Members of the SST will also conduct classroom observations and collect necessary documentation needed for a potential CSE referral (Tier 4).

Supports and Interventions

Supports from Tier 1 and 2 that were helpful for students should continue as teachers work with the SST. Tier 3 supports will include specific curriculum interventions. Students may receive small group instruction with intervention programs including: Wilson Language Training, Foundations, or Just Words (detailed in R-05 Curriculum and Instruction). Each grade team will decide which teachers will pull these targeted small groups on a weekly basis. Selected teachers will receive training in the aforementioned programs. Students may be pulled during Reading, Writing, Math Workshop, or Math and Language Routines.

Monitoring Growth

During Tier 3 supports, the SST will implement F&P Running Records and CGI math assessments (e.g. counting jar or number stories) more frequently to see if students are progressing in their academic achievement. Frequency of these assessments will be a case by case basis and determined by the SST.

Tier 4: Committees of Special Education (CSE) Referral

Identification through Data Analysis

If the student is not responding to Tier 3 interventions, members of the SST will refer the student to the Committee on Special Education (CSE), detailed below in R-07b.

Supports and Interventions

Successful supports from previous tiers will continue to be in place as students undergo the CSE referral and diagnosis process.

Monitoring Growth

The SST will oversee IEP meetings and continue to utilize Kid Talks to collect student data and monitor student's growth in accordance with their student goals. Following the recommendations from CSE, the SST will monitor student growth as outlined below (section 07b).

Progress Monitoring and Evaluation:

At Elm Community Charter School, the SST is committed to ensuring that the RtI Process is responsive and strategic. It is crucial that this process does not inadvertently hold students from progressing forward and further hinder the needs of struggling students. Progression through the tiers will largely be dictated by informal and formal data collected on a weekly basis. The SST will facilitate Elm's ascribed RtI timeline, holding all stakeholders accountable:

	Timeline	Implementer
Tier 1	4 weeks	Lead and associate teachers
Tier 2	4 weeks	Grade Team Leader, lead and associate teachers
Tier 3	4-6 weeks	SST and Lead teachers
Tier 4	Specific for each student	SST

To ensure an effective Rtl process, the Instructional Leadership Team (ILT) will analyze the data of struggling students at weekly ILT meetings or during quarterly ILT data analysis meetings. The Curriculum and Data Coordinator (Years 1-3) and the Director of Student Support and Data (Years 4-5) will lead the ILT in analyzing whether students receiving Rtl supports are progressing academically. During these meetings, the ILT will discuss the necessary professional development teachers will need to provide strategic and effective instructional supports and curriculum that may need to be adjusted or changed.

On a monthly basis, ILT members will monitor the affectivity of Elm's Rtl process by:

- Leading weekly professional development around data-driven instruction to equip teachers in creating daily targeted small group instruction
- Conducting weekly non-evaluative observations, focusing on student behaviors, as well as checking in on students identified as possibly at-risk
- Using quarterly benchmark and monthly unit assessment to indicate students who are struggling or stagnant (led by CDC Year 1-3, Director of Student Support and Data Year 4-5)
- Facilitating peer observations (further detailed in R-08b), encouraging teachers to observe struggling students and share best practices with one another.
- Reviewing weekly professional development (whole-school or grade-level) on the logistics of Rtl.
- Providing online resources that contain differentiated instruction and strategies, such as Goalbookapp and Light Sail.

b. Student with Disabilities

Elm anticipates that 15-18% of students will have IEPs, based on NY State Department of Education School Portal Websites for District 24 elementary schools.

Identification

Before the beginning of each academic year, Elm's operations team will request incoming student files from the appropriate Pre-K center or CSE to identify any student with existing Individualized Education Plans (IEPs) and prepare necessary accommodations to students with special academic, behavioral, or social needs.

Aligned to Elm's school design and inclusion model, Elm will always consider staffing or budgetary modifications to include any additional programs and services that are required by students with IEPs. The Student Success Team (SST), led by the Curriculum and Data Coordinator, will review referrals and recommendations made by previous educational institutions, parents, and teachers. Elm will work directly with CSE to advocate for supports and interventions needed by students referred.

Elm will comply with its obligations under the Child Find requirements of IDEA through the execution of our academic Rtl process, which identifies students who qualify for special education supports and services. The SST will review all students referred to Tier 3 supports (see above section on Tier 3 Interventions), oversee the implementation of Rtl, and respond to the needs of students who are not making adequate academic progress. The use of strategic Rtl interventions ensures that Elm is providing individualized supports for students of all learning backgrounds. The SST will also ensure that communication with students' parents or guardians are clear and well informed through the entire Rtl process, including when it results in a recommendation for referral to the CSE.

When the SST determines that a recommendation for referral to the CSE is the appropriate and necessary next step, a written request for an initial evaluation will be submitted to the CSE. The request will clearly outline the student's challenges and difficulties in the classroom, describe the interventions and supports that have been provided to the student, and will include any additional information that is available to support the recommendation.

The parent and/or guardian of students with IEPs has the right to place a request for evaluation with the CSE at any time, regardless of the student's status within the Rtl process. When the parent or guardian chooses to initiate the request for evaluation, Elm's SST will provide support and guidance through an initial meeting with teachers and parent, contacting the CSE for initial evaluation, and support in collecting necessary data for the CSE referral process.

After initiating the evaluation process, the CSE is responsible for conducting and completing the initial evaluation to determine if a student qualifies for special education services. The CSE will also be responsible for reviewing the IEPs of students on an annual basis and make any revisions necessary based on the information and input that is provided by Elm. Elm will partner with the CSE, adhere to all applicable laws and regulations regarding the implementation of services, as well as act as advocates for the students' families.

Once a student is found to qualify as a student with a disability, Elm's SST will work with the CSE to implement the recommended supports and services to comply with the IEP. Any services that cannot be provided by Elm's staff or any placements that Elm does not offer, will be communicated to the CSE. In such cases, the school will work to either use a third-party provider (i.e. speech, OT, PT, etc.), request that the CSE provide the

service, or request that the services be provided at a district school that provides the service or program.

Supports and Interventions

At every grade level, Elm will hire a dually certified special education teacher who will provide special education services through an Integrated Co-Teaching (ICT) setting, as well as Special Education Teacher Support Services (SETSS) in small group learning environments. Additionally, special education students will receive specially designed instruction that incorporates the principles of Universal Design for Learning (UDL) and provide adapted curriculum work as needed. Related services (i.e. speech and language therapy, occupational therapy) will be provided through CSE-assigned agencies or other approved providers using the Related Services Authorization (RSA) process.

Elm's curriculum is set up to support diverse learners in an inclusive setting. As mentioned before (and outlined in Section 05ae), Elm offers the following "blocks of learning" that create a supportive learning environment for all students including students with disabilities.

Inquiry-based Learning Blocks:

The inquiry-based learning block is designed to guide students in applying skills learned into multiple situations and scenarios. This is done through incorporating collaborative learning, student-led learning, and place-based learning so that students may be able to connect across all boundaries even academic and behavioral to learn from each other. The inquiry-based learning blocks will be designed to accommodate and support the individual needs of students with disabilities through the incorporation of multiple means of representation, engagement, and expression.

Mastery Learning Blocks:

Mastery Learning blocks are the skill-based curriculum that incorporates instructional methods such as direct instruction. During this time, targeted small group instruction can occur. Lead and associate teachers will strategically group students based on skill-level, learning styles, or special needs. SETSS services can also be provided during this time through the special education teacher on each grade, who can provide peer coaching to teachers or targeted small group instruction for the grade.

Monitoring Growth and Evaluation

At a minimum, IEPs will be reviewed on an annual basis to ensure that a student is progressing towards his or her annual goals. A parent can request that the IEP team convene at any time to review the program and recommendations. By year 5, the

Director of Student Support and Data (SSD) will oversee the IEP process and student progress toward goals. The Director of SSD will also cultivate strong home and school partnership through clear communication, consistent sharing of informal progress and formal reports at the end of each marking period, and resources for parents to support student growth at home.

c. English Language Learners

Elm anticipates that 25-30% of students will be identified as English Language Learners, based on NY State Department of Education School Portal Websites for District 24 elementary schools.

Identification

Elm will ensure that students who are English Language Learners (ELL) are identified according to the requirements of New York State. During enrollment, families will complete the Home Language Information Survey (HLIS) in the language of their preference. This will allow the school to identify potential ELLs requiring support services. Based on the results of the HLIS, students who have a home language that is not English will be administered a student interview by the Emergent Bilingual lead (EBL) teachers. All new students entering Elm will take a series of diagnostic assessments, including in-house reading and writing assessments that include basic letters and sounds (Kindergarten) and F&P Reading Assessment (First – Second Grade). The latter assessment requires students to provide verbal answers in English. Students who struggle to speak in English will be flagged as a potential ELL student. If necessary, EBL teachers may conduct informal conversations and retest using the diagnostic assessments. If the student's oral and listening English skills are considerably low, Elm's staff of EBL teachers will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine initial speaking, listening, reading, and writing levels. If scores are below the designated proficiency level, students will be eligible for ELL services. Elm's instructional leadership team will assess new and transfer students before the start of the school year. Continual assessment on student achievement and progress in the English language will be measured annually using the NYS English as a Second Language Achievement Test (NYSESLAT). The scores will indicate proficiency levels achieved each year and whether a student can exit ELL services.

Supports and Interventions

The ELL population at Elm will be almost one-third of the school population. Elm's Instructional Leadership Team and Staff are committed to creating a framework for our Emergent Bilingual Learners to thrive. Our ELL supports will include:

- The hiring of one English Language Learner specialist (lead teacher) per grade
- Flexible schedule to allow for daily small group instruction
- Specific times in the day allotted for language routines and smaller groups of 1-4 students. During this time, teachers can focus on vocabulary, language development sessions, or previewing/reteaching
- Curriculum that emphasizes collaborative learning, which provides opportunities for strategic language pairing

The ELL lead teacher on each grade will be responsible in leading strategies and best practices for our Emergent Bilingual Learners (EBL). Below are some areas EBL teachers will be trained to lead their grade teams in:

- Utilizing the Sheltered Instruction Observation Protocol (SIOP), which will provide access to content and further develop a student's English language development.
- Given the Integrated Studies Curriculum at Elm, providing supplemental unit and lesson materials for EBL students to develop academic and domain-specific
- Providing small group instruction for EBL students during the Language Routines block and Reading Workshop
- Providing coaching for grade team teachers around best practices and supports for EBL students

Monitoring Growth and Evaluation

In alignment with Elm's data-drive culture, lead teachers will be trained to monitor the academic growth and achievement of all their students, including their EBL students.

The ILT and grade level EBL teachers will train teachers in understanding and assessing language development according to WIDA's language tiers and rubrics.²

This will ensure that all teachers working with EBL students are able to informally identify growth in students' speaking, listening, reading, and writing language levels. In addition, Elm will use a variety of formative language assessments to monitor EBL students' language development through the year:

- Throughout the year, Elm will use Pearson's Stanford English Language Proficiency Test (SELP 2), a language proficiency assessment, to monitor the growth and the progress of students receiving EBL (ELL) services. The chosen assessment will be aligned to Common Core Learning Standards and WIDA, both integrated into NY State testing.
- Each spring, Elm will administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all students who are identified as ELLs. This will provide the student's proficiency levels in reading, writing,

² <https://www.wida.us/professionaldev/educatorresources/rti2.aspx>

listening, and speaking. The NYSESLAT will also determine if a student has reached proficiency levels that allow the student to exit from ELL services.

All testing will be coordinated and executed by the Curriculum and Data Coordinator in Years 1-3, and the Director of Student Support and Data in Years 4-5. Additionally, the use of Elm's benchmark assessments and student portfolio will also be used to monitor student growth. Though not formal measures of Language Proficiency, using a combination of different assessments will provide greater insight to a student's strengths and areas of improvement.

d. Gifted and Advanced Students

Data from the 2016 NY State Exams indicate that 13% of students scored a level 4 on the ELA exams and 18% of students scored a level 4 on the Math exam. This data alludes to an estimate population of advanced students anticipated to enroll in Elm.

Identification

Before the beginning of each year, Elm will use our baseline diagnostic assessments to determine students who are reading and writing above grade level, as well as advanced in math. Similarly, quarterly benchmark assessments will also be used to note students performing exceeding above their peers. Identifying advanced students early in the year and at the start of every marking period, will allow teachers to create differentiated lessons, challenging performance tasks, and create opportunities for students to lead others.

Supports and Interventions

All curriculum that has been chosen at Elm can be applied and tailored to any student at any academic level. The offered learning blocks provide a supportive learning environment that is encouraging and safe for all students to challenge themselves, including advanced students.

Inquiry-based Learning Blocks:

The inquiry-based learning block is designed to incorporate student-led learning, where students initiate on projects created and driven by self-interest and academic capacity. Teachers will facilitate student-led projects, match the rigor to each student's abilities, and lead students into more in-depth critical thinking. Students who have a strong grasp on content can take the project further to explore harder concepts and skills. All performance tasks will have a rubric, which the teacher will use to help students set specific goals in demonstrating their mastery. Since inquiry-based learning blocks are theme or topic based, advanced students may be encouraged to apply concepts and

skills to a more complex theme or topic. For example, while the majority of the class may be working on writing an opinion essay supporting one view (e.g. “Police brutality is an issue in America”), advanced students may be pulled into a homogeneous group to be taught how to write an essay with a more complex view (e.g. “Can We Trust the News? The Truth about our Country’s Law Enforcement”). In Writing, gifted students may be pulled into targeted small group instruction that highlights complex writing styles and formats.

Mastery Learning Blocks:

During Mastery Learning blocks, teachers can strategically group students into same-level groups. During Reading Workshop, for example, teachers can create opportunity for advanced students to participate in higher-level book clubs. Our schedule also allows for times when students can participate in learning blocks a grade above their own. For instance, an advanced first grader who has graduated from the Success For All (SFA) phonics and reading curriculum can join a lower second grade guiding reading group. Similarly, an advanced third grader who has shown skill and mastery of higher level books, may move into literature circles with fourth graders. For Math, students will be appropriately challenged through differentiated and small group instruction at least once a week during TERC Investigations. For instance, while most students are solving a word problem on the attributes of shapes in Geometry, an advanced group of students may explore a word problem that leads them to distinguish between an isosceles and equilateral triangle. This small group differentiated instruction can be led by the lead or associate teacher, as both would be present during the Math Workshop block.

Monitoring Growth and Evaluation

Elm will use the quarterly assessments including reading and math benchmark assessments, as well as Fountas and Pinnell Running Records, to identify students who continue to grow and excel in literacy and math. Like all other students, gifted and advanced students will also set goals and timelines to meet those goals. Through weekly professional development, teachers will be trained in analyzing data of stagnant students showing little academic growth and differentiating instruction and projects so that all students, including the advanced, are engaged and appropriately challenged. Topics for such PDs can include: levels of sophistication for CGI (Math), how to create a conjecture and theory board in Math Workshop and CGI, how to adjust activities to prove math theories (rather than discover them), creating lessons that push students to use higher order thinking skills on Bloom’s Taxonomy (i.e. synthesizing).

R-08ad Instructional Leadership

(a) Instructional Leadership Roles

The Instructional Leadership Team (ILT) at Elm Community Charter School is committed to creating and maintaining high quality education for all students. Head by the Principal, the ILT will be responsible for teacher development through teacher supports, meaningful professional development, and the implementation of LEAP's Framework for Effective Teaching. The ILT consists of the Principal, Curriculum and Data Coordinator (Year 1 – 3), Assistant Director of Instruction (Year 3), and Director of Humanities and STEM (Year 4-5).

Instructional Leader Structure for Support and Evaluation of Academic Program

In Years 1 – 3, the Principal will lead the academic program, achievement data, and the Response to Intervention (RTI) process with the support of the Curriculum and Data Coordinator (CDC). The CDC will be in charge of designing the Integrated Studies Course (ISC) curriculum for both Humanities and STEM, as well as providing coaching and professional development around its implementation. The Principal will oversee the development of the literacy and math curriculum and instruction, teacher evaluations, and the growth and evaluation of the CDC in Years 1-2, the Assistant Director of Instruction (ADI) in Year 3, and the Directors of ISC in Years 4-5.

The Principal, with the support of the Social Worker, will also lead Elm's school culture model and the development of the social emotional curriculum. Ultimately, school culture and student accountability will be created and sustained by all of Elm's faculty and staff, including operations and instructional leadership and staff. Teachers, in particular, will receive in-depth training around social emotional development, culturally responsive techniques, and restorative justice practices. The Assistant Director of Instruction (Year 3), and the Directors of Humanities and STEM (Years 4-5) will also be involved in leading and developing the school's culture and social emotional curriculum. Below are charts detailing the leadership structure in supporting and evaluating Elm instructional staff members:

YEAR ONE			
Principal		Curriculum + Data Coordinator	
EBL Lead Teachers	(2)	Librarian/IT	(1)
SPED Lead Teachers	(2)		
Science Teacher	(1)		
Associate Teachers	(2-4)		
Music/Vocal Teachers	(1)		

Fine Arts Teacher	(1)	
Language Teacher: Spanish	(1)	
Blocks Teacher	(1)	
PE Teacher	(1)	
Social Worker	(1)	

YEAR TWO

Principal		Curriculum + Data Coordinator	
Grade Team Leaders	(3)	Librarian/IT	(1)
Creative Courses Leader	(1)	Science Teacher	(1)
EBL Lead Teachers	(3)	Associate Teachers	(4-7)
SPED Lead Teachers	(3)		
General Edu. Lead Teacher	(1)		
Music/Vocal Teachers	(1)		
Fine Arts Teacher	(1)		
Language Teacher: Spanish	(1)		
Blocks/Shops Teacher	(1)		
PE Teacher	(1)		
Social Worker	(1)		

YEAR THREE

Principal		Assistant Director of Instruction		Curriculum + Data Coordinator	
Grade Team Leaders	(4)	Science Teachers	(3)	Associate Teachers	(6-10)
EBL Leads	(4)	Creative Courses		Librarian/IT	(2)
SPED Leads	(4)	Leaders	(2)		
Gen. Ed. Leads	(2)	Music/Vocal teachers	(2)		
Science Team		Fine Arts Teachers	(2)		
Leader	(1)	Language Teachers	(2)		
Social Worker	(2)	Blocks/Shop Teachers	(2)		
		PE Teacher	(2)		

YEAR FOUR

Principal					
Director of Humanities		Director of STEM		Director of Data + Student Support	
Grade Team Leaders	(5)	Science Team Leader	(1)	Associate	
Creative Course Leaders	(1)	Creative Course Leader	(1)	Teachers	(8-10)
EBL Lead Teachers	(5)	Science Teachers	(3)	Social Workers	(2)
SPED Lead Teachers	(5)	Music/Vocal teachers	(2)		
Gen Ed Leads	(3)	Blocks/Shop Teachers	(2)		
Fine Arts Teachers	(2)	PE Teacher	(2)		
Language Teachers	(2)	Librarian/IT	(1)		
Librarian/IT	(1)				

YEAR FIVE					
Principal					
Director of Humanities		Director of STEM		Director of Data + Student Support	
Grade Team Leaders	(6)	Science Team Leader	(1)	Associate	
Creative Course Leaders	(1)	Creative Course Leader	(1)	Teachers	(10-17)
EBL Lead Teachers	(6)	Science Teachers	(3)	Social Workers	(2)
SPED Lead Teachers	(6)	Music/Vocal teachers	(2)		
Gen Ed Leads	(5)	Blocks/Shop Teachers	(2)		
Fine Arts Teachers	(2)	PE Teacher	(2)		
Language Teachers	(2)	Librarian/IT	(1)		
Librarian/IT	(1)				

Instructional Roles and Responsibilities: Below are charts detailing the different instructional roles and responsibilities divided between the Instructional Leadership Team.

Instructional Support Leader	Years Present	Instructional Roles and Responsibilities
Principal	Years 1+	<u>Instruction</u> <ul style="list-style-type: none"> Coaches all teachers on the implementation of literacy and math Evaluates lead and associate teachers in all grades

		<p>(Years 1-3)</p> <ul style="list-style-type: none"> • Oversees the CDC on the coaching and evaluation of associate teachers (Years 2-3) • Designs and teaches professional development in conjunction with the ILT. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Develops literacy and math curriculum (Years 1-3) and continues to oversee with the Directors of ISC (Years 4-5) • Oversees the development of the science, STEM, and Humanities curriculum with the CDC • Oversees the school's library collection of authentic literature and technology integration • Oversees the implementation of the social emotional curriculum with the Social Worker <p><u>Data</u></p> <ul style="list-style-type: none"> • Directs the RTI process (Years 1-2) • Oversees student achievement data including: school's benchmark, unit assessments, State Test Scores • Share assessment data and interventions with the Board of Trustees and collaborate on strategic planning and affectivity. • Directs the ILT on the coordinating of the State Test Exams (Years 3+) <p><u>Leadership Development</u></p> <ul style="list-style-type: none"> • Oversees and develops Instructional Leadership Team (ILT) • Coaches and evaluates Grade Team Leaders (GTLs) on the facilitation of peer observations, grade team planning meetings, and students with behavioral concerns. • Oversees the non-academic staff including the Director of Operations (DOO) and office managers <p><u>School Culture</u></p> <ul style="list-style-type: none"> • Oversees the development of the social emotional curriculum • Manages and evaluates Social Worker • Supports GTLs with instructional and cultural strategies that address ongoing student behavioral concerns
<p>Curriculum and Data Coordinator</p>	<p><i>Years 1 – 3</i></p>	<p><u>Instruction & Teacher Development</u></p> <ul style="list-style-type: none"> • Develops the implementation of ISC through coaching and professional development • Coaches associate teachers • Provides professional development regarding ISC and best practices for cross-curricular integration • Coaches lead teachers on ISC: Humanities and STEM (Years 1-3) • Coaches and evaluates associate teachers and librarian/IT (Years 2+)

		<ul style="list-style-type: none"> Collaborates with ILT in planning and teaching professional development <p><u>Curriculum</u></p> <ul style="list-style-type: none"> Creates and adapts the Integrated Studies Course (ISC) curriculum: Humanities and STEM, and science curriculum Oversees and collaborates with Librarian/IT on the integration of research and technology integration, and the school's collection of authentic literature and technology <p><u>Data</u></p> <ul style="list-style-type: none"> Designs and manages the school's benchmark and unit assessments and reports to Principal Manages and analyzes the student achievement data and reports to Principal (Years 1-3) Collaborates with the principal on school-wide data presentations (Years 1-3) Collaborates with Principal on RTI process (Years 1-3) Collaborates with ILT on the coordinating of NY State Exam (Year 3)
Assistant Director of Instruction	<i>Year 3 only</i>	<p><u>Instruction & Teacher Development</u></p> <ul style="list-style-type: none"> Coaches and evaluates science and creative courses teachers Collaborates with principal on coaching lead teachers in literacy and math Directs and oversees integration of the creative courses in literacy, math, and ISC Collaborates with ILT in planning and teaching professional development Collaborates with the principal on developing GTLs <p><u>Curriculum</u></p> <ul style="list-style-type: none"> Collaborates with CDC on the STEM and science curriculum Develops the state test preparation curriculum <p><u>Data</u></p> <ul style="list-style-type: none"> Directs the RTI Process (Year 3) Collaborates with the ILT on analysis of school-wide and grade-level data Collaborates with ILT on the coordinating of the NY State Exam Plans and leads grade team data analysis meeting <p><u>School Culture</u></p> <ul style="list-style-type: none"> Supports GTLs with instructional and cultural strategies that address ongoing student behavioral concerns Build relationships with families and parents
Director of STEM	<i>Years 4 – 5</i>	<p><u>Instruction & Teacher Development</u></p> <ul style="list-style-type: none"> Coaches and evaluates science teachers Collaborates with Director of Humanities on observing and evaluating math instruction amongst lead teachers

		<ul style="list-style-type: none"> • Coaches lead teachers in math and science integration • Coaches and evaluates the Music, Blocks, Shop, and Physical Education teachers • Directs and develops integration of the creative courses in literacy, math, and ISC • Coaches and evaluates GTLs with the Director of Humanities • Evaluates and coaches librarian/IT affiliated with STEM (Year 4+) • Collaborates with ILT in planning and teaching professional development <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Designs and directs ISC STEM and science curriculum • Oversees vertical and horizontal alignment across STEM, Math, and Science curriculum • Directs and develops NY Math State Exam preparation <p><u>Data</u></p> <ul style="list-style-type: none"> • Designs and adapts the performance tasks for ISC STEM and math benchmark assessments • Manages and analyzes math benchmark data • Collaborates with the ILT on analysis of school-wide and grade-level data <p><u>School Culture</u></p> <ul style="list-style-type: none"> • Supports GTLs with instructional and cultural strategies that address ongoing student behavioral concerns • Build relationships with families and parents
Director of Humanities	<i>Years 4 – 5</i>	<p><u>Instruction & Teacher Development</u></p> <ul style="list-style-type: none"> • Coaches and evaluates the lead teachers in Literacy and ISC Humanities • Coaches and evaluates the Fine Arts and Language teachers • Directs and develops integration of the creative courses in literacy and ISC • Manages and analyzes math benchmark data • Evaluates and coaches librarian/IT affiliated with Humanities (Year 4+) • Collaborates with ILT in planning and teaching professional development <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Directs and develops the ISC Humanities curriculum • Designs and adapts the performance tasks for ISC Humanities • Oversees vertical and horizontal alignment across Humanities and Literacy curriculum <p><u>Data</u></p> <ul style="list-style-type: none"> • Designs and adapts the performance tasks for ISC Humanities and literacy benchmark assessments • Collaborates with the ILT on analysis of school-wide and grade-level data

		<p><u>School Culture</u></p> <ul style="list-style-type: none"> • Supports GTLs with instructional and cultural strategies that address ongoing student behavioral concerns • Build relationships with families and parents
Director of Data and Student Support	Years 4 – 5	<p><u>Instruction & Teacher Development</u></p> <ul style="list-style-type: none"> • Coaches and evaluates associate teachers • Collaborates with ILT in planning and teaching professional development <p><u>Curriculum & Data</u></p> <ul style="list-style-type: none"> • Designs and manages school-wide benchmark and unit assessments • Directs the RTI process • Leads ILT in school-wide and grade-level data analysis • Presents data analysis during school-wide staff meetings and professional development • Coordinates test preparation materials and submission for ELA and Math NY State Exams • Leads the Student Success Team (SST) • Oversees and coordinates special education services <p><u>School Culture</u></p> <ul style="list-style-type: none"> • Develops, evaluates, and collaborates with Social Worker • Supports GTLs with instructional and cultural strategies that address ongoing student behavioral concerns • Builds relationships with families, particularly those receiving service supports
Grade Team Leaders	Years 2+	<p><u>Instruction & Teacher Development</u></p> <ul style="list-style-type: none"> • Collaborates with ILT in designing professional development around best teaching practices • Provides support for teacher peers through non-evaluative observations and feedback • Leads grade team in weekly planning meetings • Leads peer-observations on the grade team • Mentors Associate Teachers and provides formal feedback • Conducts a lab classroom where new ideas, curriculum, teaching practices, and curriculum are being tried <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Collaborates with the Principal (Years 1-3) and Directors of ISC (Years 4-5) in the design and creation of curriculum <p><u>Data</u></p> <ul style="list-style-type: none"> • Monitors the progress of struggling and stagnant students on the grade team and offers support to teachers and students <p><u>School Culture</u></p> <ul style="list-style-type: none"> • Liaison between Instructional Leadership Team (ILT) • Oversees behavioral concerns amongst students

		within the grade
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Selecting Instructional Leaders

In Year 1, the Board of Trustees, Principal, and Founding Planning Team will connect with their networks to identify a highly qualified Curriculum and Data Coordinator (CDC). In Years 2-5, the Principal will work closely with the CDC, providing leadership training and support with the aim of growing the CDC to the ADI position in Year 3, and finally a Director position in Years 4-5. As evidenced by the charts above (page 4-5), the CDC is focused primarily on curriculum development, data management, and limited teacher coaching in Year 1. In Years 2 and 3, the CDC’s position grows to also include the coaching and evaluation of teachers. Starting Year 1, the Principal will also identify and strategically train Elm teachers with potential leadership skills, with the goal of developing teachers into GTLs, the CDC position (Year 3), and Directors of ISC (Year 4-5). Select teachers must exhibit excellent ratings in the Professional Domain in accordance to the LEAP Handbook (detailed in section R-08b) and significant growth and mastery in the Instruction and Learning Environment domains throughout their years at Elm Community Charter School.

Driven by Elm’s mission and core values, the ILT is also dedicated to developing leaders amongst its staff (as evidenced in the chart below). Teachers that exhibit mastery in their teaching craft and leadership skills will have opportunities to grow into leadership positions including: Grade Team Leaders, Curriculum and Data Coordinator (Year 3), Assistant Director of Instruction (Year 3), and the Directors of ISC positions (Year 4-5). At Elm, our desire is to create a pipeline for leadership, with the Curriculum and Data Coordinator (CDC) having opportunity to grow into the position of Assistant Director of Instruction (ADI), and the ADI having the choice of growing into a Director’s position. In Years 1-3, all teachers selected for the leadership trajectory will receive leadership training and mentorship from the Principal. In Years 4-5, the Directors of Humanities and STEM will also take on the role of developing teacher leaders.

Monitoring the Effectiveness of the Academic Program

The ILT is committed to the consistent and frequent use of data as a driver in creating and adjusting an effective academic program. Data collected on a weekly basis will include: attendance, assessments, teacher observations, and student discipline data. Elm will use a student information system to house data and monitor the ongoing progress of student achievement, both individually and at the class and grade levels. Detailed in section R-05b – Assessments, Elm’s benchmark assessments will inform instruction, curriculum, and the professional development calendar.

The Instructional Leadership Team will meet weekly Wednesday afternoons and be led by the Principal. The meetings will consist of the CDC, ADI, the Directors of ISC, and the Director of Student Support and Data (SSD). The purpose of these meetings is three-fold: 1) leadership alignment, 2) updates and 3)

collaborative work, and leadership professional development. ILT weekly meeting topics can include: trends and patterns across classroom instruction, teacher needs and areas of improvement, data analysis, students of concern, weekly professional development adjustments, and best coaching practices. When appropriate, ILT meetings can include Grade Team Leaders who can give perspective to staff needs and grade team dynamics.

Led by the Principal, the ILT will also conduct monthly academic walkthroughs. The purpose of these walkthroughs is to create alignment across all leaders, curriculum/subject areas, and teachers. During walkthroughs, leaders will individually use rubrics from the Denver Public School's Framework for Effective Teaching: Leading Effective Academic Program (LEAP) Handbook, with a focus on particular elements of teaching aligned to the professional development calendar or strategically planned prior to the walkthrough. After walkthroughs, each leader will share his or her analysis, debrief alignment of standards, and discuss any necessary adjustments to the month's professional development calendar. Integrating academic walkthroughs as a consistent practice ensures that there is a data-driven approach to Elm's professional development and teacher supports (further detailed in R-08c).

If necessary, Elm's Instructional Leadership Team (ILT) will seek the support for the improvement and development of Elm's academic program from outside council including the authorizer and consultants (detailed in R-05 – Curriculum and Instruction). Additionally, the Academic Committee of Elm's Board of Trustees will regularly monitor the school's benchmark assessments and advise changes as necessary.

(b) Ongoing Teacher Supervision and Support

At Elm Community Charter School, the Instructional Leadership Team (ILT) is committed to supporting teachers in their growth as high quality teachers, professional workers, and advocates for student achievement and growth. We believe that student success and achievement is inevitable when teachers are provided with an effective framework of support that is tied to clear and academically sound teaching standards. At Elm, we will adopt Denver Public School's Framework for Effective Teaching: Leading Effective Academic Practice (LEAP). LEAP is a perfect fit for Elm's high standards for teaching as it is aligned to Elm's ascribed educational pedagogy and the Common Core State Standards. Moreover, LEAP's observation rubrics emphasizes differentiated instruction for all learners and strategies for Emergent Bilinguals, fitting for Elmhurst's population of diverse learners and high percentage of English Language Learners. The framework is simple and powerful, organizing effective teaching into two main categories: the Learning Environment and Instruction.

FRAMEWORK FOR EFFECTIVE TEACHING

DOMAIN	EXPECTATION	INDICATOR	
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity 🟩★📺Ⓢ
		LE.2	Fosters a motivational and respectful classroom environment 🟩★📺Ⓢ
	Effective Classroom Management	LE.3	Implements high, clear expectations for students' behavior and routines 🟩★📺
		LE.4	Classroom resources and physical environment support students and their learning 🟩★📺Ⓢ
INSTRUCTION	Masterful Content Delivery	I.1	Clearly communicates the standards-based content-language objective(s) for the lesson, connecting to larger rationale(s) ★📺ⓈⓈ
		I.2	Provides rigorous tasks that require critical thinking with appropriate digital and other supports to ensure students' success 🟩★📺ⓈⓈ
		I.3	Intentionally uses instructional methods and pacing to teach the content-language objective(s) 🟩★📺ⓈⓈ
		I.4	Ensures all students' active and appropriate use of academic language 🟩★📺ⓈⓈ
	High-Impact Instructional Moves	I.5	Checks for understanding of content-language objective(s) 🟩★📺ⓈⓈ
		I.6	Provides differentiation that addresses students' instructional needs and supports mastery of content-language objective(s) 🟩★📺ⓈⓈ
		I.7	Provides students with academically-focused descriptive feedback aligned to content-language objective(s) ★📺ⓈⓈ
		I.8	Promotes students' communication and collaboration utilizing appropriate digital and other resources 🟩★📺ⓈⓈ

Specific rubrics of these domains, expectations, and indicators are further detailed in concrete teacher and student behaviors. These rubrics will support observations and feedback in being concrete, specific, and actionable. Here is a sample of the Learning Environment Domain and Positive Classroom Culture and Climate Expectation:

Figure 1: Rubric of Student and Teacher Behaviors for Domain: Learning Environment, Expectation: Positive Classroom Culture and Climate

INDICATOR LE.2: Fosters a motivational and respectful classroom environment

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Suggests that there are innate limits to what students can learn; does not communicate that effort-based learning leads to increased achievement. Solicits or acknowledges little to no student input. Interactions between teacher/student or student/student are not respectful. Does not model encouragement and enthusiasm. 	<ul style="list-style-type: none"> Communicates that effort-based learning is the path to achievement, but demonstrates differing expectations for students based on perceived competence. Invites student input, but teacher may rush or be dismissive about it. Interactions between teacher/student or student/student are generally respectful. Inconsistently models encouragement and enthusiasm. Encourages students to persevere in the face of difficulty. 	<ul style="list-style-type: none"> Communicates that effort-based learning is the path to achievement and demonstrates a belief that all students (including students of color, linguistically diverse students and those with disabilities) are competent. 🟢★↑ Regularly solicits, values and acknowledges input from students (including students of color, linguistically diverse students, those with disabilities and those identified as gifted and talented). 🟢★↑ Interactions between teacher/student and student/student foster mutual respect. 🟢↑ Models encouragement and enthusiasm (e.g., verbal support, gestures, smiles) so students feel supported. 🟢★↑ Provides strategies for students to persevere in the face of difficulty (academic or behavioral). 🟢★↑Ⓢ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Reminds students of past challenges they have faced and overcome, pointing to students' self-efficacy. Ⓢ Models and acknowledges academic risk-taking.
Student Behaviors	<ul style="list-style-type: none"> Few students engage in lesson. Students do not persevere with tasks when they begin to struggle. Students are unsupportive of peers. Students ignore others when speaking or asking questions. Few students take leadership roles. 	<ul style="list-style-type: none"> Some students engage in lesson. Students attempt to complete tasks when struggling but continually seek confirmation from teacher that they are completing it correctly. Students are sometimes supportive of peers and offer assistance. Some students listen and focus on teacher or peers when they are speaking. Some students take leadership roles. 	<ul style="list-style-type: none"> Most students engage in lesson or become engaged when prompted by teacher. Students persevere with tasks by seeking out and using available resources*. Students are consistently supportive of peers and offer assistance and encouragement. Most students listen and focus on teacher or peers when they are speaking. Most students take leadership roles through expressing opinions, making choices, facilitating academic discussions, constructively and appropriately challenging ideas and/or participating in class jobs. 🟢★↑Ⓢ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Students encourage their peers to take academic risks and persevere because it is established that effort-based learning leads to increased achievement. Ⓢ Students encourage their peers to exercise classroom leadership.

*Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: Some resources should be available in multiple formats depending on students' needs. ↑🗨️

🟢 Cultural Competency • ★ ELLs • ⚡ Spanish Native Language Instruction • ↑ Students with Disabilities or Gifted/Talented • 🗨️ Information Literacy/Technology • Ⓢ CCSS Shifts

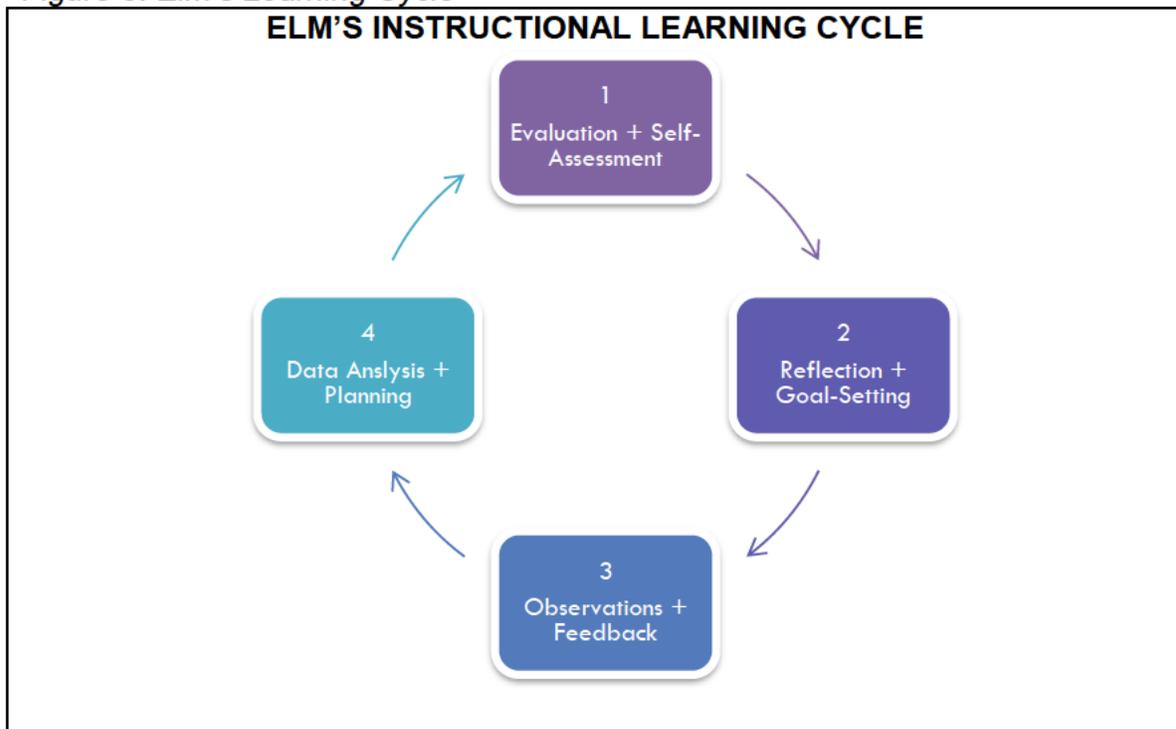
Additionally, Denver Public School's LEAP Handbook also incorporates specific rubrics that hold all teachers, academic and non-academic, accountable to high quality instruction. Below is a rubric tailored physical education.

Figure 2: Observation Evidence Guide for Physical Education

INDICATOR	
1.1	<ul style="list-style-type: none"> Long-term goals (unit goals) are sometimes used to create and /or connect to daily objective(s) for classes.
1.2	<ul style="list-style-type: none"> A rigorous task requires students to use complex physical skills and/or physical fitness components. Lesson includes moderate or vigorous physical activity for 50% or more of class time, as evidenced by physical effects such as increased breathing and sweating. Low intensity movement such as warm-up and cool-down can also be a part of the lesson. Responses to questions may be in physical form and/or by demonstration. Students demonstrate critical thinking skills through physical responses. Teacher facilitates problem solving and critical thinking through game situations (e.g., offensive and defensive strategies, rules application) and/or creative group projects.
1.3	<ul style="list-style-type: none"> Uses grade-level curriculum appropriately, with skill progressions and supports. Balance of teacher talk and student participation. Students are physically active more than 50% of class time. Provides extension activities that allow students to explore essential questions through body movement and skill repetition (Distinguished category).
1.4	<ul style="list-style-type: none"> Students primarily respond to academic language in a physical way, but their response could also be verbal and/or written.
1.5	<ul style="list-style-type: none"> Responses to questions may be in physical form and/or by demonstration; written responses may not always be a part of the lesson. Amount of questioning may be limited, but when it occurs, it should extend learning of skill acquisition, strategy and/or rule application. Student physical responses can be a check for understanding.
1.6	<ul style="list-style-type: none"> Uses verbal, visual and kinesthetic experiences to enhance learning. Makes content accessible through skill and form demonstration. Differentiates physical activities to meet diverse needs of students (e.g., teacher proactively plans for students to move closer and/or farther from target when throwing, adjusts size of target or manipulative density). Differentiation adjustments may occur through one-on-one private conferencing with students. Appropriate scaffolding is provided to allow most students (>75%) to accomplish the physical task.
1.7	<ul style="list-style-type: none"> Feedback should include skill drill, body positioning and alignment (e.g., "Turn sideways", "Elbow up", "Follow through", "Use the instep, not the toe to kick.") in addition to descriptive feedback about the content-language objective(s). Feedback may include physical demonstration that addresses skills, strategies, rules, content knowledge, etc.
1.8	<ul style="list-style-type: none"> Verbal and non-verbal responses are appropriate for specific lessons and activities. Examples of student collaboration can include exhibiting sportsmanship, encouraging classmates, performance activities and coaching peers.

Elm leaders and teachers will consistently use LEAP's Framework for Effective Teaching in three cycles called Instructional Learning Cycles. Each Learning Cycle consists of four phases: Evaluation and Self-Assessment, Reflection and Goal-Setting, Observations and Feedback, and Data Analysis and Planning (as depicted below). Teachers will have a direct supervisor, called their instructional support leader (ISL) also detailed in R-08a, who will partner with the teacher in these cycles.

Figure 3: Elm's Learning Cycle



At Elm, ongoing teacher support and supervision occurs during Phases 3: Observation + Feedback and Phase 4: Data Analysis + Planning. During Phase 3, various members of Elm's professional learning community will conduct observations, including the ISL, the Grade Team Leader (GTL), and teacher peers from any grade. The purpose of these various observations is for teachers to receive different perspectives and suggestions for refining their craft. During Phase 3, teachers may choose to work predominately with their ISL, GTL, or teacher peers, while receiving minimal support from others. Inclusion of teachers in Elm's Effective Teaching Framework (LEAP) promotes a culture that is asset-based, collaborative, and transparent. All observations will be non-evaluative, but include a rating, so that teachers will have benchmarks to assess their growth and progress. At minimum, each teacher will plan to be informally observed three times per cycle (approximately 2.5 months). On average, a teacher will receive observations and feedback on a bi-weekly basis. Observations may range from 5 minutes to 30 minutes and will be tied to the goals set during Phase 1 of the learning cycle.

After Phase 3 observations are conducted, teachers can receive feedback through a variety of methods including: 1:1 coaching, modeling, in-the-moment feedback, debriefing meetings, videotaping and analysis, and peer-observations and mentorship. The feedback method will depend on each teacher's preference and the ISL's suggestion. Feedback methods are expected to evolve as teachers grow in their craft. During phase 4, teachers will continue to partner with the ISL, GTL, or teacher peers to analyze student work in order to tailor instruction to student needs. Learning cycles are also strategically aligned to the

school's assessment calendar. Thus, student growth can be calculated as daily and weekly student work is compared to benchmark assessments.

(c) Professional Development

At Elm Community Charter School, we believe that student achievement and success flourishes when teachers are provided high quality professional development (PD). Our PD is driven by our mission statement, which focuses on equipping students with critical thinking skills, real-world application skills, and social emotional learning skills. Similar to class instruction at Elm, Staff instruction, or PD, will also be data-driven. PD will be crafted and led by the ILT, who will design workshops, interactive meetings, and 1:1 coaching based on student data and teacher observations. Data will be collected through monthly ILT Academic Walkthroughs (mentioned in R-08a), non-evaluative and evaluative observations, and student data from benchmark and unit assessments. At Elm, the use of data for both staff and student growth institutes the valuable relationship between teacher practice and student growth, as well as leader practice and teacher growth.

Elm will hold various types of professional development throughout the year to ensure that teachers are supported in the design and implementation of curriculum, instruction, and assessments. Professional development will be interactive, allow for teachers to practice and receive feedback from peers, and involve work time, where teachers can apply what they are learning to upcoming lessons in the current unit. Particularly in Years 1-2, Elm will hire outside consultants to support the ILT in the development of the school's academic curriculum and instruction practices (detailed in R-05ae – Curriculum and Instruction), as well as social emotional learning curriculum (i.e. RULER, Responsive Classroom).

Summer Institute

Annually, the ILT at Elm will hold a three-week Summer Institute to launch the school year's focus on school-wide academic goals, best instructional practices, data analysis: growth and celebrations, and any necessary updates on curriculum, culture, and school systems. Based on data and teacher observations, the ILT will choose "power moves," or specific instructional practices and curriculum, that the school will pour concerted efforts into throughout that particular year. The goal of Summer Institute is to clearly communicate to staff Elm's big picture goals and strategies for the year, new teachers to become acclimated to school culture and pedagogy, establishment of grade team norms and protocol, and planning the first week's lessons.

Below is a sample PD Schedule for the Teacher's Institute:

	Curriculum + Instruction	Data	Social Emotional Learning + Culture	School Systems
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Week 1	<p>Overview Training on:</p> <ul style="list-style-type: none"> • Literacy curriculum • Math curriculum • ISC curriculum • Inquiry-based Learning 	<p>Overview Training on:</p> <ul style="list-style-type: none"> • Performance Tasks vs. Assessments • Assessment Calendar • instructional Learning Cycle 	<p>Overview Training on:</p> <ul style="list-style-type: none"> • Staff Team Building • School Core Values • Responsive Classroom • RULER • Restorative Justice Circles 	<ul style="list-style-type: none"> • HR • Benefits and Retirement
Week 2	<p>Daily Implementation (Schedule):</p> <ul style="list-style-type: none"> • Planning an inquiry-based lesson • Planning a Guided Reading Lesson 	<p>Daily Implementation (Schedule):</p> <ul style="list-style-type: none"> • Writing assessments • Kid Talks and RTI Process • Coaching 	<p>Daily Implementation (Schedule):</p> <ul style="list-style-type: none"> • Staff Team Building • Sunrise and Sunset Meetings • End of Day Reflections/Restoration Time 	<ul style="list-style-type: none"> • Schedule • Grade-team meetings • Purchase orders
Week 3	<p>In-Depth Training On:</p> <ul style="list-style-type: none"> • Planning an inquiry-based lesson • Monitoring and Assessing student understanding 	<p>In-Depth Training On:</p> <ul style="list-style-type: none"> • Instructional Learning Cycles: 2 • RTI Process: Tier 1-2 	<p>In-Depth Training on:</p> <ul style="list-style-type: none"> • Quiet Signals • Teacher Language • Establishing Charter and Rules • Mood Meter • Meta-moment 	<ul style="list-style-type: none"> • Arrival/Dismissal • Lunch/ Recess • Grade team norms and expectations

Quarterly Whole-Day Professional Development

Elm will hold quarterly whole-day staff development days, where students are excused from school and staff is provided the time and resources to effectively refine curriculum, lesson plans, and performance tasks based on student data analysis. Quarterly whole-day professional development days will be referred to as “Curricular and Data Analysis Days.” True to Elm’s educational philosophy of inquiry-based learning, teachers will begin the day analyzing broad strokes in school-wide data including: standards-based benchmark assessments and ILT and GTL notes on student behaviors in accordance to LEAP’s Effective Teaching Framework. Teachers will then be led through the process of assessing classroom curriculum and instruction and how it is meeting/not meeting achievement gaps noted by student data. The remaining day will be spent in grade teams or subject teams to cast vision/goals, set actionable steps, delegate tasks, and work.

Similarly, when addressing school culture, the whole staff at Elm will gather to discuss celebrations and growth areas around Elm’s core values. Led by the Social Worker, data in the form of peer-observations, culture logs, and student behavioral plans will be presented to discuss behavioral trends and patterns that need to be addressed on the school level during community circle gatherings (i.e. hallway behavior and transitions, lunch and recess behaviors). Additionally,

using the “I Can Statements” (detailed in R-09a), teachers will break into grade team meetings to discuss particular students who are still struggling or students ready for leadership development.

Weekly Professional Development

School-Wide Wednesday Professional Development: Every Wednesday afternoon, Elm students will have an early dismissal at 12:30PM to provide time for staff to engage in our professional learning community for roughly 3 hours. Weekly professional development will generally consist of whole-staff interactive workshops that cover topics applicable to the entire staff. For example, there may be a focus on literacy strategies for struggling readers, differentiating for advanced students, creating rubrics, writing standards-based exit tickets, and effective Emergent Bilingual Learners (EBL) strategies. All these strategies are applicable in all subject areas and grade levels.

Grade-level Professional Development: Different from Weekly School-Wide Professional Development, Grade-Level PD will be the ILT’s time to provide differentiated instruction tailored to each grade level’s specific staff and student needs. Topics can include: a unit launch, how to write a rubric, and how to create data-driven small groups. Weekly meetings will take place during the grade level prep period and led by a member of the ILT (e.g. Principal in Year 1, Director of ISC Year 4) and/or the GTLs.

A general list of topics covered during the school-wide and grade-level weekly professional development is included below. This calendar is subject to change based on staff knowledge/expertise, and grade-level and student need.

Month	Topics
September – October	Culture: <ul style="list-style-type: none"> • Quiet Signals • Teacher Language • Establishing Charter and Rules • Mood Meter and Meta-moment • Kid Talk Curriculum + Instruction <ul style="list-style-type: none"> • Procedures and Classroom Management • Inquiry-based instruction: essential questions • CGI Lesson template • Planning a Guided Reading Lesson • Instructional Learning Cycles: Phase 1 and 2 Data: <ul style="list-style-type: none"> • F&P Running Records: Questioning • Creating Standards-based exit tickets • Grading system
November – December	Culture: <ul style="list-style-type: none"> • Buddy Class Mentoring • Preparation for First Success Celebration • Community Circles

	<p>Curriculum + Instruction</p> <ul style="list-style-type: none"> • Inquiry-based instruction: questioning • Cross-curricular alignment/ISC integration • Developing student-led conversations in your classroom • Reading and writing strategies for below grade level readers and EBLs <p>Data</p> <ul style="list-style-type: none"> • Overview of first Benchmark Assessment • Creating Rubrics • Creating of reteach whole-group/small group lesson plans (Flexible Days) • RTI Process
January – February	<p>Culture:</p> <ul style="list-style-type: none"> • Re-establishing school culture, norms, and culturally responsive methods • Restorative Justice practices and circles <p>Curriculum + Instruction</p> <ul style="list-style-type: none"> • Reading and writing strategies for advanced students • Differentiated instruction • Creating Rubrics <p>Data</p> <ul style="list-style-type: none"> • Creating performance tasks • Overview of Second Benchmark Assessment • Review of school-wide goals and progress
March - April	<p>Culture:</p> <ul style="list-style-type: none"> • Service learning project <p>Curriculum + Instruction</p> <ul style="list-style-type: none"> • Reading and Writing strategies for struggling students • Developing student leaders • Small Group Learning <p>Data:</p> <ul style="list-style-type: none"> • Monitoring and managing daily and weekly student data
May – June	<p>Culture:</p> <ul style="list-style-type: none"> • Creating a culture of celebration • Service learning project • Preparation for Success Celebrations <p>Curriculum + Instruction:</p> <ul style="list-style-type: none"> • Revising units and lessons • Revising performance tasks and unit assessments <p>Data:</p> <ul style="list-style-type: none"> • Creating student portfolios • Overview of Final Benchmark Assessment • Reflection on School-wide goals

Consistent and Frequent Coaching

Teachers at Elm will receive regular weekly support from their Instructional Support Leader (ISL) through 1:1 coaching, peer-observations, and non-evaluative and evaluative observations (detailed in R-08b, d). Weekly professional development will inform the focus of the ILT’s support. For example, if the focus is on creating standards-based assessments, the ISL will observe and provide feedback on a teacher’s implementation of exit tickets in their daily lessons. This will ensure alignment across professional development and Elm’s Instructional Learning Cycles. Moreover, it holds teachers accountable to the content taught in PD and holds the ILT accountable to providing PD that is relevant and actionable.

End of Year Reflection

At the end of every academic year, teachers will be led through a three-day reflection on the curriculum, school schedule, data cycles, and professional development at Elm. It is a time set aside for the Elm faculty and staff to create meaningful changes to the school's structures and systems on the student, teacher, and leader levels.

Self-initiated Enrichment Opportunities

At Elm, we are committed to the growth and enrichment of our staff members. Our school model requires that the majority of lead teachers are certified in English as a Second Language or Special Education, and that all teachers are knowledgeable in content-specific areas, and current events and issues. Elm teachers and school leaders will be encouraged to participate in enrichment opportunities in the form of school visits, outside professional development, workshops, trainings, conferences, and higher education courses and degrees.

At Elm, we are dedicated to raising global leaders and teachers. Elm teachers and school leaders will be highly encouraged to pursue travel opportunities that will enhance their content knowledge or educational pedagogy. For example, a STEM teacher can propose traveling to the Teton Science School, a Humanities teacher to a Native-American reservation, and a language teacher to another country to refine language skills. Starting Year 3, Elm's Board of Trustees will explore the possibility of providing financial stipends in support of teacher enrichment opportunities.

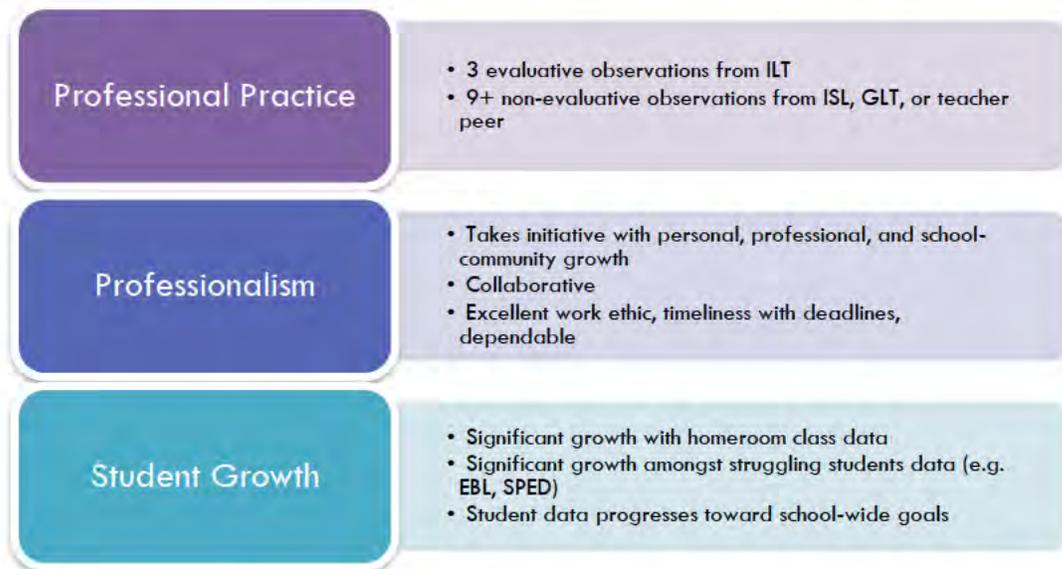
(d) Teacher Evaluation and Accountability

At Elm Community Charter School, annual school-wide academic goals will be shared with the staff during Summer Institute. As a team, all staff will be held accountable to progressing toward – and ultimately achieving the goals – through Elm's teacher evaluation process. As mentioned in R-08b, all Elm teachers will undergo the evaluation process as a part of the Instructional Learning Cycle. Elm teachers will receive 3 formal evaluations during 3 Instructional Learning Cycles, each roughly 3 months apart.

Elm's Learning Cycles	
Cycle 1	August - October
Cycle 2	November – February
Cycle 3	March - June

Teacher evaluations take place during Phase 1 and 2 of the Learning Cycle (see figure 3 (on page 13) and consist of three main measures: professional practice, professionalism, and student growth. The former two components are adopted from the Denver Public School's LEAP Handbook and consist of standards

aligned with Elm’s educational philosophy and extensive rubrics, which will be utilized during observations.



Each component will be evaluated and reflected upon during Phase 1 of the Learning Cycle (Evaluation and Self-Assessment) and discussed during Phase 2 (Reflection and Goal Setting). During Phase 1, the Instructional Leadership Team will conduct one unannounced observation ranging from 30 – 45 minutes, using the extensive rubric provided by LEAP. In Years 4-5, the Principal will conduct at least one evaluative observation per teacher. Each teacher’s appropriate Instructional Support Leader (ISL) will conduct the remaining evaluative observations. A rubric sample of the Instructional Domain is below (figure 4). All evaluative observations will take place during a specified window of time that will be communicated to the staff during the Summer Institute.

Figure 4: LEAP Observation Evidence Guide¹

DOMAIN: INSTRUCTION		EXPECTATION: MASTERFUL CONTENT DELIVERY		
INDICATOR I.3: Intentionally uses instructional methods* and pacing to teach the content-language objective(s)**				
Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
Teacher Behaviors	<ul style="list-style-type: none"> Instructional method(s), activities and materials are ineffective and do not support students' mastery of objective(s). Lesson structure is not coherently sequenced or appropriately paced. Demonstrates inadequate knowledge of content areas, key concepts, structures, standards and/or content-specific terminology, or content taught is sometimes inaccurate. Does not address students' misconceptions during instruction. Does not use oral and/or written language that is comprehensible to students. Balance of teacher/student talk detracts from students' learning and is not appropriate for chosen teaching methodology. 	<ul style="list-style-type: none"> Instructional method(s), activities and materials either build on students' prior knowledge or support students' mastery of objective(s), but not both. Lesson structure is either coherently sequenced or appropriately paced, but not both. Demonstrates knowledge of some combination of content areas, key concepts, structures, standards and/or content-specific terminology. Inconsistently addresses students' misconceptions during lesson. Uses oral and/or written language comprehensible to some students. Balance of teacher/student talk sometimes contributes to students' learning and is appropriate for chosen teaching methodology. Use of media, technology and/or tools does not enhance the lesson. 	<ul style="list-style-type: none"> Instructional method(s), activities and materials effectively build on students' prior knowledge and support students' mastery of objective(s). 🟢 ⬆️ ⬆️ Lesson structure is both coherently sequenced and appropriately paced. 🟢 ⬆️ ⬆️ Demonstrates accurate knowledge of content areas, key concepts, structures, standards and content-specific terminology. Effectively addresses students' challenges, misunderstandings and misconceptions and implements various strategies in the moment according to students' needs. 🟢 ⬆️ ⬆️ Consistently uses oral and/or written language that is comprehensible, including strategic use of native language. ⬆️ ⬆️ ⬆️ Balance of teacher/student talk consistently contributes to students' learning and is appropriate for chosen teaching methodology. Use of media, technology and/or tools enhances the lesson. ⬆️ ⬆️ ⬆️ 	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> Makes strong interdisciplinary connections, allowing students to see the relationships among various content, concepts and ideas. 🗣️ 🗣️ Demonstrates deep content area knowledge as evidenced by rich explanations and nuanced responses to questions. Provides extension activities that allow students to explore essential questions. 🗣️
<p>*Instructional methods are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.</p> <p>**Content-language objectives indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:</p> <ul style="list-style-type: none"> How will students articulate their understanding? Writing, speaking, listening and/or reading (the <i>domain</i>). What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the <i>function</i>). What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the <i>form</i>). 				
<p>🟢 Cultural Competency • ⬆️ ELLs • 🗣️ Spanish Native Language Instruction • ⬆️ Students with Disabilities or Gifted/Talented • 🗣️ Information Literacy/Technology • 🗣️ CCSS Shifts</p>				
DOMAIN: INSTRUCTION		EXPECTATION: MASTERFUL CONTENT DELIVERY		
INDICATOR I.3: Intentionally uses instructional methods* and pacing to teach the content-language objective(s)**				
<p>Examples of evidence for effective teacher and/or student behaviors may include:</p> <ul style="list-style-type: none"> Using gradual release model, inquiry-based model, cooperative learning, investigation, Socratic Seminars, direct instruction/lecture, Collaborative Strategic Reading (CSR), etc. Lesson structure allows appropriate time for students to grapple with and build understanding of the content. 🟢 ⬆️ ⬆️ Providing wait time based on students' needs. ⬆️ ⬆️ ⬆️ Providing time for self-correction. Integrating student use of digital tools and resources*** (e.g., Promethean boards, LCD projectors and computers) to enhance, accelerate and/or differentiate student learning. 🗣️ 🗣️ Using materials and supports that address educational disabilities (e.g., assistive technology, visual schedules, etc.). ⬆️ Using document cameras or similar technology to make small items visually accessible to the whole class and enhance the lesson. ⬆️ 🗣️ Referring students to appropriate resources to find answers to their questions or locate additional information related to content-language objective(s). 🗣️ 🗣️ Providing informed responses and/or examples to address students' questions or misunderstandings. Providing anchor charts, vocabulary charts, etc. that support students' learning of objective(s). ⬆️ ⬆️ ⬆️ Providing language-based clues such as: adopting slower speech rate, enunciating clearly, providing synonyms and antonyms for unknown words, modeling with think-alouds, avoiding unfamiliar idioms and using cognates when possible. ⬆️ ⬆️ ⬆️ Explicitly indicating relationships and connections between Language 1 and 2, including: similarities and differences in sound systems, word/phrase/sentence structures, word/sentence meanings and effects of context on meanings. ⬆️ 				
<p>*Instructional methods are the ways in which information is delivered to students. These may include, but are not limited to: gradual release model, workshop model, Socratic Seminars, lecture, Collaborative Strategic Reading (CSR) and inquiry-based models.</p> <p>**Content-language objectives indicate the standards-based content students will learn and how they will demonstrate mastery of that content using language. Teachers can and should consider the following:</p> <ul style="list-style-type: none"> How will students articulate their understanding? Writing, speaking, listening and/or reading (the <i>domain</i>). What is the purpose of the communication? To classify, persuade, explain, describe, compare, sequence, etc. (the <i>function</i>). What words and/or structures will students use to demonstrate their learning? Grammatical structures, patterns, syntax, mechanics and vocabulary or discourse (the <i>form</i>). <p>***Resources can be anything that is utilized to assist students in progress toward mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: <i>Some resources should be available in multiple formats depending on students' needs.</i> ⬆️ 🗣️</p>				
<p>🟢 Cultural Competency • ⬆️ ELLs • 🗣️ Spanish Native Language Instruction • ⬆️ Students with Disabilities or Gifted/Talented • 🗣️ Information Literacy/Technology • 🗣️ CCSS Shifts</p>				

During observations, the ILT will also use LEAP's indicator charts, which guide leaders in observing specific teacher behaviors and practice around differentiated instruction for struggling and advanced students, EBLs and SWDs. Below are two examples of indicator charts that can be used in aiding teacher accountability to tailored instruction for all learners.

¹ Denver Public Schools (.). Leap Handbook 2014-2015.

Figure 5: Indicator Chart for Struggling Students

INDICATOR	
LE.1	<ul style="list-style-type: none"> • Differentiated supports may be necessary to promote engagement with reluctant students in order to increase equity and access to the curriculum (e.g., A student may be reluctant to share cultural perspectives with the whole group, so the teacher utilizes a turn and talk procedure to facilitate engagement with another student.). • Based on individual student profiles, body language and/or derogatory speech may not be indicative of level of comfort, safety or engagement in class. Teacher responds to and engages individual students accordingly.
LE.2	<ul style="list-style-type: none"> • Students taking leadership roles and making self-directed choices may require additional prompting and encouragement. • Teacher shows respect for and motivates students by making connections, building on strengths and targeting specific needs. • Overt cooperative efforts, academic risk-taking and/or peer interactions may require additional supports. • Students encouraging their peers for academic risk taking and perseverance may be indicative of distinguished evidence for student behaviors (e.g., Students acknowledging academic and behavioral risk taking of other students.).
LE.3	<ul style="list-style-type: none"> • Positive behavioral interventions are consistently applied to support student behavioral and/or engagement needs. ▸ Some examples may include: proximity control, redirection, maintaining a neutral tone of voice in order to minimize power struggles, prompting, caring gestures, directive statements or other language/actions aligned with school behavioral programs. • Misbehavior and engagement issues are supported strategically and according to individual and school policy and expectations. Teacher may be working for reduction, rather than elimination, of inappropriate behaviors. • Student body language may not be indicative of engagement level. • Since students may have challenges with transitions, all transition rituals and routines are consistently emphasized and taught through multiple repetitions. Teacher may use visual cues/strategies to support transitions. • Teacher provides descriptive feedback about behavior to reinforce classroom expectations. • Students can explain the behavioral and engagement expectations of the classroom and school environment (e.g., Students take time at the end of class to rate themselves on academic and behavioral expectations.).
LE.4	<ul style="list-style-type: none"> • Classroom is arranged to facilitate teacher-to-student interaction. • Additional areas designated for specific academic and emotional needs may be available within the classroom environment.

INDICATOR	
I.5	<ul style="list-style-type: none"> • Level of questioning will vary depending upon the skill being taught during the intervention; however, there should be evidence of scaffolded questions.
I.6	<ul style="list-style-type: none"> • In an individual or small-group setting, the intervention period is the differentiation. While the task may be the same, the teacher should respond differently to each student based on his/her needs. • Teacher judgment is used to determine appropriate amount of wait time and answers may be provided to students for various reasons (e.g., keep the lesson moving, keep students focused on their current needs). • Teachers constantly guide, scaffold and respond to students' strengths and needs throughout the lesson.
I.7	
I.8	<ul style="list-style-type: none"> • In individual or small-group interventions intended to accelerate the learning of struggling students, cooperative group-work may not be necessary, but is encouraged.

Figure 6: Indicator Chart for Advanced Students

INDICATOR	
LE.1	<ul style="list-style-type: none"> Addresses affective issues of gifted students in a way that provides support for their unique actions/interactions with teachers and peers.
LE.2	<ul style="list-style-type: none"> Responds appropriately to students who challenge ideas and opinions with persistence and insistence, demonstrating an understanding that such questioning is not a show of disrespect.
LE.3	<ul style="list-style-type: none"> Recognizes gifted students' need for clarity around issues of "justice"; teacher explains rationale behind discipline. High expectations are appropriately differentiated for gifted students.
LE.4	<ul style="list-style-type: none"> Makes high-level materials available to students for whom grade-level work is not appropriate or has already been mastered.
I.1	<ul style="list-style-type: none"> Objectives may be intentionally open-ended to allow for rigorous and complex higher-level thinking. Objectives may be above the current grade level if students have mastered and would not be challenged by grade-level objectives. In a "push-in" setting, the classroom teacher's content-language objective(s) may be modified by the GT teacher to meet the needs of gifted/talented students.
I.2	<ul style="list-style-type: none"> Adjusts instruction and/or support when it is recognized that students' lack of engagement reflects inadequate rigor.
I.3	<ul style="list-style-type: none"> Addresses academic needs of gifted/talented students by using appropriate methodologies and materials (e.g., pre-assessment, compacting, tiered instruction, contract learning, independent projects, etc.). Uses alternate curriculum materials when appropriate to meet students' needs (e.g., Junior Great Books, Hands-On Equations, William and Mary curriculum materials, etc.). Paces instruction appropriately for gifted/talented students and/or releases them from whole-group instruction as soon as they have grasped the new learning.
I.4	<ul style="list-style-type: none"> Uses appropriately challenging/advanced academic language, including above grade-level vocabulary when appropriate.

Figure 7: Indicator Chart for Emergent Bilingual Learners (EBLs)

INDICATOR	
LE.1	<ul style="list-style-type: none"> Connections to students' home cultures may be more obvious in the newcomer setting and should be asset-based.
LE.2	<ul style="list-style-type: none"> Teacher creates a warm, inviting classroom in order to lower students' affective (i.e., emotional) filters so students feel safe in taking risks. Engagement and motivation may be expressed differently in a newcomer classroom; observers may not see students verbally participating. Students in the "silent stage", for example, may express engagement and motivation through non-verbal cues.
LE.3	<ul style="list-style-type: none"> There may be new students added to the classroom throughout the year who have never attended school. Perceived off-task behavior may be due to unfamiliarity with school norms.
LE.4	<ul style="list-style-type: none"> Supports (e.g., realia, pictures, songs, experiences and other visuals) may be important examples of academic tools that help embed content into context.

In preparation for Phase 2: Reflection + Goal Setting, the Instructional Support Leader (ISL), along with the Principal, will utilize LEAP's self-assessment tool (figure 8) to guide teachers in reflecting on their areas of strength, areas of improvement, and goal-setting with actionable steps.

Figure 8: LEAP's Teacher Self-Assessment Tool²

Conversation Planning Tool for Teachers	
SECTION	TEACHER TALKING POINTS
Classroom Practice (Observation & Student Perception Survey)	<ul style="list-style-type: none"> • My area(s) of strength in the classroom is/are ____ (consider both Observation and Student Perception Survey Data). I know this because ____. • I will continue to leverage this/these area(s) of strength next year by ____. • My area(s) of growth in the classroom is/are ____ (consider both Observation and Student Perception Survey Data). I know this because ____. • I will pursue the following next steps to improve on this/these growth area(s) ____. • I chose ____ indicator and ____ indicator for my PGP. • My greatest learning in my PGP areas so far has been _____. It is/has impacting/impacted my practice and my students' learning in the following way _____. • I used the Student Perception Survey data to change/inform my instructional practice in the following way(s) _____. <p><i>If applicable:</i></p> <ul style="list-style-type: none"> • A big area of growth outside of my PGP is ____ indicator, as evidenced by _____.
Professionalism	<ul style="list-style-type: none"> • My area(s) of strength in Professionalism is/are _____. • My area of growth for Professionalism is _____. I will do _____ to improve in this area, as evidenced by _____.
Student Growth	<ul style="list-style-type: none"> • My area(s) of strength in Student Growth is/are _____. • My area(s) of growth in Student Growth is/are _____.
Follow Up and Next Steps	<ul style="list-style-type: none"> • Thank you for taking the time to meet with me! • To summarize, my next steps are _____. • I need support from you in the following way(s) _____. • I plan on doing _____ so I can continue to grow in _____ area.

During these Reflection Meetings, the ISL will provide specific feedback in accordance to LEAP's Observation Evidence Guide and lead the teacher in the development of a Professional Growth Plan (PGP) with actionable steps to quantitative outcomes. As aforementioned in R-08b, learning cycles are strategically aligned to Elm's Assessment Calendar so that all goals set by teachers are paired with a measurable growth outcome. For example, if a teacher's evaluative observation and class benchmark data show a lack of support and student growth amongst Emergent Bilinguals Learners (EBL), a goal

² Denver Public Schools (). Leap Handbook 2014-2015.

may be set to raise the average score of EBLs in his class by 20% by incorporating illustrations and separate vocabulary lessons for 3 weeks.

In addition, during Phase 1, teachers will also be given feedback around their professionalism using LEAP’s Professionalism framework. An excerpt of the framework can be found in figure 9.

Figure 9: Observation Evidence for Professionalism

DOMAIN: PROFESSIONALISM		EXPECTATION: EFFECTIVE COLLABORATION AND ENGAGEMENT		
INDICATOR P.3: Collaborates with school teams to positively impact students’ outcomes 🟢🟡🟠🔼				
Observable Evidence	Not Meeting (1)	Approaching (2)	Effective (3)	Distinguished (4)
Potential Evidence May Include	<ul style="list-style-type: none"> • May attend meetings but is indifferent/inattentive to information shared. • Works in isolation and/or rarely shares information about students. • Infrequently collaborates with educational specialists when school time is provided. • Regularly disregards school and/or district policies/procedures. • Rarely exemplifies the DPS Shared Core Values and/or demonstrates inflexibility in dealing with issues and people. 	<ul style="list-style-type: none"> • Attends team meetings; is attentive, conveys interest and sometimes contributes to team efforts. • Actively listens and receives information but may not make instructional changes. • May collaborate when appropriate or asked with some specialists to meet the needs of some students by participating in scheduled meetings and providing requested students’ data. • Generally adheres to school and district policies/procedures. • Typically acts professionally and exemplifies DPS Shared Core Values, but occasionally expresses disagreement tactlessly. 	<ul style="list-style-type: none"> • Consistently contributes to a team by setting shared goals, analyzing/comparing data, collectively solving problems, sharing successful strategies and implementing possible solutions. • Shares information about students with colleagues in formal collaborative meetings and informally as teachers discuss their work and leverages what is learned to make instructional changes. • General education teacher and educational specialist (e.g., Special Educator, GT teacher, ELA teacher, etc.) collaborate, making adjustments to daily lessons where applicable. 🟢🟡🟠🔼 • Collaboratively examines and thoughtfully implements school and district policies/procedures. • Acts professionally, expresses disagreement tactfully, and exemplifies DPS Shared Core Values when engaging colleagues. 🟢🟡🟠🔼 	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> • Builds team capacity and drives team effectiveness. • Clear leader among peers and stakeholders. • Creates and actively seeks opportunities that contribute to a positive school climate and culture. 🟢

Sources of evidence may include:

- Co-planning documents (e.g., emails, Google docs with comments, co-written lesson plans, etc.). 📄
- Cross-curricular/grade project plans (shown via Google sites, Wikis, bulletin board display, etc.). 📄
- Vertical alignment documents for each grade by subject/skill. 📄
- Meeting minutes, notes, emails, lesson plans, etc. showing collaboration among special and general educators. 🟡🟠🔼📄
- Meeting minutes, notes, schedules, online communities of practice, etc. from various school or community teams. 🟢🟡🟠🔼📄
- Learning Labs documents. 📄
- Participation in leadership development opportunities.

🟢 Cultural Competency • 🟡 ELLs • 🟠 Spanish Native Language Instruction • 🔼 Students with Disabilities or Gifted/Talented • 📄 Information Literacy/Technology • 📄 CCSS Shifts

The last Instructional Learning Cycle of the year will involve a full analysis and reflection of a teacher’s growth throughout the course of the year. During the last reflection meeting of the year, teachers will set goals for the following year with their respective leader.

R09a – Culture and Discipline

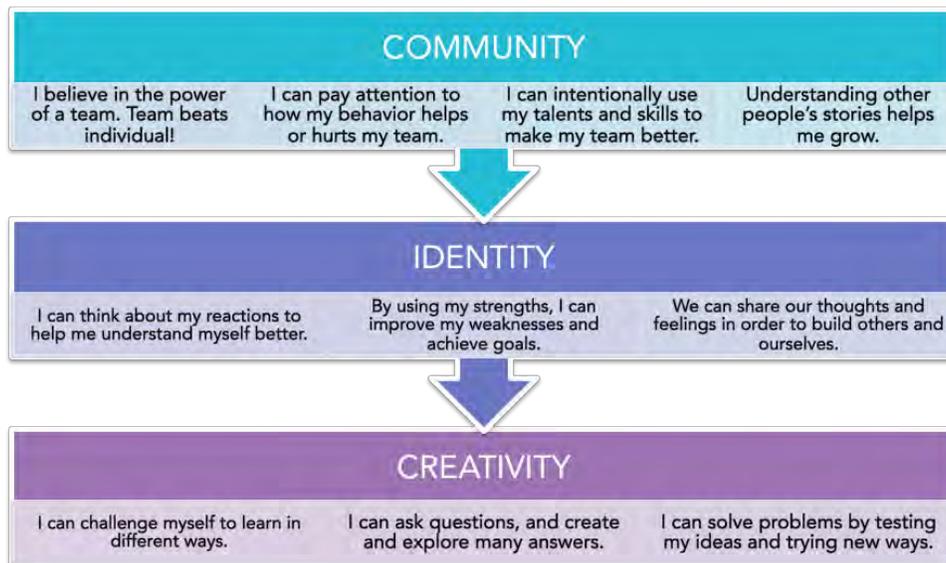
Establishing Culture: Key Design Elements

At Elm Community Charter School, we believe it is equally important to create a culture that fosters our students' growth and willingness to take risks than holding fast to high academic standards. This is why one of our key design elements is A Focus on Self-Awareness and Self-Exploration. Students' self-awareness, involving the development and understanding of their identities and emotional intelligence, is key to academic and social success.¹ In order to engage successfully and collaboratively, students need to be equipped with social emotional skills.

Collaborative learning is one of the two foundational pillars at Elm Charter School. For students to successfully enter daily collaborative work, largely in the form of academic and social discussions, they will need to be equipped with social emotional skills. Research has shown that emotional health is a foundation of academic achievement.² In Kindergarten through Second Grade, our curriculum will be heavily focused on emotional intelligence, giving students multiple opportunities to discover their emotions, create healthy coping skills to express their feelings, and finally advocate for themselves during conflicts and challenges.

Core Values and Curriculum

Three core values form the foundation of Elm's culture: Community, Identity, and Creativity. We have created actionable "I can" statements that help us embody these core values as staff while also enabling teachers to teach students how to concretely bring these values to life at our school.



¹ Mega, C., Ronconi, L., & De Beni, R. (2014). What makes a good student? How emotions, self-regulated learning, and motivation contribute to academic achievement. *Journal of Educational Psychology*, 106(1), pp. 121-131.

² Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, pp. 370-396.

Elm staff will instill the school's core values through three main curriculum: the *Responsive Classroom* approach to teaching, Yale's Emotional Intelligence Program: RULER, and Restorative Justice Practices. Each one of these programs contributes to the building and maintaining of our three core values. Responsive Classroom builds largely on our core value: Community. It is a preventative program that focuses a great deal on the daily incorporation of positive reinforcement, reflection, and relationship building. Coupled with this preventative method, will be the Restorative Justice approach, which a responsive method of addressing behavioral concerns and conflicts. Implementing preventative and responsive programs will support both staff and students in quickly addressing everyday small conflicts and larger tensions between individual students and groups. RULER will empower our students in the forming of their Identity and their ability to show Creativity, our second and third core value. This program focuses on teaching student's self-awareness and the identification and expression of their feelings. The three programs are complementary and will be used to establish all three of Elm's core values.

	Responsive Classroom	RULER	Restorative Justice
Community	<ul style="list-style-type: none"> ✓ Normed language + Positive reinforcement ✓ Emphasizes the adult community 	<ul style="list-style-type: none"> ✓ Builds self awareness and coping skills 	<ul style="list-style-type: none"> ✓ Logical consequences for behavioral concerns ✓ Restores members who violated core values
Identity	<ul style="list-style-type: none"> ✓ Emphasizes assertiveness + self-control for cooperative learning 	<ul style="list-style-type: none"> ✓ Teaches students how to identify, understand and articulate their feelings 	<ul style="list-style-type: none"> ✓ Restorative circles encourage victims and wrong doers to reflect and speak up
Creativity	<ul style="list-style-type: none"> ✓ Teaches assertiveness + cooperation 	<ul style="list-style-type: none"> ✓ Builds resilience and goal-setting through reflection 	<ul style="list-style-type: none"> ✓ Approaches to responses and consequences are creative

Overview of Approaches

Responsive Classroom

We have chosen to implement the *Responsive Classroom* approach to teaching due to its successful integration of social emotional and academic learning, and increasing success in both. The approach is endorsed by research from Columbia University's Teacher's College, and the University of Virginia. Findings demonstrate that when the *Responsive Classroom* approach is used consistently, "behavior problems decrease, and social and academic skills increase".³ Research demonstrates that the *Responsive Classroom* approach is tied to "higher academic achievement in math and reading, improved school climate, and higher-quality instruction."⁴ By adopting the four domains as a foundation for the classroom and school climate, students learn and develop a

³ Rimm-Kaufman, S. E., Larsen, R. A., Baroody, A. E., Curby, T. W., Ko, M., Thomas, J. B., ... & DeCoster, J. (2014). Efficacy of the responsive classroom approach results from a 3-year, longitudinal randomized controlled trial. *American Educational Research Journal*, 0002831214523821.

⁴ Center for Responsive Schools, Inc. (2017). *Responsive Classroom*.

growth mindset for academics, which leads to academic perseverance, and ultimately achievement, higher education readiness, and career success.⁵ It is the overall framework that Elm will use to build our culture.

The *Responsive Classroom* approach to teaching is founded on four key domains: Engaging Academics, Positive Community, Effective Management, and Developmental Awareness. All the guiding principles and practices in the *Responsive Classroom* approach are derived from these domains. The guiding principles are:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills: cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.⁶

At Elm, our core values and design principles are aligned to these guiding principles. Outlined below are the classroom practices that we will implement categorized by frequency. Practices explained in this section include:

- Teacher Language (Daily)
- Morning Meeting: Sunrise Meeting (Daily)
- Establishing Rules (Yearly)
- Energizers (Daily)
- Quiet Time: Restoration Time (Daily)
- Quiet Signals (Daily)
- Closing Circle: Sunset Meeting (Daily).

In addition, the practices of Interactive Modeling and Logical Consequences are described in the In School Disciplinary Procedures Section (section R09b).

⁵ Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(03), 508-544.

⁶ Center for Responsive Schools, Inc. (2017). *Responsive Classroom*.

Yale's Emotional Intelligence Program: RULER

In addition to *Responsive Classroom* which provides a strong framework and foundation for school culture, Elm will also implement practices from Yale's Emotional Intelligence Program: RULER. RULER, which stands for Recognizing, Understanding, Labeling, Expressing and Regulating, provides an avenue for teaching students self-monitoring and expression skills in regards to their social emotional intelligence. The RULER curriculum is integral to our school culture as it results in: 1) increased academic performance;⁷ 2) improved school culture;⁸ 3) increased emotional intelligence and social skills;⁹ 4) strengthened leadership skills and decreased bullying;¹⁰ and, 5) improved student-to-student, student-to-adult, and adult-to-adult relationships.¹¹ This program aligns directly with guiding principles 1 and 4 in the *Responsive Classroom* framework, which emphasizes the importance in the implementation of the social emotional curriculum and ensuring all students have a set of social and emotional skills. Components of the RULER curriculum we will also implement include:

- Anchors of Emotional Intelligence: Mood Meter, Meta-moment, and Blueprint
- Feelings Word Curriculum

Restorative Justice

At Elm, we believe that responses to misbehavior should operate within a Restorative Justice framework. Restorative Justice is an approach to discipline that focuses on relationships, and considers responses to wrongdoing in terms of how damage to an individual or community may be repaired, and relationships rebuilt. A Restorative approach supports victims of wrongdoing by giving them a chance to speak out about the impact that negative behaviors have had on their lives, and giving them agency to participate in the process of determining how amends might be made. At the same time, it recognizes the community membership of wrongdoers, and prioritizes inclusivity and rehabilitation over isolation and punishment. Restorative Justice is based on three fundamental principles.

- That when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships
- When harm has been done, it creates obligations and liabilities

⁷ Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), pp. 218-222

⁸ Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving classroom quality with the ruler approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology*, 51(3-4), pp. 530-543.

⁹ Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and emotional learning. *International handbook of emotions in education*, pp. 368-388.

¹⁰ Reyes, M. R., Brackett, M. A., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). The interaction effects of program training, dosage, and implementation quality on targeted student outcomes for the RULER approach to social and emotional learning. *School Psychology Review*, 41(1), p. 82.

¹¹ Rivers, S. E., Brackett, M. A., Reyes, M. R., Elbertson, N. A., & Salovey, P. (2013). Improving the social and emotional climate of classrooms: A clustered randomized controlled trial testing The RULER Approach. *Prevention Science*, 14(1), pp. 77-87.

- The way forward involves wrongdoers, victims and the community in efforts to heal the harm and put things right (adapted from Zehr and Mika, 1997)¹²

At Elm, we believe that the goal of schools is to prepare students for participation in society. To this end, we plan to implement a management and discipline system that will focus on restoration of safety and relationships. In addition, this practice will minimize suspensions which are correlated with higher dropout rates and higher rates of incarceration.¹³ In contrast, by implementing Restorative practices, we hope to build investment in community rules and norms, and to help students develop critical thinking, conflict resolution, problem solving, and emotional-regulation skills that will lead to positive school and life outcomes.

Specifics of these practices are outlined below at the daily, weekly, monthly, quarterly and yearly levels following an overview of each approach and rationale for its implementation.

Implementation of Approaches

Levels of Implementation

Responsive Classroom: Quiet Signals

A practical daily implementation Elm will subscribe to will be “quiet signals,” a simple but powerful tool that will instill community and consistency. It is important that quiet signals be a school wide practice, so that no matter what classroom or what teacher a student is with, the consistency ensures that all students know exactly what to do when a quiet signal is given.¹⁴ This cuts down on transition time as well. Two quiet signals, which can be used separately or simultaneously, are the sound of a synergy chime, which provides an auditory signal that students need to quiet down, as well as the physical signal of stopping and raising one hand. When students see or hear either of these symbols, the expectation is that they stop what they are doing, look up in the direction of the teacher, raise their hand to show that they are ready, and wait for further directions from the teacher. These types of signals are most effective when students are expected to respond actively, like raising their hands. Firstly, when they see those around them beginning to raise their hands, it provides a second reminder as to what they are expected to do, a model for what that should look like. Additionally, the action draws their attention away from whatever task they were completing, and to the act of active listening.¹⁵

¹²Restorative Practices International, Ltd. (2012). What is restorative justice? *Restorative Practices International*.

¹³ New York Civil Liberties Union. The impact of school suspensions, and a demand for passage of the Student Safety Act. Available at www.nyclu.org/content/impact-of-school-suspensions-and-demand-passage-of-student-safety-act

¹⁴ Stone, R. (Ed.). (2005). *Best classroom management practices for reaching all learners: What award-winning classroom teachers do*. Corwin Press.

¹⁵ Responsive Classroom (2002). Signals for quiet. Available at www.responsiveclassroom.org/signals-for-quiet/.

The expectation is that all students stop immediately and turn their attention to the speaker, however, in the event that students fail to meet the expectation, the following procedure will be used to reinforce, remind and redirect students until everyone is ready:

1. Wait time: Give students a few seconds to notice the quiet signal, be prompted by those around them who have already responded, and respond.
2. Reminder: If they have not responded after this wait time, the teacher will give a quick reminder of what the expectation is and why it is expected. This might sound like, "Our mouths are closed, our bodies are facing the speaker. (Description) We are silent so we can hear what he/she has to say." (Reason)
3. Reinforcement: Once the teacher has reminded students, the teacher will give positive reinforcement for the correct behavior. This might sound like "90% of students are ready. Now it's 95%. Almost there. Great, now we are all ready."

Community + Reflection (Identity): Sunrise & Sunset Meetings

Sunrise and Sunset Meetings are an important aspect of our school culture and character development curriculum at the daily level. These meetings will occur during the first 30 minutes and last 30 minutes of the school day, and provide a framework for all that happens throughout the day. During these meetings, Elm students will individually corporately reflect on the actions they have taken throughout the day to contribute to our core values: community, identity, and creativity. In particular, the purpose of Sunrise and Sunset Meetings is to foster community, an environment where our students experience the feeling of belonging and significance. The following table gives an outline of the components of a Sunrise and Sunset Meeting:

Sunrise Meeting	Sunset Meeting
<ul style="list-style-type: none"> • Greeting • Sharing Time • Activity • Morning Message 	<ul style="list-style-type: none"> • Farewell Message • Reflection Time • Goodbye

Sunrise Meeting: The purpose of Sunrise Meetings is to develop class communities. As students walk in each morning, there will be a teacher’s message and a quiet, interactive question for students to respond to. After unpacking, students will be invited to the class’ community circle where the sunrise meeting will begin. At each Sunrise Meeting, students will be given the opportunity to:

- **Share:** Fostering a feeling of significance and identity, specifically the third statement under Identity in our core values, which states, “We can share our thoughts and feelings to build others and ourselves.”
- **Apply:** Skills of expressing, regulating, and reflecting on their feelings from the RULER curriculum.
- **Interact:** Short group activities will allow students to explore creatively and have fun. Often, there will be a theme or focus connecting the discussions and activities.

- **Plan:** The Sunrise Meeting prepares students for the day by giving them an idea of important activities, as well as giving students notice in regards to any schedule changes.

While these meetings focus on the community of the classroom and social emotional education of students, academics can be integrated into any of the components. For example, an interactive morning message might include a question for students to think about regarding content being learned, and students can answer on a post it which they place on the message upon first entering the classroom. Messages can then be shared and part of a larger discussion during the message component of morning meeting.

Sunset Meeting: The purpose of Sunset Meetings is to provide students with the opportunity to reflect on their learning for that day. Teachers will guide students through a variety of activities, including:

- **Individual Reflection:** a time where students think through their day's successes, failures, and growths. Once week this will also include reflecting on student goals set at the beginning of the quarter. Students will reflect on their progress, identify reasons for success, and areas where growth is needed, along with steps to cause that growth.
- **Class Reflection:** These times can be used to discuss class celebrations, such as meeting goals, exuding the class' charter, shout outs to specific students
- **Restorative Circles:** When necessary or appropriate, teachers may also use Sunset Meetings to hold Restorative Justice Circles or practices in order to restore the community from an event that happened during the day or week. The routine of Sunrise and Sunset Meetings cultivates a strong sense of belonging and significance, providing the atmosphere that facilitates an effective Restorative Class Circle. Greater details on Restorative Class Circle in the Weekly Level Implementation section.
- **Goal Setting:** Individual students and class communities will be able to use the actionable core values statements to create goals, practice culture-building actions, and reflect. Reflections on these goals will occur weekly during Sunset Meetings and at the end of each quarter prior to the setting of new goals.

Responsive Classroom: Restoration Time

Restoration Time, derived from the *Responsive Classroom* practice of Quiet Time, occurs directly after lunch and recess, and is an important reset time for students that will occur every day. Transitions can often be difficult for students, especially between social time (like lunch or recess) and academic time. Restoration time is an allotted daily 10 minutes when students have the opportunity to do what they individually need to do in order to reset themselves and get ready to do their best learning.¹⁶ Students will begin by completing a mood meter, to reflect on how their feelings have maintained or changed throughout the first part of the day, and after this will proceed to their chosen activity. This academic choice gives students a sense of ownership over what they are doing, as well as responsibility that they need to make the best choice for what is going to prepare them for learning. This might include academic tasks like completing

¹⁶ Barseghian, T. (2012). Amidst chaos, 15 minutes of quiet time helps focus students. *KQED News*.

unfinished work, practicing or reviewing something that was taught earlier that they struggled with, or reading independently. It could also include choices like sitting quietly, drawing, or playing a quiet game independently or with a friend. The number of choices and specificity of choices will depend on age and developmental appropriateness. For example, first graders may be given 3-4 specific activities to choose from, while a 5th grader may receive more open-ended instructions like "Spend the next 10 minutes working quietly on something that will prepare you for learning."

Core Value Progress Reports

One method of facilitating daily student reflection will be the use of Elm’s Core Value Progress Reports. The Core Values are central to providing all community members - students, parents, and staff - with a sense of community purpose and direction. The language of our values will be woven into everyday interactions between all of these stakeholders. Teachers will track specific ways that students exhibit the Core Values, and they will regularly communicate their observations with parents through reflection sheets signed daily by parents, brief conversations at dismissal, or scheduled appointments. This supports Responsive Classroom’s emphasis on reflection and principles regarding student’s social and emotional development. In First Grade, a sample reflection sheet may look like the following:

Monday, September 10, 2018	
Name: Maia Walton	
Morning	This morning, I feel _____
	      
	because _____

	Today, I hope _____

	I ended my morning on the color _____. I will
	continue to be a good community member by _____

Midday	This afternoon, I feel _____  because _____ _____ For the rest of the day, I hope _____ _____
	At the end of the school day, I feel _____  because _____ _____ I ended my school day on the color _____. This is because I _____ _____ Tomorrow, I hope _____ _____

Parent Engagement and Home Partnership

At Elm, we are committed to partnership with the home, knowing that the stronger the partnership, the greater the benefit for our students. Involving parents regularly in the education of their children is key to our core values. Core Value Progress Reports will be one daily tool that creates consistent communication between families and teachers, bridging the two with common language and standards. Normed expectations will enable the school, students, and families develop targeted strategies for improvement. To facilitate this, we will require teachers to aggregate records about student behaviors in a common data-management system, which staff members can access throughout the year to track patterns and create academic/behavioral interventions. In general, teachers will be expected to use this data to contact parents, at minimum on a bi-weekly level, about both positive and negative events. Additionally, when an incident occurs, or when a concern arises, parents are notified within 24 hours, and conferences are scheduled on an as-needed basis.

During Reflection time in daily Sunset Meetings, students will be taught to reflect and present their progress using assessment data the assessment data. As students progress in grade levels at Elm, meetings will become increasingly more student-led and reflection sheets will be utilized less frequently.

Teacher Training

As a part of teacher development at the beginning of the year, teachers will develop protocols for different types of reflections, so they can tailor the reflection period to their students' needs. Daily, teachers may choose which protocol to implement in their classrooms. The protocols will incorporate a balance of group reflection and independent reflections, as well as between verbal reflection and written reflection. The teacher might ask students to reflect on a specific task or content area, or on an experience, feeling or situation of significance that occurred that day. It also gets students in the habit of continually reflecting on their progress, their choices, and their challenges to promote growth.

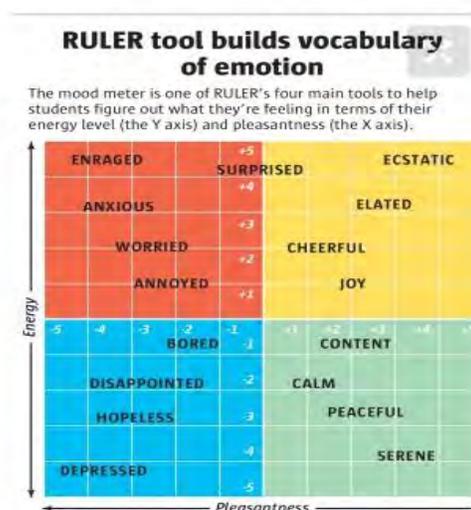
Character Development Courses

Elm's schedule allots time for teachers to explicitly teach social emotional learning curriculum twice a week for 30-minutes each lesson. During these periods, called Character Development, teachers will use the RULER curriculum to teach students healthy tools such as: the mood meter, meta-moment, and blueprint. Below are details on each tool and how teachers will implement these tools into weekly lessons, with the ultimate goal of daily practice.

Mood Meter¹⁷: An aspect of the Anchors of Emotional Intelligence in Yale's RULER curriculum is another vital part of the everyday at Elm. The intention of Mood Meter is to teach students to identify and label their emotions. In addition, it gives students and teachers the opportunity to monitor how their emotions change throughout the day, and how their emotions inform their choices and actions. This is critical in developing self-awareness and understanding identity. The mood meter also introduces new vocabulary words that help students specifically label their feelings, and differentiate between the subtle differences found in similar feelings.

This is done with a color chart (see below), which measures "energy" on the Y-axis, and "pleasantness" on the X-axis. This will be displayed in each classroom in such a way that students can place themselves on the chart and monitor changes in emotions throughout the day. Teachers can use this to monitor which students need additional check-ins at different points during the day.

Meta-moment¹⁸: Another practice that comes from the RULER curriculum. A Meta-moment is the moment between when something impacts a person's emotions, and

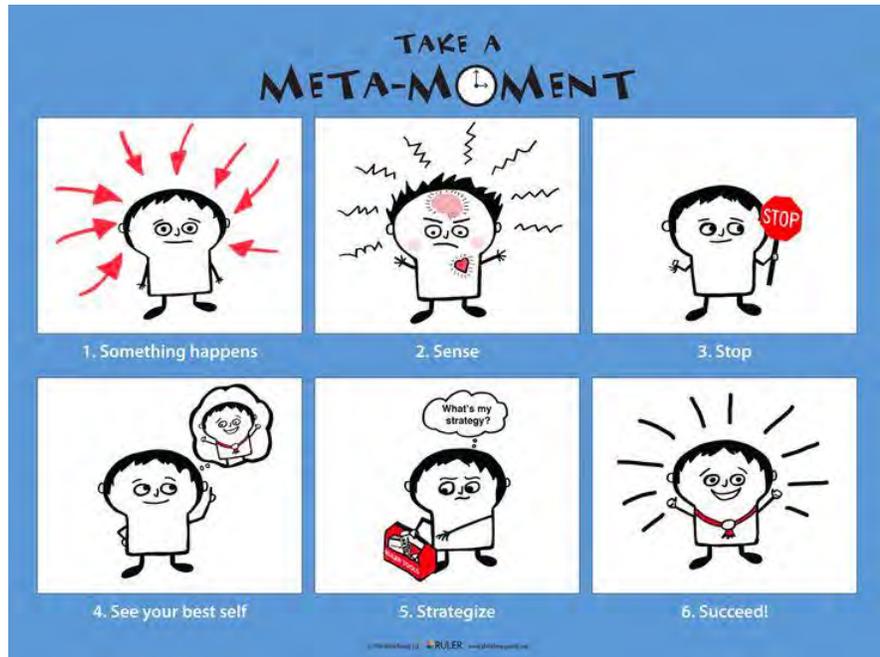


¹⁷ Yale Center for Emotional Intelligence. The anchors of emotional intelligence. *RULER*. Available at ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/.

¹⁸ Yale Center for Emotional Intelligence. The anchors of emotional intelligence. *RULER*. Available at ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/.

when they react to that change. Meta-moments are our first level of intervention and occur on an as-needed basis; they are an opportunity for students to reflect on how specific moments of strong emotion impact themselves and their classmates. Therefore, these will only occur in situations of strong emotions. As students develop and practice this skill, meta-moments will occur on a more independent level to encourage students to self-monitor.

At the beginning of the year, this skill is explicitly taught, and revisited regularly as needed.¹⁹ It is the split-second decision that one makes on how to act in response to their emotions. Teaching students to be cognizant of that decision helps them to develop self-awareness, and think more critically about their choices and the implications of their choices before acting.



This anchor chart will be displayed in the classroom for students to reference independently, or guided through if they are directed to “Take a Break,” to as they respond to a misbehavior pointed out by an adult or peer.

Blueprint:²⁰ are used for effectively managing conflicts through empathy. This strategy will be explicitly taught at the beginning of the year, but will be done on an as needed basis, much like meta-moments. The difference is that meta-moments allow students to self-monitor and regulate their reactions to their own emotions on a more individual level. Blueprints, however, serve as a peer-mediation strategy, and teach students to be reflective about past, present and future situations of conflict. The blueprint is designed to give students the opportunity to “consider a disagreement from the other person’s perspective as well as their own.”²¹ This empathetic approach teaches collaboration and problem solving skills, which are key to Elm’s core values.

¹⁹ Kubitz, M. (2015). The Meta-moment: controlling our emotions before they control us. *Great Schools*. Available at www.greatschools.org/gk/articles/the-meta-moment-controlling-our-emotions-before-they-control-us/

²⁰ Yale Center for Emotional Intelligence. The anchors of emotional intelligence. *RULER*. Available at ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/.

²¹ Yale Center for Emotional Intelligence. The anchors of emotional intelligence. *RULER*. Available at ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/.

When appropriate, students may be led to “Take a Break” with a Blueprint reflection process, rather than a Meta-Moment process. Teachers will teach both Meta-moments and Blueprints during Character Development, helping students walk through the process with real and personal scenarios. Blueprints can be used for a student who is stuck in a past situation, a present conflict s/he is having with a peer, or future situations, where s/he anticipates a feeling, a reaction, or a conflict. This is an incredibly powerful process that can prevent many potential conflicts.

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

For example, if a student is getting ready to work in a group and anticipates a conflict with a group member. In using this strategy, the student would reflect on how they might feel in that disagreement, how the other student might feel, and how both students might react to their feelings, and how their best selves can resolve that conflict.

Character Development Courses will also use lessons on Responsive Classroom strategies and learning Restorative Justice Practices. The Principal and Social Worker will create a scope and sequence and pacing guide incorporating all three curriculum for teachers to follow. A K-2 scope and sequence will look similar to the following:

Time Frame	Focus
August/ September	<p>RULER Feelings Word Curriculum:</p> <p>The intention of the Feelings Word Curriculum is to equip students with the vocabulary to describe the full range of their emotions. This is to ensure that students do not suppress their feelings, become confused, or displace their feelings on others as a result of not having the language to describe them. “Developmentally appropriate lessons are mapped directly onto the core curriculum and align with the Common Core State Standards. Students hone their emotional intelligence skills, enhance their writing and critical thinking skills, and develop the creativity, empathy, and advanced perspective-taking abilities they need to build mutually supportive relationships and make healthy decisions.”²² Through implementing these lessons, students will grow in all three Core Values of Community, Identity and Creativity.</p> <p>For each new cycle (5 lessons) a new feelings word²³ will be</p>

²² Yale Center for Emotional Intelligence. The feelings words curriculum. Available at <http://ei.yale.edu/ruler/the-feeling-words-curriculum/>

²³ Ruler Group. (2013). The feeling words curriculum. Available at <https://vimeo.com/52622669>

	<p>introduced, and the six lessons will go through the five steps, connecting each step to our Core Values, and academics like this:</p> <p><i>Lesson 1: Personal Association (Identity)</i> - Teachers and Students share stories related to the new feeling word to help students connect new vocabulary to background knowledge and experiences.</p> <p><i>Lesson 2: Academic Link (Academics)</i>- Students are provided a scenario or story relating to this new feelings word. Students analyze, reflect, and discuss how the character, historical figure or person experienced, reacted to, and regulated this feeling.</p> <p><i>Lesson 3: School-Home Partnership (Community)</i> - Students identify an important adult in their lives and interview this adult about how they have experienced, reacted to and regulated this new feelings word, and report back to the group to share and discuss.</p> <p><i>Lessons 4: Creative Connection (Creativity)</i> - Students have the opportunity to explore the feeling word using creative activities such as drawing, using puppets, creating sculptures, etc. to express the new feeling word in innovative ways using divergent thinking skills.</p> <p><i>Lesson 5: Strategy Session (Identity)</i> - Students focus on emotion regulation, where they brainstorm responses to different scenarios involving this feeling word. They will explore how feelings can be prevented, reduced, initiated, maintained or enhanced.</p>
<p><i>October/ November</i></p>	<p>In October and November, we will introduce restorative justice concepts through a series of lesson plans modified from “Teaching Restorative Practices with Classroom Circles” (see footnote)²⁴. The lessons are intended to familiarize students with various types of circle discussions and their potential uses. The lessons also help students compare and contrast Restorative Justice practices with punitive models, and brainstorm ways to build and maintain positive school communities. If necessary or appropriate, they may also provide an opportunity to address current community issues.</p> <p><i>Lesson 1: Overview</i> - Introduction to Circles <i>Lesson 2: Overview</i> - Agreements <i>Lesson 3: Overview</i> - Restorative Justice and the Chips Scenario <i>Lesson 4: Overview</i> - the Issues that Affect Us <i>Lesson 5: Overview</i> - Fishbowl Circle Discussion <i>Lesson 6: Overview</i> - Exploring Conflicts, Expressing Affection <i>Lesson 7: Overview</i> - Maintaining Our Community</p>

²⁴ Teaching restorative practices with classroom circles. Available at: <https://www.ocde.us/HealthyMinds/Documents/RP%20Resources/Teaching%20Restorative%20Practices%20with%20Classroom%20Circles.pdf>

<i>December/ January</i>	During the months of December and January, the entire school will engage in a character development project together. Within their classrooms, each class will spend their character development periods working on their part of the project. Every class will contribute something important to the completion of the project as a whole.
<i>February/ March</i>	During the time leading up to state testing (Years 3+), we will direct our Character Development blocks to preparing students socially and emotionally for successful test taking. This will be focused around the quality of resilience, tenacity, and perseverance, which we will strive to foster within every child at Elm. “Students are also more likely to persevere when they can draw on specific strategies and tactics to deal with challenges and setbacks. They need actionable skills for taking responsibility and initiative, and for being productive under conditions of uncertainty—for example, defining tasks, planning, monitoring, changing course of action, and dealing with specific obstacles.” ²⁵ Because Elm will feature significant inquiry and project based learning, growth mindset and problem solving strategies will be taught in the academic blocks, but specific strategies will be explicitly taught and practiced in regards to test taking, as test time approaches. This will include teaching non-cognitive competencies through strategies such as meditation, and reflection.
<i>April – June</i>	During these months, we will cycle back through the RULER feelings word curriculum as well as addressing Restorative Justice Topics during Character Development Time. Classes will go through a feeling word cycle of 5 lessons, and then will spend the next 5 lessons focused on 2-3 Restorative Justice Topics. These topics include: Growth Mindset, Conflict Resolution, Relationship Building, Anti-Bullying, Origin Stories, and a Legacy Project. The order of topics address and amount of time spent on each will be determined based on relevance and necessity as teachers get to know their students and class communities, and can determine what is most needed, and what students would benefit from most.

Community Circles

School-wide community circles will create a space for celebration and establish the school’s core values. Community Circle will include the entire school, students and staff, and will occur Wednesday mornings, in place of the classroom sunrise meeting, lasting thirty minutes. Community circles provide each class with the opportunity to share what has been happening in their classroom, and should in some way connect to their classroom sunrise meetings. For example, some classes may share a class chant or song. Each month, the community circles will be centered around an identified theme,

²⁵ Mind/Shift: How We Will Learn (2013). “How to foster grit, tenacity and perseverance: An educator’s guide. Available at: <https://ww2.kqed.org/mindshift/>

which students have been exploring in their classrooms. This might be a school core value, or a service project being completed at the school wide level.

Restorative Class Circles

Community circles are also an important part of the Restorative Justice model, but since they differ in tone and purpose from Community Circles, as specified above, we are choosing to use the term Restorative Circles when referring to circle conversations that serve as a response to misbehavior. At Elm, we believe that disciplinary infractions are a normal part of child development, and that often such infractions create teachable moments that can lead to significant social-emotional growth.²⁶ Restorative Circles may be scheduled for a whole class (Restorative Class Circle), or they may be composed of a smaller group of people more intimately informed about a conflict or problem (a Restorative Task Force).

Restorative Class Circles are structured, whole-class conversations intended to resolve conflict, find solutions to problems, develop skills at expressing and understanding emotions, and reset class norms/expectations after an incident has occurred. When misbehavior has impacted a critical mass of class members, for instance when a fight has occurred in front of everyone, or when something has been stolen, it may warrant such whole-group intervention. In these cases, Restorative Class Circles may be scheduled as needed, at the classroom level, during the Character Development and Sunset Meeting time during the day. Restorative Class Circles, can take a variety of forms,²⁷ including the Basic Circle, the Popcorn Circle, the Fishbowl (Witness) Circle, the Spiral Circle, the Feedback Circle, the Wheelhouse Circle, the Small Group/Student Circle. When a disciplinary infraction warrants being addressed as a whole group, the staff member who takes charge of facilitating it will work with the administration to determine which type of circle is most appropriate, and what questions/concerns will be addressed.

The Restorative Task Force is a protocol for a small-group Restorative Circle, which may be used in response to a disciplinary infraction that results in serious harm to an individual or the community. The Restorative Task Force will always be comprised of the following members:

1. The parties responsible for causing harm (Responsible Parties)
2. An advocate for the Responsible Parties (often a teacher/staff member)
3. The parties directly impacted by the harmful behavior (Impacted Parties)
4. An advocate for the impacted parties (often a teacher/staff member)
5. People indirectly impacted by the harmful behavior (Other affected parties, may include parents and/or friends)
6. A facilitator (usually an administrator)

When a high-level disciplinary infraction occurs, for instance serious property damage/theft, or serious bullying/violence/threats against a community member or members, a Restorative Task Force may be called, and a meeting will take place to

²⁶ Clifford, A. (2013). Teaching restorative practices with classroom circles. *Center for Restorative Practices*.

²⁷ Clifford, A. (2013). Teaching restorative practices with classroom circles. *Center for Restorative Practices*.

determine an appropriate response. Responses may include a variety of interventions/consequences (see R-09b) and they will be captured in a written agreement created by the Task Force. A typical Restorative Task Force circle will follow this procedure:

- “Each person will introduce themselves and their relationship within the Circle.
- Responsible Parties share what happened before, during, and after the incident, and how they feel about what happened.
- Affected Parties and Impacted Parties share what happened before, during, and after the incident, how they feel about what happened, and any questions they have
- [Advocates] are invited to share any thoughts or feelings about what they’ve heard.
- Facilitators will ask questions to help guide the process. Facilitators are *multi partial*, rather than *impartial*: they are committed to supporting and assisting all parties in helping each person tell their story well.
- Once everyone has spoken, the group will brainstorm a list of options for repairing the harm done. Choosing from the list, the group decides which options could best repair the harm and that address the most important issues...
- The Facilitators provide formal closure to the Circle...”²⁸

Effective restorative class circles are crucial to our school’s culture, as it embodies our core values of identity and community, where students are aware of how individual actions affect the greater community, and are held accountable to creating and maintaining the school culture.

Success Celebrations

Twice per year (at the end of the second and fourth quarters), students will have an opportunity to reflect and showcase their self-identified successes from that quarter. Throughout the quarter, through end of day reflections and end of unit reflections, students will have been reflecting on their work, and identifying areas of strength and weakness. At the end of the quarter, each student will select 3-5 pieces of work that they feel particularly proud of. One of these selections must come from the Character Development lessons, where students can reflect on their growth in the Core Values of Identity, Community and Creativity through their exploration of Emotional Intelligence. (Younger students will choose 5 pieces, older students will choose 3, since the depth of reflection will be differentiated based on age). Students will reflect on what they have learned, and why these pieces make them feel successful. Success celebrations occur when students create a gallery in their classrooms, and a buddy class comes to view their “Successes” asking questions, and celebrating together.

Parents will also be invited to success celebrations, as this will be how we conduct Parent-Teacher-Student Conferences. This gives students a chance to take ownership and share their successes with their families. When parents come in, they are invited to observe and ask questions about their child’s work pieces. We will ensure that parents

²⁸Office of Student Conflict Resolution. Restorative justice circles. University of Michigan. Available at <https://oscr.umich.edu/article/restorative-justice-circles>

understand the intention of this time is through the lens of a growth mindset, where students can talk about new content, how they struggled and achieved, and why they feel proud of the pieces they chose. The teacher will be present for any follow up questions parents may have, but this time is student directed. Having parents and the buddy class come to the gallery ensures that every student has someone to share their successes with, whether their parents attend the event or not.

Systems of Accountability to School Culture

Common Teacher Language and Management

Teacher Language is a key feature of the *Responsive Classroom* approach. It is important that this language be consistent throughout the school so that regardless of class, subject, or teacher, the language a student hears is consistent, eliminating confusion and eliciting a familiar response. In the *Responsive Classroom* approach, teacher language is divided into reinforcing language, reminding language and redirecting language, more specifically described in section R-09b – Discipline Policy. While responses to misbehavior may be decided on a case-by-case basis based on Restorative Justice’s practice of logical consequences, consequences are organized into tiers according to the severity of the disruption. Teachers will be provided with training and ongoing coaching on how to determine appropriate responses to misbehavior. These procedures include the various forms of “Take A Break,” as well as “Logical Consequences” and “Behavior Contracts” all found under R-09b – Discipline Policy.

Collaborative Team Meetings

Weekly collaborative team meetings will be a priority at Elm Community Charter School to foster grade team level rapport, sacred collaborative work time. During this time, teachers will work together to establish grade level goals, and plan lessons for upcoming units to create a sense of consistency across the grade level, while allowing teachers the opportunity to differentiate based on their individual student needs. It also allows teachers the opportunity to seek the support, and advice of colleagues either in academic or social emotional instruction in their classrooms. This type of supportive environment is key to fostering our core value of community at the adult level. It both gives teachers the resource of a larger wealth of knowledge from which they can improve their practice, as well as setting a model of collaboration for students.

Kid Talks

A key feature of these team meetings is “Kid Talks,” a space for teachers to voice their concerns about a specific student’s behavior and/or academic success. A Kid Talk is comprised of three agenda items: first, revisiting previously-discussed students to determine progress; second, addressing new issues for previously-referred students, and third, suggesting new student referrals. This maintains a specific structure for efficient use of time. When a teacher becomes concerned about a student, the teacher will suggest this student for the next “Kid Talk.” The Grade Team Leader will arrange a date, and the teacher will collect any evidence that may be helpful to present. The “Kid Talk” protocol (below) will be used to facilitate the conversation. As evidenced by the

protocol, Kid Talks are evidence-based. Teachers can ask clarifying questions and offer strategies or suggestions for how to correct misbehaviors or provide support in the area of need. Once a student has been brought up in a Kid Talk, the team develops a plan and revisit progress informally and formally during grade team meeting. If there is a lack of progression and need for greater intervention, teachers can decide whether this student should be discussed more thoroughly in a Response to Intervention (RTI) meeting.

Kid Talk Protocol Creating Strategies to Support Student Needs					
Student Name: _____ Grade: _____ IEP Date (If Applicable): _____					
<p>Step 1: Share-out about the Student Academically <i>This is evidence based on classroom observations and assessment data from individual teachers. This portion is filled out prior to the referral meeting.</i></p> <ol style="list-style-type: none"> 1. Academics: <ol style="list-style-type: none"> a. What is one strength this student demonstrates academically in your class? b. What is one area of concern that you have for this student academically in your class? 2. Based on Student Work - <i>Teachers will receive a packet of work produced by the student. All teachers in the meeting will have a copy of the packet to analyze (i.e., look for patterns, strengths, needs for support.)</i> <ol style="list-style-type: none"> a. What do you see as patterns in the student's work? b. What are some achievable short-term goals you think this student should have based on this work? c. What support does this student need according to the student work? 					
<p>Step 2: What Strategies or Supports Do You Already Use to Support _____? <i>Teachers will discuss methods of support that they use for this student in terms of reading, writing, and math skills. Teachers can also share how these strategies can also be used to support other student(s) with similar needs.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Supports or Strategies for Student Being Discussed</th> <th style="width: 50%; padding: 5px;">Other Student(s) that Benefit from Supports/Strategies</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>		Supports or Strategies for Student Being Discussed	Other Student(s) that Benefit from Supports/Strategies		
Supports or Strategies for Student Being Discussed	Other Student(s) that Benefit from Supports/Strategies				
<p>Step 3: Share-out about the Student Socio-Emotionally</p> <ol style="list-style-type: none"> 1. What are the student's social and emotional strengths? Are there any social or emotional concerns about the student? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Social or Emotional Strengths</th> <th style="width: 50%; padding: 5px;">Social or Emotional Concerns</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 2. Has the child expressed to any teacher information about their home life, school life, etc., that is a concern? 		Social or Emotional Strengths	Social or Emotional Concerns		
Social or Emotional Strengths	Social or Emotional Concerns				
<p>Step 4: What are our next steps?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="text-align: center; padding: 10px;"><i>Progress Monitoring</i></td> </tr> </table>		<i>Progress Monitoring</i>			
<i>Progress Monitoring</i>					

<i>Academic Progress (i.e., Progress in specific math skill or an aspect of TIED, etc.) Using a Rubric or Checklist</i>	<i>Socio-Emotional Check-Ins (i.e., Parent outreach, guidance counselor, peer mediation, RSP)</i>

Staff Sunrise Meetings

As a way of fostering a strong community amongst the school faculty, weekly staff sunrise meetings will occur on Wednesdays at the start of the professional development time from 12:30-12:50PM. These meetings will operate much in the same way as sunrise meetings in the classroom, with grade level teams alternating in leading the meeting. They will include a quick greeting, and time of sharing (focused on a specific prompt - for example, successes in the classroom this past week), activity and message. The leadership team will address any announcements, celebrations, or acknowledgements with the staff as the message. This meeting allows the team to re-center, as we well as foster ongoing relationships for teachers to interact with members from different grade level teams.

RC Training, RULER Training

All teachers and other faculty will go through Responsive Classroom training the summer before the school year begins. This training occurs in a 4-day workshop course called “Responsive Classroom Course for Elementary Educators.” For consistency, it is important that all staff complete this training. There is a second course in Responsive Classroom Training, “Responsive Classroom Advanced Course for Elementary Educators” and all teachers will complete this course during their first year at Elm. In addition, selected members of the faculty (teachers from different grade levels, principal, and guidance counselor or social worker) will attend RULER training at YALE prior to the start of the school year. After receiving this official training, those staff members will be responsible for leading the rest of the staff in professional development sessions that prepare them to implement the RULER strategies listed above.

End of Year Staff Retreat

At the conclusion of the school year, the staff will be gathered to reflect on the year’s accomplishments through a reflective retreat. This staff retreat is integral to the building of our adult community at Elm. If possible, this will occur at a location outside of the school facilities, and will be organized and planned by the leadership team. Topics to be covered will include: curriculum adjustments, teacher growth goals and career trajectory, and school-wide goal setting.

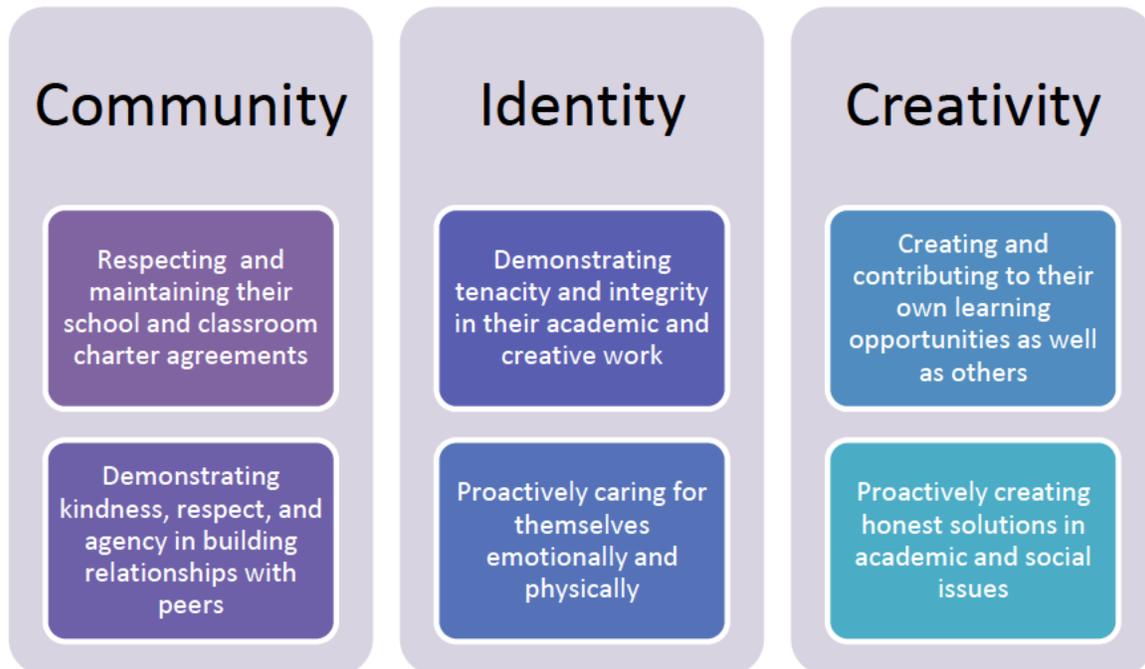
R09b - Discipline Procedure

Code of Conduct

Elm is committed to creating an environment where all students have the right to form their own identity, seize any opportunities, and shape their school community in meaningful ways.

Elm students have the responsibility of respecting and supporting one another in each one's academic and creative purpose. Elm students have the right to be respected as individuals and to have their own academic and creative goals respected and supported by members of the community.

Elm Students will honor and embody the core values by:



This code of conduct, which upholds integrity, kindness, resilience, respect and care for self and others, and creativity, also applies to Elm staff, who are expected to model and mirror the core values, both personally and professionally, in their adult learning communities. Holding all members of Elm Community Charter School to these shared values will ultimately create strong accountability and school culture.

In cases where Elm's code of conduct is violated, Elm's Student Discipline Policy, for general education and special education, will be followed and executed.

Student Disciplinary Policy

In-School Disciplinary Measures

At Elm, we believe that prevention is the foundation of creating a strong discipline system. We have elected to train teachers in the Responsive Classroom and RULER programs because we believe both of these approaches will help students develop better social-emotional and behavior-regulating skills, minimizing disciplinary infractions.

Our in-school disciplinary procedures will largely follow the Restorative Justice framework and follow three phases: “prevention, intervention and reentry in response to conflict/harm.”¹

Phase One: Prevention

Prior to giving consequences for misbehavior, teachers must teach students what the expectations will be, and provide them with an opportunity to practice and receive feedback. In the Responsive Classroom Approach, this is done through Interactive Modeling, where the teacher models expected behaviors, coaches the class or specific students through it, and leads the class in practicing it frequently. Often, this will require teachers to interrupt class activities to restart and redo transitions or behaviors until expectations are met. At Elm, teachers will prioritize setting these expectations and procedures from the very beginning. The first 2 weeks of school will be set aside for culture building, where procedures and routines are integrated into lessons, and time is allotted for frequent practice. Our ultimate goal is that as the year progresses, students become more aware of when they are not aligned to their peers, and how their actions affect others positively or negatively. Procedures that were once explicitly taught will be gradually released to students. The below chart will be posted to help students in self assessing their understanding of expectations and monitor the level of support they need in order to be successful.

Step 1	<i>Description & Purpose</i>	What are we learning to do? Why is it important I learn this?
Step 2	<i>Teacher Shows & Students Comment</i>	Do I need the teacher to show me? What did I observe?
Step 3	<i>Students Show & Teacher and Students Comment</i>	Do I need a classmate to show me? What did I observe?
Step 4	<i>Whole Class Practices & Teacher Comments</i>	What went well? What can I continue to work on?

¹ Los Angeles Unified School District. Restorative justice in LAUSD. Available at <http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/293/Restorative%20Justice%20Statement.pdf>

Phase Two: Intervention & Phase Three: Re-entry

The levels of intervention and re-entry will vary based on the severity of the infraction. We have categorized infractions at Elm into tiers:

1. Minor Disruptions
2. Progressive Interventions
3. Serious Behavior Infractions

Tier 1: Minor Disruptions

After students have been set up for success through clearly established expectations and procedures, Elm teachers will follow protocol that allows them to intervene or mitigate anticipate disruptions. Misbehaviors can include: failing to follow instructions, being disruptive to the class environment, or behaving in a way that is inconsistent with Core Values. At the end of every behavioral intervention is a conversation with the lead teacher using language from the *Responsive Classroom*. Goals will be set or revisited, skills will be taught to replace the misbehavior, parents will be notified, and behaviors will be logged into our school-wide tracker.

Before Misbehavior Occurs: Reinforcing Language	<p>Prior to misbehavior, students will be encouraged with reinforcing language outlined in the Responsive Classroom Approach. This gives students a chance to reflect on what went well, and what choices promoted the most success in their learning environment.</p> <p>Example of Reinforcing Language:</p> <ul style="list-style-type: none">- Students were able to successfully complete an activity. Teacher says, "We were able to _____, what helped us concentrate so that we could be successful?"
First Infraction: Verbal Reminding and Redirection	<p>The first time misbehavior occurs, the student will be redirected using reminding and redirecting language outlined in the Responsive Classroom Approach.</p> <p>Example of Reminding Language:</p> <ul style="list-style-type: none">- Student is off task, teacher says "Think about what you can do to help yourself concentrate right now." or "What is your job right now?" <p>Example of Redirecting Language</p> <ul style="list-style-type: none">- Class is walking in the hallway and a few students are out of line, talking, and being disruptive. Teacher says "Freeze. Everyone show me what this line should look like."

<p>Second Infraction: Take A Break</p>	<p>The second time misbehavior occurs, the student will be told to “Take A Break.” There will be a designated “Take A Break” space in each classroom or school space, where students will go to take time out, reflect on their behavior, and prepare to rejoin the class. During Take-A-Break, students will be provided with reflection sheets, which will vary for different grade levels. Meta-moment (if the misbehavior was individual), or Blueprint (if the misbehavior involved conflict with another student). This will guide the reflection. Take-A-Break always concludes with a restorative conversation between the teacher and student about the behavior, what a better choice would have been, and discussion of how we can proceed respectfully and appropriately, setting a goal for the rest of the day. All Take-A-Breaks will be recorded by the classroom teacher to be added to the school wide tracker. If this becomes chronic (the same student Takes-A-Break every day for a week,) a parent conversation will occur.</p>
<p>Third Infraction: Take A Break - Buddy Class</p>	<p>If misbehavior persists after the student has taken a break in their own classroom or school space, they will be required to “Take A Break” in a designated “Buddy Class.” The same process will ensue, however this time, before the student returns to the classroom, they will have a reflection and restorative conversation with the Buddy Class teacher, setting a goal for the rest of the day that they will report back to their teacher when they return to class. This process is time-consuming but effective, and possible due to our staffing model where there are generally 2 teachers per classroom. All Take-A-Breaks will be recorded by the classroom teacher to be added to the school wide tracker. If a student Takes-A-Break in a buddy class more than 3 times in one week, a parent conversation will occur.</p>
<p>Fourth Infraction: Take A Break - Principal</p>	<p>If misbehavior persists, student will “Take A Break” in the leadership office. At this point, the Principal, or leadership team member, can refer further intervention/consequences if necessary, depending on the severity of the misbehavior. All Take-A-Breaks will be recorded by the classroom teacher to be added to the school wide tracker. At this stage, there will be a parent conversation each time.</p>

Logical Consequences Philosophy

As a part of our commitment to helping students develop pro-social, problem-solving skills, we believe that logical consequences should be applied as often as possible. Logical consequences are interventions that help students form associations between their misbehavior and the negative outcomes it produced. While the protocol above should be followed for general and minor student disruptions, for more specific misbehaviors Elm teachers will use the following logical consequences, as outlined in the Responsive Classroom Approach to Teaching:

"You Break It, You Fix It"	This is used when students are able to correct the misbehavior i.e., if something has been broken or a mess has been made. Example: <ul style="list-style-type: none">- If a student makes a big mess in the classroom, his/her consequence would be to clean up the mess.
Loss of Privilege	This is used when students' misbehavior informs the teacher that they are not handling a specific privilege appropriately, or when student behavior does not meet pre-established expectations. Example: <ul style="list-style-type: none">- A student consistently uses a class resource in a way that is damaging to it. The consequence would be that the student loses the privilege of using that tool. Teacher would review proper use of the tool with the student, so that they could try again the following day.

An additional tool that offers Elm teachers direction and guidance around logical consequences will also be provided to teachers during the Summer Institute and can be found below in Appendix A.

Chronic Misbehavior within the Restorative Justice framework:

At Elm, we recognize that students come to us with different levels of experience and different natural tendencies to emotionally regulate and manage their behaviors. We take a long view of student behavioral growth, and recognize that within a single school year, there will be students who consistently struggle to meet expectations in a rigorous classroom environment. For this reason, and because we want to emphasize inclusion and minimize isolation and suspension, we will dedicate deliberate team planning time to the development of individualized behavior plans for students who chronically struggle. When teachers notice a pattern of misbehavior in students, they will bring up their concerns with other teachers and leaders during Kid Talks. The team will then discuss the child's behavior patterns, and assess what next steps should be. Depending on the situation, next steps might include a Behavior Contract or Behavior Intervention Plan.

Behavior Contract	A behavior contract is crafted and signed by the teacher and student. It describes the chronic misbehavior, the expected behavior, a consequence for continued misbehavior, a reward for exhibiting expected behavior, and a timeline. Parents will be expected to also partner with teachers in holding students accountable and will be required to sign behavior contracts as well.
Behavior Intervention Plan	“A behavioral intervention plan is a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.” ²

Tiers 2: Progressive Interventions

In keeping with a Restorative Justice framework, staff at Elm will be trained in responding to misbehavior on a case-by-case basis rather than applying a one-size-fits-all, model. While we expect that staff will follow the previously outlined protocol for general disruptions, we have designed the following chart to serve as a toolkit from which we teachers might draw alternative logical consequences, or from which a leader might craft an appropriate behavior intervention for a more severe case. Specific responses to misbehavior will be determined according to a number of variables including the seriousness and frequency of the misbehavior, and the outcomes of restorative conversations or meetings that might occur. We have included the following points to clarify the intentions of the toolkit:

- In the table below, we have frequently used the term “restorative conversation” or “restorative consequence.” We believe that when wrong has been done, deliberate actions must be taken to rebuild trust between the affected parties. As a part of our commitment to Reentry, or reintegration of the wrongdoer into the class or school community, we will often require students to participate in Restorative conversations. These are opportunities for students on the receiving end of wrongdoing to explain the impact that the harmful behavior has had on them, and they are also opportunities to find a fair and logical consequence that will not only deter future misbehavior, but also repair damaged relationships between the involved parties. A staff member will always facilitate a restorative conversation between students. In the case where a restorative conversation must occur between a staff member and a student, the conversation will be facilitated by a grade team leader (less

² New York State Education Department. (2011). Behavioral intervention plans. Available at <http://www.p12.nysed.gov/specialed/publications/topicalbriefs/BIP.htm>

serious cases) or an administrator (more serious cases). A Restorative consequence is the deliberate action that a student or stakeholder takes to repair a damaged relationship. It is often decided during a restorative conversation.

- At Elm, we believe in empowering teachers to manage their classrooms with fair and logical consequences. Teachers have the liberty to call parents on an as-needed basis, and implement interventions such as Makeup Time if students need to return to the classroom for a restorative consequence. The following limitations apply.
 - Teachers may assign Makeup Time during lunch/recess. Teachers will not assign Makeup Time during creative courses or other academic time.
- While we want teachers to feel empowered to handle discipline infractions within their classrooms (through the first level of Take a Break and logical consequences), we recognize that repeated or serious infractions require further intervention. If teachers send students to the office with a Take a Break - Principal referral, the leadership team will assume the responsibility of developing and administering appropriate consequences. Likewise, teachers should refer students to administrators for the following behaviors: leaving class without permission, defiance, threats, harassment, assault/physical harm, inappropriate touching or behavior, tampering with school equipment, vandalism, theft from a staff member/student, possession of dangerous items or weapons, possession of controlled substances, inappropriate language, and inappropriate use of school materials. Administrators and the school Operations staff are responsible for managing interventions related to tardiness, truancy, misconduct on school transportation, and dress code violations.
- As stated previously, we believe that behavior infractions are a normal part of social-emotional development, and that they offer the opportunity to create teachable moments for students. When a behavior infraction occurs that impacts the class community, it may be appropriate for a teacher to schedule a Restorative Class Circle about the behavior, its consequences, and alternatives for the future. In such cases, unless the class directly observed the incident in question and the Restorative Class Circle is part of a Restorative consequence, staff members leading the Restorative Class Circle will preserve the anonymity of students who committed and/or were victims of the misbehavior.

Infractions	Description	Possible Response to Misbehavior
General Disruption Outside the Classroom	Tardiness: Encompasses being late to school, or late to an individual class. Tardiness results in a loss of instruction, teamwork, and investigative time, and has such negatively impacts entire groups	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home (mandatory) ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Earns "Makeup Time"

	<p>as well as individuals, often resulting in lower achievement.</p>	<ul style="list-style-type: none"> ● Potential PID (promotion in doubt) status
	<p>Truancy/Cutting Class: Encompasses any absences or deliberate departure from school-mandated events or activities that have not been explicitly permitted, in writing, by the legal guardian. School-mandated activities may include classes, trips, events, and Makeup Time. It is considered cutting class if students leave the room without permission.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report, AND ● Phone Call Home (mandatory) AND ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) AND ● "Makeup Time" (before school/during school/after school/Saturday School)
	<p>Misconduct on School Transportation: May include (among other things) failure to follow instructions, inappropriate language, inappropriate touching, harassment, assault, and/or dangerous behavior.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone Call Home ● Restorative conversation between stakeholders (students/transportation official/school official) ● Logical consequences, may include: <ul style="list-style-type: none"> ○ revocation of transportation privileges
	<p>Tampering with School Equipment: Encompasses any handling of school equipment without explicit verbal (or, in appropriate cases, written) permission, regardless of whether or not such material is removed or damaged.</p> <p>Examples of tampering: handling/adjusting/using alarms, clocks, electronic devices including computers and data management systems, any telephones, walkie-talkies or intercom systems</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home ● Restorative conversation between stakeholders (students/school official) ● Logical / Restorative consequences ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Revocation of privileges related to school equipment
	<p>Dress Code Violation Encompasses the display of inappropriate or violent language/images, gang-affiliated clothing/accessories, and/or clothing that is distracting/revealing.</p> <p>Examples of dress that may be "too revealing": -visible underwear including panties, boxers, briefs, and bras</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Inappropriate clothing turned inside-out ● Clothing loaned from office ● Students required to unroll / untuck skirts ● Students required to wear belt ● Phone call home (if repeated/egregious)

	<p>-pants/skirts that sag below the hips and reveal skin or underwear</p> <p>-shorts/skirts that fall less than $\frac{3}{4}$ of the way down the thigh</p> <p>-Spaghetti straps / tank tops that are low-cut (> 3 inches below neckline) and/or have large arm holes (>2 inches below armpit)</p> <p>-See-through shirts/tanks/tees</p> <p>-Pants/shorts with holes that reveal skin or undergarments between hips and legs ($\frac{3}{4}$ of the way down the thigh)</p> <p>-Shirts that reveal midribs or lower backs</p>	
Classroom Disruption	<p>Unpreparedness: Encompasses failure to bring books, equipment or assignments that results in disruption of learning for individuals or groups.</p>	<ul style="list-style-type: none"> ● Opportunity to borrow books/equipment ● Logged in Core Values report ● Phone call home (if repeated/egregious) ● Logical / restorative consequences.
	<p>Unpermitted Candy, Food, Gum and Beverages: Encompasses any consumption of food, non-water beverages, and gum without explicit permission of a teacher/school leader. This includes eating outside of designated times, or eating restricted food items.</p> <p>Designated times: -Whole-group snack time (determined by grade level) -Breakfast / lunch / after school meal time</p> <p>Restricted food items: <i>In general, students at Elm should not possess:</i> -Allergens such as foods with peanuts -Gum</p> <p><i>Students at Elm should only possess with explicit permission</i> -Candy, cookies, cakes, baked goods and other sweets -Any beverage other than water, including: soda, energy drinks, hot chocolate/coffee, juice / iced tea / fruit beverages</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Food / gum is discarded ● Student gives excess food to teacher, to be held until the end of the day ● <i>If allergen is involved:</i> restricted food item is removed to a safe location, or discarded ● Student cleans personal space / mess created by food ● Phone call home (if repeated/egregious) ● Logical / Restorative consequences (if repeated/egregious).

	<p>Cheating/Plagiarism: Encompasses any form of academic dishonesty including unpermitted communication during assessments, unpermitted use of books or equipment, copying, taking undue credit for work</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home ● Does not earn credit for original assignment ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Opportunity to redo assignment for a reduced grade ● Logical / Restorative Consequences ● Frequent violations may result in more serious consequence such as academic failure or in-school suspension.
	<p>Forgery: Encompasses any instance of false representation on paperwork, including false permission to attend/participate in a school function or event, or falsified communications between a student's parents and teachers (where either a school representative or a guardian's signature has been written falsely)</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home ● Does not receive credit for forged document ● Not allowed to participate in extracurricular event/activity related to document ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Logical / restorative consequences
	<p>Lying to a School Leader: Encompasses any deliberate distortion or misrepresentation of the truth to school personnel.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home ● Restorative conversation ● Logical / restorative consequences ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities)
	<p>Disrespect: Encompasses deliberate failure to follow instructions, use of inappropriate language in speech or in writing, use of inappropriate time/place/manner to address conflicts with peers or authority figures.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Take a Break (in class) ● Take a Break (other room) ● Phone call home ● Restorative conversation / possible Restorative Circle ● Logical / restorative consequences ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Frequent or extreme cases of disrespect may lead to larger

		consequences, including parent meetings, temporary or permanent removal from a class space, detention, or in-school suspension.
	<p>Defiance: Encompasses any deliberate effort to oppose the instructions and/or authority of a school official or representative, including any school personnel, or designated monitors (e.g. parent/community volunteers during school events).</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Take a Break (in class) • Take a Break (other room) • Phone call home • Restorative conversation / Possible Restorative Circle • Logical / restorative consequences • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Frequent or extreme cases of defiance may lead to larger consequences, including parent meetings, temporary or permanent removal from a class space, Makeup Time, in-school suspension, or suspension
Threats, Harassment, Assault	<p>Threats: Encompass any intentional, intimidating behaviors that detract from feelings of safety among school community members and affiliates. Threats include any type of intimidation, whether verbal, physical, written, online, or otherwise.</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force (with parents) • Restorative consequence (determined by Restorative Task Force). • Possible Restorative Circle • Parent meeting • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Frequent or extreme threats may lead to larger consequences, including temporary or permanent removal from a class space, in-school suspension, or expulsion.
	<p>Harassment: Encompasses behaviors that detract from feelings of safety and value among school community members and affiliates. These behaviors include repeated threats/bullying (in-person or online), intimidation, teasing/tormenting/ causing distress. They may also include lewd comments, unwanted sexual advances, or disparaging/denigrating remarks related to sexual, gender, racial, religious, or other identity.</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force (with parents) • Restorative consequence (determined by Restorative Task Force) • Possible Restorative Circle • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Frequent or extreme harassment may lead to larger consequences, including temporary or permanent removal from a class space, in-school suspension, or expulsion.

	<p>Assault: Encompasses any deliberate physical altercation against a student, staff member, or school affiliate, including hitting, kicking, punching, biting, groping, and any form of non-consensual sexual contact.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home ● Mediated opportunity for victim advocacy / statement of impact / need, or Restorative Task Force ● Restorative consequence (possibly decided by statement of impact/need or Restorative Task Force). ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Frequent or extreme assaults may lead to larger consequences, including temporary or permanent removal from a class space, suspension, or expulsion.
	<p>Physical Harm: Encompasses any behavior that detracts from the safety of individuals, groups, or the school environment, and includes fighting, play-fighting, intimidation, pushing, touching, and/or any other form of unwanted touch.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home ● Mediated opportunity for victim advocacy / statement of impact / need, or Restorative Task Force ● Restorative consequence (possibly decided by statement of impact/need or Restorative Task Force). ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities)
	<p>Inappropriate Touching or Behavior: Encompasses any type of sexual behavior or contact.</p>	<ul style="list-style-type: none"> ● Logged in Core Values report ● Phone call home <p>If a student was victimized:</p> <ul style="list-style-type: none"> ● Restorative Task Force ● Restorative consequence (determined by Task Force) ● Earned extra supervision ● Mandatory counseling ● Possible Restorative Circle ● Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) ● Frequent or extreme inappropriate touching may lead to larger consequences, including temporary or permanent removal from a class space, suspension, or expulsion. <p>If all parties participated:</p> <ul style="list-style-type: none"> ● Restorative Task Force ● Restorative consequence (determined by Restorative Task Force)

		<ul style="list-style-type: none"> • Earned extra supervision • Mandatory counseling session(s) • Possible Restorative Circle • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Frequent or extreme inappropriate touching may lead to larger consequences, including temporary or permanent removal from a class space, suspension, or expulsion.
Possession or Use of Dangerous Items/Weapons	Possession or Use of Firearms: Encompasses possession/use of any type of firearm, including BB guns.	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Hearing • In compliance with the Gun Free Schools Act, 20 U.S.C. §7151, Elm will expel, for a period of not less than one year, any student has been found to have brought a firearm to school, or to have possessed a firearm at school, or at any school-related activity or event.
	Possession of Fake Firearms: Encompasses possession/use of any item that may be mistaken for a firearm, including toys.	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force meeting • Restorative consequence determined by Task Force. • Mandated suspension of at least 10 days • Mandated counseling • Possible expulsion
	Weapons/Dangerous Objects: Encompasses the possession or use of objects that endanger the safety of individuals or the community, including but not limited to sharp objects such as knives and razors, and objects intended to inflict blunt-force trauma such as bats.	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force meeting • Restorative consequence determined by Task Force. • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Mandated suspension of at least 10 days • Mandated counseling • Possible expulsion
	Arson: Encompasses any activity which may result in the creation or spreading of a fire. Arson includes activities which may accidentally result in the creation or spread of a fire/explosion (e.g.	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force meeting • Restorative consequence determined by Task Force. • Does not earn (lunch with peers, recess, non-academic field trips,

	playing with a lighter/matches), and also any activities specifically intended to create or spread a fire/explosion (e.g. intentionally lighting an object on fire without adult supervision)	<p>participation in extracurricular activities)</p> <ul style="list-style-type: none"> • Mandated suspension • Mandated counseling • Financial liability • Possible expulsion
Possession, Use or Distribution of Alcohol, Tobacco or Controlled Substances	Possessing or Using Drugs/ Alcohol Encompasses handling and holding of any drugs or alcohol.	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force meeting • Restorative consequence determined by Task Force. • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Mandated suspension of at least 10 days • Mandated counseling • Contact with Social Services and/or Law Enforcement • Possible expulsion (for repeated or egregious possession)
	Selling/Distribution of Drugs/Alcohol	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force meeting • Restorative consequence determined by Task Force. • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Mandated suspension of at least 10 days • Mandated counseling • Contact with Social Services and/or Law Enforcement • Possible expulsion (for repeated or egregious sale)
	Use or Possession of Tobacco	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Restorative Task Force meeting • Restorative consequence determined by Task Force. • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Mandated suspension of at least 10 days • Mandated counseling • Contact with Social Services and/or Law Enforcement

		<ul style="list-style-type: none"> • Possible expulsion (for repeated or egregious possession)
Language/ Civil Rights Violation	<p>Inappropriate Language: Encompasses any language that may be considered abusive, profane, vulgar, or degrading.</p> <p>Examples: racial, sexist, and homophobic slurs.</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Take a Break (in class) • Take a Break (other room) • Restorative conversation • Logical / restorative consequences • Phone call home • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Frequent or extreme cases of inappropriate language may lead to larger consequences, including parent meetings, temporary or permanent removal from a class space, detention, in-school suspension, suspension, or expulsion.
Theft/Vandalism	<p>Theft: Encompasses deliberate movement or removal - temporary or otherwise - of an item from the possession of its owner, whether the owner is a student, school personnel, or a school affiliate.</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Return or replacement of item(s) • Restorative meeting including admission of theft to stakeholders (parents, teachers, other involved students) • Earned extra supervision (e.g. checking items in book bag with school administrator) • Logical / restorative consequences may include: • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities) • Frequent or extreme cases of theft may lead to larger consequences, including detention, in-school suspension, suspension, or expulsion.
	<p>Vandalism: Encompasses any activity which causes deliberate damage to school property.</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Repair or replacement of item(s) • Restorative meeting including admission of vandalism to stakeholders (parents, school staff, other involved students) • Earned extra supervision (e.g. being monitored during transitions / bathroom breaks) • Logical / restorative consequences • Does not earn (lunch with peers, recess, non-academic field trips,

		<p>participation in extracurricular activities)</p> <ul style="list-style-type: none"> • Frequent or extreme cases of vandalism may lead to larger consequences, including detention, in-school suspension, or expulsion.
	<p>Loss of School Property: Encompasses any activity which prevents or decreases community access to school property and equipment.</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Phone call home • Return or replacement of item(s) • Restorative meeting including admission of loss to stakeholders (parents, staff members, other involved students) • Logical / restorative consequences • Does not earn (lunch with peers, recess, non-academic field trips, participation in extracurricular activities)
	<p>Inappropriate Use of School Materials: Encompasses any use of school equipment for a purpose that is inconsistent with its academic or instructional aim. This includes improper use of school supplies, furniture, and technology.</p> <p>Examples of inappropriate use of technology: -Use of email, chat rooms, social media without explicit consent of a teacher / school leader -Navigation to websites that are inappropriate, or incompatible with the class's academic aims</p>	<ul style="list-style-type: none"> • Logged in Core Values report • Restorative conversation about inappropriate use of materials with staff member • Phone call home • Logical / restorative consequences
Failure to Comply with Consequences	Failure to Comply with Consequences	<ul style="list-style-type: none"> • Consequences at Elm are intended to be fair, emphasizing compassion and inclusion for students who commit infractions while firmly disavowing negative behaviors. Logical consequence will be applied when possible, but repeated behavior infractions will result in progressively harsher consequences which may ultimately lead to suspension or expulsion.

Tier 3: Serious Behavior infractions

At Elm, we are committed to keeping students in the classroom, and integrated with the community, to every reasonable extent. Still, we recognize that there are some instances that call for student removal from the community. The

following student disciplinary actions may occur in tier 3 incidences:

- **Short-term Suspension:** removal of student from School for a period of 10 or less school days
- **Long-term Suspension:** removal of student from School for a period of more than 10 school days
- **Expulsion:** permanent removal of a student from School for disciplinary reasons

In-School Suspensions

In-School suspensions may only be imposed by the Principal and requires students receive instruction and learning materials in a separate location different from their normal classroom.

While any Elm staff witnessing an infraction may execute in-school disciplinary measures, only the Principal and Board of Trustees may impose in-school suspensions. The following protocol must be adhered when an Elm staff member recognizes the potential for suspension³:

1. Staff member addressing the conduct hears all parties involved and assigns appropriate and logical consequences
2. If necessary, student is removed from the class
3. The school will schedule a meeting with a parent or guardian to discuss the infraction and consequences

In-school disciplinary actions are detailed in the above section “In-school disciplinary measures,” and may include any of the following interventions:

- Behavioral contract
- Behavioral plan
- Loss of privileges
- Logical consequences
- Impromptu meeting with parent

Short-term Suspensions

Short-term suspensions (10 days or fewer) may only be imposed by the Principal and follow the below protocol:

1. If necessary, student is immediately removed from the class
2. Misbehavior and charges are clearly explained to the student by a member of the leadership team or Social Worker
3. The parent/guardian is notified of the short-term suspension via phone call and written statement
4. Student must be picked up by an adult to receive the suspension letter and discuss the details of the infraction.
5. During this meeting, the student may deny or explain his or her version of the event. The parent or guardian will be shown evidence against the

³ See below table of possible student behavior that warrants different types of suspensions

- student.
6. When requested, parents will be given information on the appeals process to the Board of Trustees or authorizer, including contact information for the Board or Authorizer.
 7. A meeting is scheduled upon the student's return to discuss the infraction, goals and expectations, and supports to put in place

Long-term Suspensions & Expulsion

Long-term suspensions (more than 10 days) or expulsion may only be imposed by the Principal or Board of Trustees and follows the below protocol:

1. If necessary, student is immediately removed from the class.
2. Charges are clearly explained to the student by a member of the leadership team or Social Worker.
3. The parent/guardian is notified of the long-term suspension via phone call and written statement.
4. Student must be picked up by an adult to receive the suspension letter and discuss the details of the infraction. If the adult is not the student's parent or guardian, a written notice of the suspension will be sent to the student's last known address.
5. During this meeting, the student may deny or explain his or her version of the event. The parent or guardian will be shown evidence against the student.
6. The school will set a hearing date and send the following information to the student's parent or guardian in written form:
 - o Charges and statement of the evidence
 - o Date, time, and location of hearing
 - o The right for parent or guardian to bring legal counsel
 - o The right for parent or guardian to cross-examine witnesses
7. After the Principal, the Board of Trustees, or hearing officer (determined by either of the aforementioned) hears the case, a written decision will be sent to the parent or guardian, the school's Board of Trustees, and kept on file in the student's permanent record.
8. When requested, parents will be given information on the appeals process to the Board of Trustees or authorizer, including contact information for the Board or Authorizer.
9. A meeting is scheduled upon the student's return to discuss the infraction, goals and expectations, and supports to put in place.

Appeals Process

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). The Principal's decision to impose a short-term, long-term suspension, or expulsion may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4). Parents or guardians pursuing the appeals process shall be

scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.

Alternative Instruction during Removal

Alternative instruction will be provided for students who are removed from class for in-school, short-term, or long-term suspensions, and will begin on the first day of the student's suspension. At minimum, students who are removed will receive 1 hour of instruction and learning materials daily, which they will receive at a separate location. When feasible, staff members will be asked to provide alternative instruction to students before and after materials and assignments are completed in order to provide clarification, concise lessons, or feedback. Our aim is to provide sufficient supports so that students are able to keep up with the class. During this time, the Social Worker will coordinate teacher schedules, student materials, student location, and provide emotional supports in order to create necessary interventions and a sound re-entry plan.

Gun-Free Schools Act

In accordance to the Gun-Free Schools Act, Elm will execute a suspension period of no less than a year for students who are determined to have brought firearm to school, or possessed a firearm at school. The Board of Trustees and Principal may modify such suspension requirements on a case-by-case basis. The suspension will begin following a due process hearing. "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law).

Harassment, Bullying, and Discrimination

In compliance with New York State's Dignity for All Students Act (DASA), Elm's discipline policy prohibits harassment, bullying, and discrimination against any student by any fellow student or employee. Students identified as creating a hostile environment through threats, intimidation, or abuse (including cyber bullying) will undergo the following protocol:

1. If necessary, the student will be removed from the class.
2. Infraction will be explained and discussed with student by a member of the leadership team or Social Worker.
3. The Principal or members of the leadership team will investigate all parties involved.

4. The witnessing staff member and member of the leadership team will determine whether the consequence is categorized as tier 1, 2, or 3, and implement a logical, restorative, or punitive consequence
5. Parent/guardians of all involved parties will be notified of the infraction and consequence via phone call and written statement
6. Student must be picked up by an adult to receive the written statement and discuss next steps, including but not limited to:
 - a. In-school counseling sessions for the bully
 - b. Restorative counseling sessions between bully and victim
 - c. Switching of classes
 - d. The prohibiting of retaliation against any individual who, in good faith reports or assists in the investigation of the case
7. Follow up meeting will be scheduled to ensure improvement

Behaviors for Suspensions and Expulsions

The following chart details behaviors for which suspensions or expulsions may apply:

<i>Consequence</i>	<i>Student Behavior</i>	<i>Procedure</i>
In-school Suspension:	<ul style="list-style-type: none"> ● Possession of drugs, alcohol, or tobacco (small amounts, not intended for distribution/sale) ● Threat/ Verbal abuse/ Intentional Bullying ● Low-level (e.g. pushing, hitting, punching, kicking, wrestling with minimal physical harm) or mid-level (e.g. throwing furniture, hitting/punching/kicking with observable but mid-level) physical violence ● Frequent or egregious... <ul style="list-style-type: none"> ○ Cheating/Plagiarism ○ Disrespect/Defiance ○ Vandalism ○ Theft ○ Inappropriate language ○ Harassment/Threats 	<ul style="list-style-type: none"> ● Student is removed from normal instructional space and sent to a designated location to complete class work. Student is informed of the infraction and given an opportunity to respond. ● Parents are informed of the infraction and immediate response by the student and administrators, and a Restorative Task Force meeting is scheduled. In the meantime, the student attends in-school-suspension. ● Restorative Task Force meeting occurs, including parents/guardians. In addition to the in-school-suspension, restorative consequences are decided and captured in writing. <ul style="list-style-type: none"> ○ If parents/guardians are unable to attend the Restorative Task Force meeting, then a written notice will be sent by express/registered mail to their last known address, informing them of the outcomes of the meeting. Parents/guardians will also be

		<p>contacted by phone. Non-English speaking parents will be informed, both verbally and in print, in their native language.</p> <ul style="list-style-type: none"> • Staff will collect work for students to complete during in-school-suspension period.
<p>Short Term Suspension: Removal from school for less than 10 days</p>	<ul style="list-style-type: none"> • Failure to comply with consequences • Threat/ Verbal abuse/ Intentional Bullying • Low-level (e.g. pushing, hitting, punching, kicking, wrestling with minimal physical harm) or mid-level (e.g. throwing furniture, hitting/punching/kicking with observable but mid-level) physical violence • Frequent or egregious... <ul style="list-style-type: none"> ○ Disrespect/Defiance ○ Vandalism ○ Theft ○ Inappropriate language ○ Harassment/Threats 	<ul style="list-style-type: none"> • Student is removed from normal instructional space and sent to a designated location to complete class work. Student is informed of the infraction and given an opportunity to respond. • Parents are informed of the infraction and immediate response by the student and administrators, and a Restorative Task Force meeting is scheduled. In the meantime, the student attends in-school-suspension. <ul style="list-style-type: none"> ○ If parents/guardians are unable to attend the Restorative Task Force meeting, then a written notice will be sent by express/registered mail to their last known address, informing them of the outcomes of the meeting. Parents/guardians will also be contacted by phone. Non-English speaking parents will be informed, both verbally and in print, in their native language. • Restorative Task Force meeting occurs, including parents/guardians. In addition to the suspension, restorative consequences are decided and captured in writing. <ul style="list-style-type: none"> ○ If parents/guardians are unable to attend the Restorative Task Force meeting, then a written notice will be sent by express/registered mail to their last known address, informing them of the outcomes of the meeting. Parents/guardians will also be contacted by phone. Non-English speaking parents will be informed, both verbally and in print, in their native

		<p>language.</p> <ul style="list-style-type: none"> • Student is only allowed on school premises while supervised, and for a short duration to obtain assignments or to obtain prescheduled help. • Staff will collect work for students to complete during absence.
<p>Long Term Suspension: Removal from school for more than 10 days</p>	<ul style="list-style-type: none"> • Serious physical violence with observable, physical harm requiring outside medical attention • Possession of a weapon (non-firearm) • Selling/distribution of drugs, alcohol, or tobacco 	<ul style="list-style-type: none"> • Student is removed from class and school. Student is informed of the infraction and given an opportunity to respond. • Parents are informed of the infraction and immediate response by the student and administrators. • Restorative Task Force meeting occurs, including parents/guardians. In addition to the suspension, restorative consequences are decided and captured in writing. <ul style="list-style-type: none"> ○ If parents/guardians are unable to attend the Restorative Task Force meeting, then a written notice will be sent by express/registered mail to their last known address, informing them of the outcomes of the meeting. Parents/guardians will also be contacted by phone. Non-English speaking parents will be informed, both verbally and in print, in their native language. • Student is not allowed on school premises for the duration of the suspension. • Staff will collect work for students to complete during absence. A representative for the student may come to pick up assignments.
<p>Expulsion: Permanent removal from school</p>	<ul style="list-style-type: none"> • Bringing a firearm to school • Possession of a weapon (non-firearm) • Selling/distribution of drugs, alcohol, or tobacco 	<ul style="list-style-type: none"> • Student is removed from class and school. • When it has been determined that the students' behavior requires a possible long-term suspension, the Principal will explain to the student that he/she is being considered for long-term suspension or expulsion, and why. • The parents/guardians of the student are informed, both verbally and in writing, and they must meet with the

		<p>principal to sign a written statement of understanding. If they are unable to come to the meeting, then a written notice will be sent by express/registered mail to their last known address, informing them of the pending suspension/expulsion. Non-English speaking parents will be informed, both verbally and in print, in their native language.</p> <ul style="list-style-type: none"> • A formal hearing is scheduled. Parents and students will be informed both verbally and in writing about the date, time, and place where the hearing will occur. The school will provide written notice about the charges, and the family's right to obtain legal counsel, present and question witnesses, and provide evidence. • Student is not allowed on school premises until a decision has been reached. • Staff will collect work for students to complete during absence. A representative for the student may come to pick up assignments. • After the formal hearing, the Principal and the Board will issue a written statement of the final decision to the student and parent/guardian(s). The statement will become a part of the student's permanent record.
Services Provided During Removal	All above	Whenever student are removed from school, they are provided with alternative instruction materials. This material will be sufficient to ensure that students do not fall behind academically during removal, and complete any necessary assessments.

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). The Head of School's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Crisis Intervention Protocol

In the case of a crisis, instructional staff and/or school leadership would immediately contact the school social worker for onsite intervention. After the social worker intervenes with the child and his or her family, the social worker will determine the necessary steps (e.g. off-site therapeutic services, counseling). If a child is in crisis (which is an outward manifestation of emotional disturbance),

we will rely on additional supports beyond the professional training and expertise of the school's instructional staff and leadership.

Appendix A: Potential and Restorative Consequences

Behavior Infraction:	Logical Consequence examples:	Restorative Consequence examples:
Tardiness:	<ul style="list-style-type: none"> • “Makeup Time” 	
Truancy/Cutting Class:	<ul style="list-style-type: none"> • “Makeup Time” 	
Misconduct on School Transportation:	Revocation of transportation privileges	<ul style="list-style-type: none"> • Restorative conversation between stakeholders (students/transportation official/school official)
Tampering with School Equipment:	<ul style="list-style-type: none"> • Logical consequences may include: • Earned extra supervision (e.g. student is walked to/from class)) • Revocation of privileges related to school equipment 	<ul style="list-style-type: none"> • Restorative conversation between stakeholders (students/school official) • Restorative consequences, may include: <ul style="list-style-type: none"> ○ assistance with school/classroom organization ○ participation in fundraisers for school equipment school beautification
Dress Code Violation	<ul style="list-style-type: none"> • Inappropriate clothing turned inside-out • Clothing loaned from office • Students required to unroll / untuck skirts • Students required to wear belt 	<ul style="list-style-type: none"> • Restorative conversation
Unpreparedness	<ul style="list-style-type: none"> • Opportunity to borrow books/equipment 	<ul style="list-style-type: none"> • Restorative consequences. May include: <ul style="list-style-type: none"> ○ Assistance with school/classroom organization (e.g. sharpening pencils, cleaning/neatening class spaces) ○ “Makeup Time” • Mandated participation in fundraisers for school equipment
Unpermitted Food / Gum	<ul style="list-style-type: none"> • Food / gum is 	<ul style="list-style-type: none"> • Restorative consequences (if

	<ul style="list-style-type: none"> discarded Student gives excess food to teacher, to be held until the end of the day <i>If allergen is involved:</i> restricted food item is removed to a safe location, or discarded Student cleans personal space / mess created by food 	<p>repeated/egregious). May include:</p> <ul style="list-style-type: none"> a report on health outcomes of junk food or allergens Assistance cleaning gum off desks
Cheating / Plagiarism	<ul style="list-style-type: none"> Does not earn credit for original assignment Opportunity to redo assignment for a reduced grade Isolation during assessments Makeup Time to redo assignments 	<ul style="list-style-type: none"> Restorative Consequences, may include: <ul style="list-style-type: none"> Admission of dishonesty to stakeholders (parents, teachers, other involved students) Assignment about consequences of plagiarism in college
Forgery	<ul style="list-style-type: none"> Does not receive credit for forged document Not allowed to participate in extracurricular event/activity related to document Admission of dishonesty to stakeholders (parents, teachers, other involved students) 	<ul style="list-style-type: none"> Assignment about consequences of dishonesty Quality time with impacted guardian / school personnel
Lying to a School Leader: Encompasses any	<ul style="list-style-type: none"> Admission of dishonesty, including a description of how truth was misrepresented or distorted, to stakeholders (parents, teachers, other involved students) Earned extra supervision 	<ul style="list-style-type: none"> Restorative conversation Time assisting school representative Assignment about the consequences of dishonesty
Disrespect	<ul style="list-style-type: none"> Take a Break (in class) Take a Break (other 	<ul style="list-style-type: none"> Restorative conversation Restorative consequence (e.g. time assisting affected

	room)	stakeholder(s)) <ul style="list-style-type: none"> • Possible Restorative Circle
Defiance	<ul style="list-style-type: none"> • Take a Break (in class) • Take a Break (other room) 	<ul style="list-style-type: none"> • Restorative conversation • Restorative consequence (e.g. time assisting affected stakeholder(s)) • Possible Restorative Circle •
Threats	<ul style="list-style-type: none"> • Student who threatened is removed from common setting with other involved parties 	<ul style="list-style-type: none"> • Restorative Task Force (with parents) • Restorative consequence (determined by Restorative Task Force). May include: <ul style="list-style-type: none"> ◦ assignment about threats/bullying • Possible Restorative Circle
Harassment	<ul style="list-style-type: none"> • Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> • Restorative Task Force (with parents) • Restorative consequence (determined by Restorative Task Force). May include: <ul style="list-style-type: none"> • assignment about threats/bullying/harassment • Possible Restorative Circle •
Assault	<ul style="list-style-type: none"> • Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> • Restorative Task Force • Restorative consequence (possibly decided by statement of impact/need or Restorative Task Force). May include <ul style="list-style-type: none"> ◦ Interview and supervised quality time between child who committed assault and person who was assaulted ◦ Parent meeting • Restorative Circle
Physical Harm	<ul style="list-style-type: none"> • Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> • Mediated opportunity for victim advocacy / statement of impact / need, or Restorative Task Force • Restorative consequence (possibly decided by statement of impact/need or Restorative Task Force). May include: <ul style="list-style-type: none"> ◦ Interview and supervised quality time between child who committed physical

		<p>harm and person who was harmed)</p> <ul style="list-style-type: none"> ○ Parent meeting ○ Restorative Circle
Inappropriate touching	<ul style="list-style-type: none"> · Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> ● Restorative Task Force ● Restorative consequence (determined by Task Force) ● Earned extra supervision ● Mandatory counseling ● Possible Restorative Circle
Possession of Fake Firearms	<ul style="list-style-type: none"> · Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> ● Restorative Task Force meeting ● Restorative consequence determined by Task Force.
Weapons/Dangerous Objects:	<ul style="list-style-type: none"> · Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> ● Restorative Task Force meeting ● Restorative consequence determined by Task Force. ● Mandated counseling
Arson:	<ul style="list-style-type: none"> · Student is removed from setting with other involved parties 	<ul style="list-style-type: none"> ● Restorative Task Force meeting ● Restorative consequence determined by Task Force. ● Mandated counseling ● Financial liability
Possessing or Using Drugs/ Alcohol	<ul style="list-style-type: none"> · Student is removed from setting with other involved parties <ul style="list-style-type: none"> ● Contact with Social Services and/or Law Enforcement 	<ul style="list-style-type: none"> ● Restorative Task Force meeting ● Restorative consequence determined by Task Force. ● Mandated suspension of at least 10 days ● Mandated counseling
Selling/Distribution of Drugs/Alcohol	<ul style="list-style-type: none"> ● Student is removed from class setting ● Contact with Social Services and/or Law Enforcement 	<ul style="list-style-type: none"> · Restorative Task Force meeting ● Restorative consequence determined by Task Force. ● Mandated counseling
Use or Possession of Tobacco	<ul style="list-style-type: none"> ● Student is removed from class setting with other involved parties ● Contact with Social Services and/or Law Enforcement 	<ul style="list-style-type: none"> ● Restorative Task Force meeting ● Restorative consequence determined by Task Force. ● Mandated counseling ●
Inappropriate Language	<ul style="list-style-type: none"> ● Take a Break (in class) 	<ul style="list-style-type: none"> · Restorative conversation · Restorative consequence, (e.g.

	<ul style="list-style-type: none"> • Take a Break (other room) • Phone call home to explain what was said 	<ul style="list-style-type: none"> • time assisting affected stakeholder(s) • Possible Restorative Circle
<p>Theft: Encompasses deliberate movement or removal - temporary or otherwise - of an item from the possession of its owner, whether the owner is a student, school personnel, or a school affiliate.</p>	<ul style="list-style-type: none"> • Return or replacement of item(s) • Admission of theft to stakeholders (parents, teachers, other involved students)) • Earned extra supervision (e.g. checking items in book bag with school administrator) 	<ul style="list-style-type: none"> • Restorative conversation • Restorative consequence, e.g. <ul style="list-style-type: none"> ○ fixing broken materials ○ time assisting school representative ○ assignment about the consequences of theft ○ participation in fundraisers for school equipment)
<p>Vandalism: Encompasses any activity which causes deliberate damage to school property.</p>	<ul style="list-style-type: none"> • Repair or replacement of item(s) • Admission of vandalism to stakeholders (parents, school staff, other involved students) • Earned extra supervision (e.g. being monitored during transitions / bathroom breaks) 	<ul style="list-style-type: none"> • Restorative conversation • Restorative consequence, e.g. <ul style="list-style-type: none"> ○ time assisting school representative ○ assignment about school budgeting ○ participation in fundraisers for school equipment
<p>Loss of School Property: Encompasses any activity which prevents or decreases community access to school property and equipment.</p>	<ul style="list-style-type: none"> • Return or replacement of item(s) • Admission of loss to stakeholders (parents, staff members, other involved students) 	<ul style="list-style-type: none"> • Restorative conversation • Restorative consequences, e.g. <ul style="list-style-type: none"> ○ fixing broken materials ○ time assisting school representative ○ fundraisers for school equipment
<p>Inappropriate Use of School Materials:</p>	<ul style="list-style-type: none"> • Admission of inappropriate use of materials to stakeholders. • Earned extra supervision • Restricted use of 	<ul style="list-style-type: none"> • Restorative conversation about inappropriate use of materials with staff member <ul style="list-style-type: none"> ○ fixing broken materials ○ time assisting school representative ○ fundraisers for school

	<p>equipment</p> <ul style="list-style-type: none">• Privileges with equipment revoked temporarily or permanently	<p>equipment</p>
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R09c – Special Education Discipline Policy

Discipline of Students with Disabilities

At Elm Community Charter School, we are committed to creating a strong unified community, where all members feel included, safe, and equally carry the responsibility of the school's core values and culture. Thus, students with identified or suspected disabilities will generally be subject to the same disciplinary actions as their non-disabled peers. The following exceptions may occur and will be led by the Principal and Social Worker according to the student, incident and matter:

- In the case of a special education student with an IEP detailing a Behavior Intervention Plan (BIP), Elm teachers will be trained in the parameters and implementation of the BIP. If a student's BIP is deemed ineffective or may prevent serious threat or bodily harm to a student, leadership and the social worker will contact the CSE immediately so that alternative arrangements can be made.
- In the case of students whose behaviors are a manifestation of their disability, in which the procedural safeguard provisions of the Individuals with Disabilities Education Act (IDEA) and regulations (34 CFR 300.530-300.536), and Section 50f of the Rehabilitation Act of 1973 will apply. In such cases, the Principal or Social Worker will contact the CSE of D24 and request a Functional Behavior Assessment. If necessary, a modification to the student's BIP will be made in alignment to the student's IEP.
- In the case of a student not identified as having a disability, but that Elm's leadership team has pre-existing knowledge or suspicions of a disability, Elm Community Charter School will comply with 34 CFR 300.534 of the Code of Federal Regulations (CFR) and the following procedures, except in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.
- In the case of suspensions involving more than 10 days, a pattern of short-term suspensions, or contemplation of expulsion, the Principal or Social Worker will be responsible for contacting the CSE of D24 to request a Manifestation Determination Review (MDR) to assess a possible change in placement. The school acknowledges that under 34 CFR 300.536, the CSE has sole authority to approve an interim or alternative educational setting.
- In the case of weapon or drug removal or offenses, the school shall contact the CSE of D24 immediately for a MDR and possible change in placement pursuant to 34 CFR 300.530(g).

Elm Community Charter School will work in partnership with the Committees on Special Education (CSE) in District 24 to ensure that implementation of all disciplinary procedures for special education students are aligned to CSE guidelines, state law, and students' individualized education plans (IEP). Elm will work in conjunction with the CSE, following all its normal guidelines, policies, and

procedures for all Elm students, including communication with parents and their involvement in the process.

Provision of Services During Removal

Elm students removed for a period of ten days or less will receive all classroom assignments, homework, and projects to complete independently during suspension. If necessary, teachers will be available for phone-call sessions and email communication to ensure that students receive appropriate instructions and assistance in completing assignments and understanding curriculum. Extensions will be made for suspended students in regard to assessments and performance tasks.

Students removed for a total of ten or more non-consecutive school days that do not constitute for alternative school setting by the CSE or a manifestation of the disability, will be provided services necessary for the child to progress through the general curriculum and achieve their IEP goals. The Principal, in consultation with the lead teacher and special education teacher, will determine the appropriate services.

Students removed for the possession of drugs or weapons pursuant to 34 CFR §530(g)(1) and (g)(2), services will be provided to the extent necessary for the student to progress through the curriculum and meet IEP goals. The CSE of D24 will make these service determinations and/or interim alternative education settings.

Due Process

If disciplinary actions include a possible change in placement, the Principal or Social Worker will execute the following steps:

- Notification will be made to the parents of the students with a disability no later than the date on which the decision to take such action is made and provided the procedural safeguards notice described in 34 CFR §300.504.
- The CSE and other qualified personnel will meet to review the relationship between the disability and the behavior/incident subject to discipline
- If the student's behavior is determined not to be a manifestation of his or her disability, the student will be subject to the same disciplinary measures and procedures of a child without a disability.
- Students removed from the classroom will receive alternative arrangements for classwork, instruction, and assistance for appropriate progression through the curriculum. However, if the parent or guardian of said student waives the provision of such alternative instruction, the student would be marked absent from school.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination results, the child will remain in the interim alternative educational setting pending the decisions of the hearing officer or until the expiration of the time period provided for the

disciplinary action, whichever occurs first, unless the parent and School agree otherwise. In the case of parents requesting a hearing to challenge the manifestation determination, the student will remain in his or her educational placement until the determination of the hearing.

R09d - Dress Code

At Elm Community Charter School, we believe that our core values of community, identity, and creativity, are not truly expressed through a strict uniform dress code. Elm students will not be required to attend school in a uniform, and families will instead be provided with clear expectations and parameters on appropriate school attire through our mandatory school dress code. Please see consequences for dress code violation in section R-09bc.

Elm's dress code is as follows:

<p>Clothing</p>	<p>Daily Expectations:</p> <ul style="list-style-type: none"> ● Students must arrive to school with clothing that is clean. ● Any skirts or dresses worn must be knee length or longer ● Tank tops are not permitted ● Clothing may not contain any inappropriate words or phrases ● Visible undergarments, midriffs and low necklines are not permitted <p>*If these expectations are not met, students will be provided with a borrowed Elm T-shirt and grey sweatpants for the day</p> <p>Additional Expectations:</p> <ul style="list-style-type: none"> ● On Physical Education Days, students will be permitted to wear sweatpants that are of an appropriate fit suitable for physical activity. ● In cold weather (below 35 degrees Fahrenheit) students are expected to come to school with a coat
<p>Footwear</p>	<ul style="list-style-type: none"> ● Students will be expected to wear appropriate footwear daily. Shoes that are not appropriate for school include rain boots, flip flops or slip on shoes. ● Students will be allowed to change footwear upon arrival, should they need to
<p>Jewelry and Accessories</p>	<ul style="list-style-type: none"> ● Students will be asked to remove any disruptive jewelry or accessories (e.g. results in student playing with jewelry instead of completing task at hand)
<p>Head Coverings</p>	<ul style="list-style-type: none"> ● Students will not wear hats or head coverings of any kind, with an exception for those worn for religious or cultural purposes
<p>Make Up</p>	<ul style="list-style-type: none"> ● Students are not permitted to wear makeup
<p>Spirit Days</p>	<ul style="list-style-type: none"> ● Once a week, students may choose to participate in Elm spirit day. This will entail wearing a shirt with the school logo on it

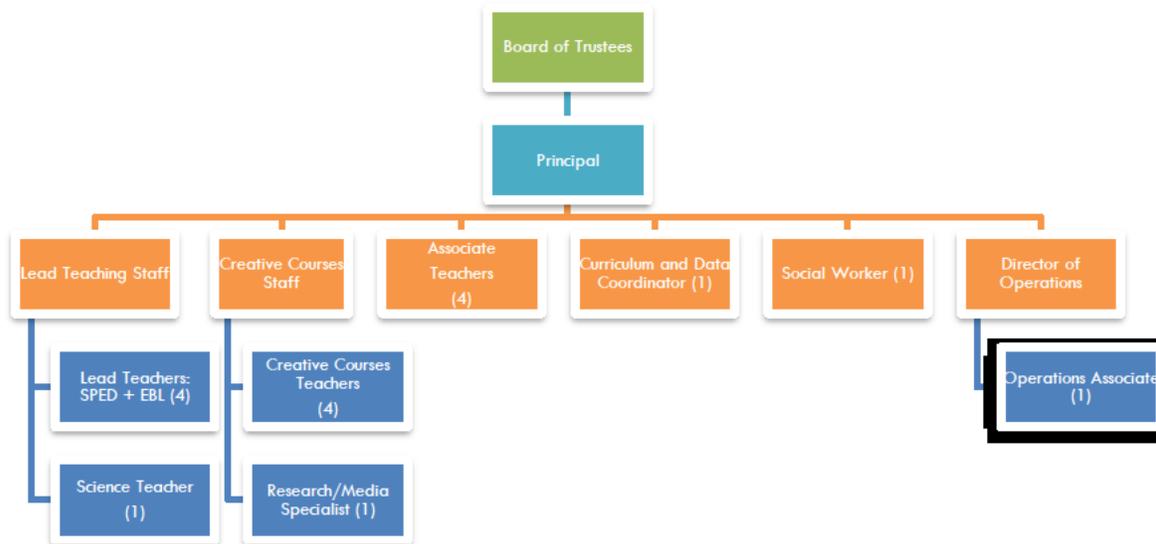
R-10ab – School Management and Leadership

a. Organizational Chart

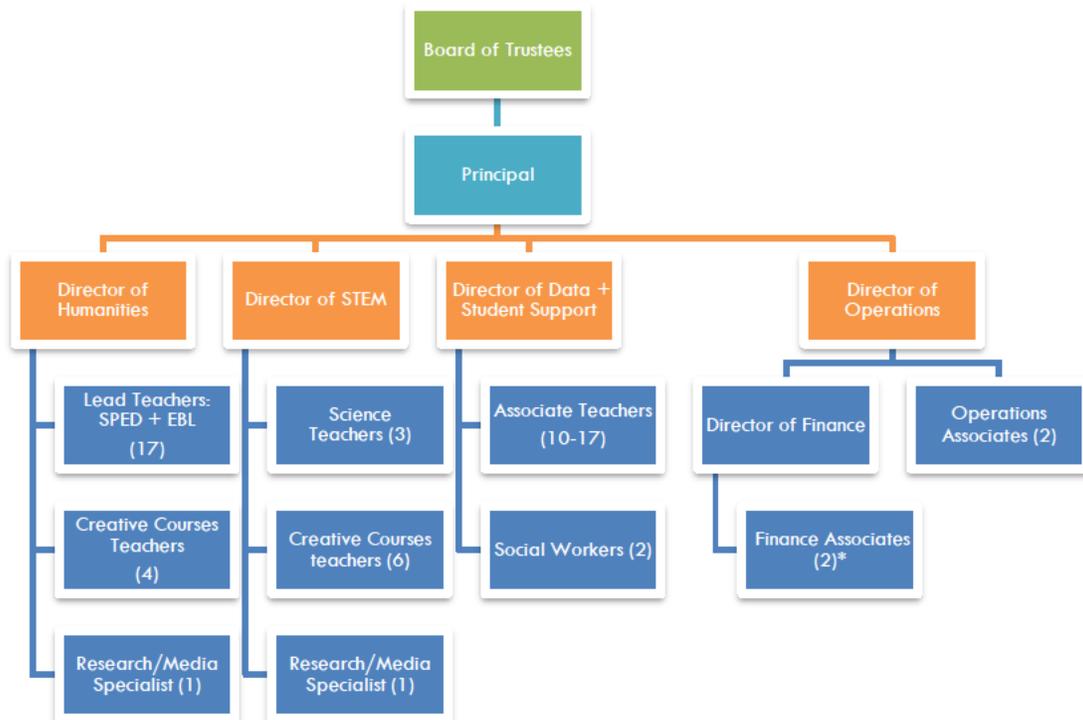
Elm Community Charter School's organizational chart is modeled off several successful charter schools [REDACTED]

[REDACTED] Our model emphasizes the consistency in the execution of the school's vision and mission, and thus, requires that all leadership teams and staff are overseen by one Principal. In Years 1-2, Elm's Principal will oversee all aspects of the school including the academic program, social emotional learning program, and work closely with the Director of Operations in overseeing the school's operations and finance. Components of the school's academic program will be delegated to the Curriculum and Data Coordinator, who will share in the development of the school's unique interdisciplinary model. Starting Year 3, Elm's academic program and professional development will be shared with the Assistant Director of Instruction.

Year 1 Staffing Plan



Year Five Staffing Plan



**finance associates will be outsourced unless otherwise determined by the Board of Trustees*

Starting Year 4, the Principal will work with the Directors of Humanities and STEM to identify specific teachers in need of further support. Supports can range from grade team leaders in need of leadership development to lead teachers struggling with curriculum implementation or classroom management. This model allows flexibility around leadership support and ensures that all our teachers receive the quality teacher feedback and evaluations needed to ensure rigorous instruction and student achievement.

Elm does not anticipate contracting or partnering with an entity for management or educational services.

b. School Leadership and Management Structure

Structure of Reporting and Accountability

The Principal will oversee and be responsible for all aspects of Elm Community Charter School, ensuring that Elm's mission is implemented and integrated in every aspect of the school. The principal will report directly to the Board of Trustees, who will measure the Principal's performance according to the school-wide goals (detailed in R-02d Accountability Plan) and using the benchmark assessments as measures of success and growth. In Year 5, the Principal will continue to oversee the academic program and operations of the school, as governed by the leadership team. The leadership team will be comprised of: the Director of Humanities, Director of STEM, Director of Student Support and Data,

and the Director of Operations. The Directors of Humanities and STEM will oversee the academic program, the Director of Student Support and Data will oversee the social emotional learning component, professional development of associate teachers, and special education services at the school. Staff members will report to the director who oversees their area. The principal will hold directors accountable to providing staff with excellent professional development, coaching, and timely evaluations through weekly leadership team meetings, walkthroughs, and co-observations.

Rationale:

This structure creates a small, unified leadership team, while also minimizing middle management, which creates a direct line of communication with the leadership team and the Principal. Additionally, this structure maximizes the expertise of individual leaders, while also ensuring vertical and horizontal alignment necessary for a successful interdisciplinary approach. Finally, the Director of Operations will oversee the operations and HR systems of the school, and the Director of Finance will oversee the financial wellbeing of the school. Though it is typical of schools to combine the finance and operations areas, we will separate these departments to ensure our organization's sustainability and financial health is maintained. This model has been viable in several other independent schools [REDACTED]

Management Practices and Procedures

The leadership team, comprised of the Principal, Director of STEM, Director of Humanities, Director of Student Support and Data, and Director of Operations will meet weekly to discuss goals, foci related to the particular school season (i.e. enrollment, state testing) and to ensure that there is coherent planning and strategy across all aspects of the school. In addition, before Summer Institute's teacher professional development, there will be a 2-week Leadership Institute, where leadership development and planning will occur.

The leadership team will work with the Board of Trustees in creating annual school-wide goals based on the school's Charter, as well as the achievements of the prior school year's academic goals, and feedback based on the annual programmatic audit. The Board will review progress toward school-wide goals on a quarterly basis, and when necessary, monitor progress at monthly meetings. If appropriate, the Board will hire outside consultants to aid in this process (as detailed in R-05f – Programmatic Audit). Data analysis conducted by the Board will consist of benchmark assessment data, attendance, enrollment, student culture, operational and financial data.

Evaluation of Leadership and Management

Annual evaluation of the Principal will be conducted by the Board of Trustees, and led by the Board Chair in conjunction with the Academic Committee. The evaluation will include a rubric comprised of components from Leading Effective

Academic Program's (LEAP) Handbook and the Danielson Framework, benchmark assessment data to measure student growth and achievement, staff and parent satisfaction surveys, and other criteria that measures the school's overall health. Based on the rubric, the Principal will create a Professional Growth Plan consisting of actionable steps toward specific goals. These will be reviewed by the Board Chair, who will work with the Principal in providing any necessary supports including mentoring, consultants, and a timeline for improvement.

Evaluation of the leadership team will be the responsibility of the Principal, and conducted in three cycles per year, similar to Elm's Instructional Learning Cycles (R-08 – Instructional Leadership). All leadership team members, instructional and non-instructional, will create Professional Growth Plans (PGP) aligned to a leadership rubric composed of LEAP's handbook and the Danielson Framework, and the school-wide goal. PGPs will be reviewed and approved by the Principal. During the planning period, the Principal and Board of Trustees will create leadership rubrics for both instructional and non-instructional staff. If necessary, the Board will utilize outside consultants in the designing of rubrics and evaluation protocol.

Selection of School Leader

Elm's Board of Trustees has selected Priscilla Walton, the lead applicant of this charter proposal, to assume the role of Principal of Elm Community Charter School. Priscilla's diverse experience serving in elementary and middle district and charter schools, as a teacher, curriculum writer of interdisciplinary studies, and instructional leader [REDACTED] make her uniquely qualified for this role. Priscilla holds her Master's degree in at-risk students from Goucher College, and educational leadership from Columbia University's Teachers College. Both concentrations equip her to meet the unique needs of [REDACTED] significant at-risk student population, and lead a school devoted to excellent professional development for leaders and teachers. As part of the Summer Principals Academy 2014 Cohort at Columbia University, Priscilla connected with a network of district and charter school leaders across the nation, and a network of resources and school models that can contribute to Elm as it evolves and grows into an educational institution that implements innovative and effective instructional and operational practices. Additionally, Priscilla's personal and professional connections to [REDACTED] community associations, community-based organizations, and families allow for a strong relationship with the community from the start.

R-11 - Personnel

a. Staffing Chart and Rationale

ADMINISTRATIVE PERSONNEL FTE	FTE				
Principal	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators	1.0	1.0	2.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	4.0	6.0	8.0	8.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	1.0	3.0	5.0	6.0	7.0
Teachers - SPED	4.0	6.0	8.0	10.0	12.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	4.0	7.0	10.0	13.0	16.0
Specialty Teachers	6.0	6.0	12.0	12.0	12.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	16.0	23.0	37.0	43.0	49.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	20.0	27.0	43.0	51.0	57.0
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Administrative Personnel

Elm's staffing structure aims to create a small tight-knit leadership team and limit middle management. This ensures that teaching staff has direct access to leadership and that the lines of communication, responsibility, and accountability are clear and simple. Our goal is to have a school where teachers are given the supports they need efficiently and effectively.

- In Years 1-3, the Principal will oversee the curriculum and instruction, teacher development, assessments, social emotional learning, and special education services. The principal will plan and delegate work around curriculum, instruction, assessments, and professional development to the Curriculum and Data Coordinator. Elm's school culture events, activities, and social emotional learning curriculum will largely be planned by the Social Worker, under the Principal's supervision.
- In Year 2, if appropriate, the Curriculum and Data Coordinator (CDC) will take on greater responsibilities around teacher coaching and evaluation, with the intent of preparing the CDC to grow into the role of Assistant Director of Instruction in Year 3.
- In Year 3, the leadership team will consist of the Principal, Assistant Director of Instruction, and the Curriculum and Data Coordinator. Responsibilities will be divided based on each person's strength.
- In Years 4-5, Elm's Leadership Team will consist of Directors of Humanities, STEM, and Student Support and Data. Curriculum and instruction will be divided into humanities (literacy, integrated studies) and STEM (math, science) departments, and the Director of Student Support and Data will largely govern special education services and assessments.
- Starting Year 1, Elm will hire a Director of Operations who will work with the Principal in creating and maintaining the strategic planning and daily implementation of operations. Elm will outsource our financial team to a company with expertise in charter school management, such as Charter School Business Management (CSBM).
- In Years 4-5, Elm will hire a Director of Finance, who will continue to work with finance associates hired from an outside organization.

Instructional Personnel

Our school's unique model of collaborative learning, student-led integrated studies, and data-driven small group instruction is designed to specifically meet the diverse needs of students in district 24. Our model requires we have a sizeable teaching staff, lead teachers who have expertise in either special education or English Language Learners, and separate science teachers. The following instructional personnel will support our model:

- **Lead teachers:** At Elm, we believe students learn best when placed in an inclusive setting. Thus, Elm will aim to hire two-third of its lead teacher staff certified in Special Education or English as a Second Language. In every grade level (consisting of 3 classes each grade), there will be one lead teacher certified in English as a Second Language and 1 teacher certified in Special Education.

- **Associate teachers:** Elm will hire 1 associate teacher per classroom to ensure that teachers have multiple opportunities throughout the day to provide targeted small group instruction tailored to specific student's needs. Hiring associate teachers allows for lower student-teacher ratios, and serves as training grounds for following years' lead teachers.
- **Science teachers:** Elm will hire a separate science teaching team to ensure our content heavy courses (humanities and STEM) are thoughtfully planned and executed. In Years 1-3, Elm will hire 1 science teacher per year until we meet our full science teaching team of 3 teachers in Year 3.
- **Creative Courses teachers:** At Elm, we aim to provide a well-rounded and holistic education. Our creative courses teachers will provide excellent arts instruction, as well as integration of their specialty into the integrated studies courses. In Year 1-2, Elm will hire 1 teacher for each creative course. In Years 3-5, Elm will hire 2 teachers for each creative course.

Non-Instructional Personnel

Elm will not need to hire any non-instructional staff if co-located in a NYC DOE facility. If placed in a private facility, Elm will seek to outsource our non-instructional staff including 1 nurse, 1 security guard, and 1 custodian in Years 1-2, and 2 custodian staff in Years 3-5.

b. Qualifications and Responsibilities

Principal
<p>Responsibilities</p> <ul style="list-style-type: none"> • Sets the vision of the school and works with the Board of Trustees in creating annual school-wide goals, managing the academic program, and organizational viability to achieve the school's vision and goals • Oversee and implements all policies directed by the Board of Trustees • Represents the school's vision and mission to elected officials, parents, community members, and the general public; manages press and communications • Liaison with the Board of Trustees, the school's authorizer, NYSED and NYC DOE, governing bodies, and community stakeholders; prepares all formal reports to the aforementioned • Ensures that the school is in compliance with the school's approved charter, Board policies, its authorizer's and NYSED regulations, and all other applicable governmental laws and regulations • Ensure proper budgeting and financial oversight; assumes instructional, financial, and operational responsibilities as needed • Oversees staff recruitment and retention; manages all hiring and firing of staff • Oversees the academic program and curriculum design: solely in Years 1-2, in collaboration with leadership team in Years 3-5 • Oversees performance and evaluations of all staff: solely in Years 1-2 and in collaboration with the leadership team in Years 3-5 • Designs and coordinates professional development with Curriculum and Data

Coordinator (Years 1-3), Assistant Director of Instruction (Year 3), and Directors of STEM and Humanities (Years 4-5)

- Oversees the data and assessment system in collaboration with the Curriculum and Data Coordinator (Years 1-3) and Director of Student Support and Data (Years 4-5)
- Builds a highly functioning leadership team and fosters a collaborative culture among the school's leadership team; effectively delegates responsibilities to leadership team

Qualifications

- Minimum five 5 years professional experience in teaching, preferably in urban education
- Minimum of 2 years professional experience in educational leadership, preferably in urban education
- Master's Degree or higher in in Educational Leadership or a specialized curricular field (e.g. literacy, special education)
- Philosophical alignment to Elm's vision, mission, and inquiry-based education model
- Demonstrated ability to design and implement curriculum for elementary grades
- Demonstrated ability to effectively provide teacher supports including coaching, evaluations, and professional development
- Demonstrated ability to manage people and programs to achieve organizational goals
- Demonstrated understanding of instructional practice, curricular development, assessment, classroom management, school culture, finance, and operations
- Demonstrated ability to effectively communicate the vision of the school; exceptional written and verbal communication skills

Director of Operations

Responsibilities

- Oversees and manages the student record keeping systems in line with state rules and regulations, including healthy and safety laws, teacher certification, city and state mandates, and all state and federal work place regulations
- Oversees and manages student enrollment process including application, lottery, waitlist, transfer, and withdrawal process
- Oversees human resources administration, including new hire and end of employment paperwork, certification, salaries, and benefits; tracks sick leaves, vacation, and personal days in accordance with staff enrollment
- Primary liaison with financial consultants/firm (years 1-3); works with the Principal and financial consulting firm or Director of Finance (Years 4-5) in preparing reports for Board of Trustees
- Oversees maintenance of school facility including repairs and maintenance
- Oversees and manages main office; supervises and evaluates operations associates
- Oversees and manages purchasing orders; maintains inventory of all school

assets, including furniture, technology, books, etc. (Years 1-3)

- Manages student transportation including arrival, dismissal, and field trips
- Oversees the school's food services program, including selection of food service vendor and insuring compliance with Department of Health standards
- Directs the school's emergency exit and lockdown procedures and protocols; scheduling of fire drills in accordance with state law
- Manages school insurance, including selection and management of insurance vendors and plans; Acts as primary liaison for vendors and consultants, including bookkeeping and technology vendors
- Manages all compliance responsibilities, including Titles I-V, teacher certification and fingerprinting, safety, fire drills, health, technology, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Oversees organizational branding and marketing

Qualifications

- A minimum of 3 years of experience in professional operations experience, preferably in a charter school; minimum 2 years of supervisory experience
- Bachelor's degree or higher in Business, Administration, or related field
- Demonstrated ability to manage finances and human resources of an organization
- Demonstrated knowledge of charter school compliance
- Spanish-speaking skills highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Operations Associate

Responsibilities

- Supports Director of Operations in carrying out organizational tasks including student enrollment, attendance, and inventory
- Responds to general school inquiries via phone, in person, and email
- Assists with school-family communications, including mailings or reminder phone calls
- Assists in the maintenance of the school's purchasing orders, assessment systems
- Assists in daily operational systems including food services program, arrival and dismissal procedures, school safety drills
- Tracks student attendance and meals; maintain student records
- Provides general administrative support to leadership
- Assists in the set up and break down of school events

Qualifications

- Demonstrated record of success in an administrative, secretarial, or office manager capacity
- Exceptional organizational skills; considerable experience with technology
- Strong interpersonal and customer service skills; demonstrated ability to work successfully on teams
- Spanish-speaking highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Curriculum and Data Coordinator (Years 1-3)

Responsibilities

- Designs and develops curriculum for Humanities and STEM
- Coordinates service learning, field studies, and community partnerships related to Humanities and STEM courses
- Coaches and develops instructional staff around integrated studies curriculum (Humanities and STEM)
- Coaches and evaluates associate teachers (Years 2-3)
- Designs and develops benchmark assessments for literacy, math, and science
- Oversees and coordinates school-wide diagnostic and benchmark assessments
- Leads professional development around data analysis and data-driven instruction
- Prepares academic data reports for the Principal and Board of Trustees

Qualifications

- Minimum of 5 years teaching experience in elementary school, preferably experienced in literacy
- Minimum of 2 years experience developing curriculum, preferably related to interdisciplinary studies
- Master's Degree in Education
- Demonstrated ability to provide effective professional development
- Demonstrated understanding of instructional practice, including delivery of instruction, assessment and data analysis of student performance
- Alignment to Elm's mission, core beliefs, and educational philosophy

Social Worker

Responsibilities

- Builds a positive, supportive school culture among students, staff, and parents through the coordinating of community circle, staff, school and family events
- Acts as primary liaison for families; work with families of students with behavioral, emotional, and attendance issues
- Selects and develops social emotional programs and curriculum
- Provides supports for teachers in creating positive learning environments for individual students or class
- Collaborates with Principal in building strong local partnerships with CBOs, Pre-K centers (feeder schools), and other organizations
- Provide professional development around social emotional intelligence, skills, etc.; trains teachers in their role as mandated reports of suspected child abuse and neglect; acts as school liaison with Administration for Children's Services
- Provides individual and small group counseling for students referred by staff or self-referred for students whose behavior, school progress, or mental or physical impairment indicates a need for support
- Provides mandated counseling services pursuant to students' IEPs
- Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues

- Collaborates with teacher(s) and/or Student Success Team (SST) in developing behavior plans for identified/referred students
- Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures
- Maintains case history records and prepares reports

Qualifications

- Masters in Social Work or School Counseling
- Appropriate New York State Certification
- A minimum of 2 years of professional experience in urban education, serving as a counselor or social worker, preferably elementary education
- Demonstrated ability in holding successful individual and group sessions with students
- Experience in social emotional learning curriculum, preferably restorative justice practices
- Alignment to Elm’s mission, core beliefs, and educational philosophy

Lead and Science Teachers

Responsibilities

- Provides excellent instruction to all students using effective instructional methods and learning materials; differentiates instruction appropriately
- Adapt and implement curriculum to student needs; manage the curriculum pacing calendar
- Design and implement targeted small group instruction according to student data and needs
- Actively monitors and assesses student achievement and progress based on short-term and long-term goals and objectives
- Establishes a positive classroom environment through proactive methods, a clear discipline system, and strong student rapport
- Proactively builds relationships and collaborates with other staff members to meet team goals, share best practices, and solve grade team concerns
- Engages and contributes in professional development; proactively applies professional development material into classroom and teaching
- Communicates regularly with families regarding the academic performance and behavior of students
- Provides timely and frequent feedback for students, aligned to lesson and unit objectives and quarterly goals

Science Teacher (in addition to the above)

- Collaborates with leadership team in designing and adapting science curriculum to integrate math and literacy concepts
- Collaborates with leadership team in developing science assessments for benchmark assessments and state test preparation (4th grade)

Grade Team Leader (in addition to the above)

- Actively builds team rapport and dynamic
- Provides effective peer-observation feedback
- Supports grade team members who have students with behavioral and

academic concerns

- Liaison between grade team and leadership team
- Actively designs and adapts curriculum and instructional methods for labsite classroom
- Effectively leads grade team planning meetings

Qualifications

- Hold certification in Special Education or English as Second Language, or Elementary Education
- Master's Degree in Education with a specialization in early childhood or elementary education highly preferred
- Minimum of 2 years teaching experience in elementary education, preferably in urban education
- Demonstrated ability in collaboratively working with team members
- Demonstrated ability in adapting curriculum and lessons to various student needs
- Experience in interdisciplinary studies and inquiry-based learning highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Creative Course Teachers

Responsibilities

- Provides excellent instruction to all students using effective instructional methods and learning materials; differentiates instruction appropriately
- Adapt and implement curriculum to student needs; manage the curriculum pacing calendar
- Design and implement an excellent program aligned with the interdisciplinary modules
- Actively monitors and assesses student achievement and progress based on short-term and long-term goals and objectives
- Establishes a positive classroom environment through proactive methods, a clear discipline system, and strong student rapport
- Proactively builds relationships and collaborates with other staff members to meet team goals, share best practices, and solve grade team concerns
- Engages and contributes in professional development; proactively applies professional development material into classroom and teaching
- Communicates regularly with families regarding the performance and behavior of students
- Provides timely and frequent feedback for students, aligned to lesson and unit objectives and quarterly goals
- Monitors lunch and recess activities

Creative Course Leader

- Leads professional development on arts integration
- Leads the creative course team in horizontal alignment and arts integration
- Liaison between grade team leaders and creative course team; liaison between creative course teachers and leadership team

Qualifications

- Master's Degree in Education, preferably with a specialization in position of interest (e.g. fine arts)
- Minimum of 2 years teaching experience in elementary education or area of specialization (e.g. vocal), preferably in urban education
- Demonstrated ability in collaboratively working with team members
- Demonstrated ability in adapting curriculum and lessons to various student needs
- Experience in interdisciplinary studies and inquiry-based learning highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Associate Teachers**Responsibilities**

- Provides excellent instruction to all students, applying instructional methods learned during professional development and through lead teacher
- Plans and implements targeted small group instruction based on student data
- Proactively reaches out to understand and learn curriculum, instructional methods, and behavior management techniques
- Supports and assists lead teachers in grading, planning, and materials preparation, and administrative work
- Proactively builds relationships and collaborates with other staff members to meet team goals, share best practices, and solve grade team concerns
- Engages and contributes in professional development; proactively applies professional development material into classroom and teaching
- Communicates regularly with families regarding the performance and behavior of students
- Provides timely and frequent feedback for students, aligned to lesson and unit objectives and quarterly goals
- Coordinates and facilitates lunch and recess activities

Qualifications

- Bachelor's degree at minimum, preferably concentration in elementary or early childhood education; plans on pursuing a master's degree in education
- Experience in mentoring, tutoring, or education
- Demonstrated ability in collaboratively working with team members
- Demonstrated ability in receiving and implementing feedback effectively
- Alignment to Elm's mission, core beliefs, and educational philosophy

Assistant Director of Instruction (Year 3)**Responsibilities**

- Oversees horizontal alignment across integrated studies curriculum and creative courses curriculum
- Designs and develops math curriculum across all grades ensuring vertical and horizontal alignment
- Coaches and evaluates instructional staff around integrated studies curriculum

<p>(STEM) and math</p> <ul style="list-style-type: none"> • Collaborates with Curriculum and Data Coordinator on service learning, field studies, and community partnerships related to Humanities and STEM courses • Leads professional development around math and STEM • Collaborates with Principal on the development of teacher leaders (grade team leaders)
<p>Qualifications</p> <ul style="list-style-type: none"> • Master's Degree in Education • Minimum of 5 years teaching experience in elementary school, preferably experienced in literacy • Minimum 2 years of experience developing curriculum, preferably related to interdisciplinary studies • Experience coaching and evaluating teachers • Demonstrated ability to provide effective professional development • Demonstrated understanding of instructional practice, including delivery of instruction, assessment and data analysis of student performance • Alignment to Elm's mission, core beliefs, and educational philosophy

Director of STEM and Humanities (Years 4-5)
<p>Responsibilities</p> <p><i>Director of Humanities:</i></p> <ul style="list-style-type: none"> • Oversees academic program in literacy, humanities, fine arts, and language • Designs and implements humanities integrated studies curriculum <p><i>Director of STEM:</i></p> <ul style="list-style-type: none"> • Oversees academic program in math, science, music and vocal, and shop/blocks • Designs and implements STEM integrated studies curriculum <p><i>In General:</i></p> <ul style="list-style-type: none"> • Provides excellent teacher supports through coaching, modeling, professional development, and evaluations • Closely monitors student achievement and growth to adjust curriculum, schedules, and teacher professional development • Collaborates with the Director of Student Support and Data regarding students of concern • Oversees math and science benchmark assessments; collaborates with Director of Student Support and Data • Selects and coordinates external professional development and consultants • Provides recommendations to the Principal on recruitment, retention, hiring and firing decisions
<p>Qualifications</p> <ul style="list-style-type: none"> • Minimum of 5 years teaching experience in elementary school, preferably with experience in position of interest (STEM or Humanities) • Minimum of 2 years experience writing curriculum, preferably in position of interest (STEM or Humanities) • Minimum of 1 year experience in a supervisory role • Master's Degree in Education

- Experience in coaching and evaluating teachers effectively
- Experience in designing and executing professional development for staff
- Demonstrated understanding of instructional practice, including curriculum development, delivery of instruction, and assessment of student performance
- Experience in collecting and analyzing student data
- Alignment to Elm’s mission, core beliefs, and educational philosophy

Director of Student Support and Data (Years 4-5)

Responsibilities

- Manages Response to Intervention program and process
- Serves as liaison to the district’s Committee on Special Education (CSE)
- Reviews student records to identify students with IEPs; coordinate with CSE and families to develop and/or modify IEPs as necessary
- Coordinates special education services and English Language supports
- Evaluates Special Education Services and provide reports and strategic intervention suggestions where necessary
- Manages 504 process
- Ensures school is in full compliance with all mandated laws and regulations
- Collaborates with leadership team to train all staff in the effective teaching of at-risk students
- Maintains secure and confidential records of students with IEPs; ensure FERPA requirements relating to student record privacy
- Designs and develops benchmark assessments for literacy, math, and science
- Oversees and coordinates school-wide diagnostic and benchmark assessments
- Leads professional development around data analysis and data-driven instruction
- Prepares academic data reports for the Principal and Board of Trustees

Qualifications

- Minimum 3 years teaching experience preferably in special education
- Master’s Degree in Education, preferably in special education
- Experience working with CSE and the IEP referral and development process
- Experience coaching teachers in effective instructional strategies; managing special education staff
- Experience managing multiple assessment systems
- Alignment to Elm’s mission, core beliefs, and educational philosophy

Director of Finance (Years 4-5)

Responsibilities

- Ensures strong financial planning; manages creation and monitoring of budget; coordinates annual audit and yearly closing process
- Posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents
- Maintain proper accounting controls and processes
- Manages payroll, including coordination with payroll service, distribution of W-2s and 1099s, and timesheet management; track all days off

- Oversees procurement process and conduct accurate and timely billing and adequate cash flow
- Oversees and manages purchasing orders and transactions; maintains inventory of all school assets, including furniture, technology, books, etc.
- Primary liaison with financial consultants/firm; works with the Principal and financial consulting firm in preparing reports for Board of Trustees, authorizer, NYC Department of Education, and other governmental oversight agencies
- Manages and coordinates tax filings, issues tax notices (1099s) to vendors and contractors yearly
- Works closely with the Finance Committee

Qualifications

- Degree in Business and/or Management
- Minimum five years of relevant work experience in finance, management or operations, preferably in a charter school
- Experience with relevant technology and systems
- Experience in accrual and cash accounting protocols
- Demonstrated ability to implement policies and procedures
- Philosophical alignment to mission

c. Staff Recruitment and Retention

Staff Recruitment and Hiring

Elm Community Charter School is committed to identifying a diverse and highly-qualified team of teachers to serve the students of district 24. We will post job openings through online websites, job search engines, and the networks of our Founding Team and Board of Trustees, which includes charter school networks, Teachers College, and Teach for America. We also intend to reach out to our local community-based partnerships and colleges with a strong education department, including Queens College, a neighboring CUNY school.

Early in Elm’s planning year, our goal will be to secure a highly-qualified Director of Operations (DoO), who can focus Elm’s efforts around the identification of a facility, recruitment and enrollment, and the building of operational systems. Our aim is to hire the DoO by January 2018. Similar to our teacher recruitment strategy, we plan on leveraging the networks of Elm’s Board of Trustees, a majority that work in business sectors and have already begun informally reaching out for DoO candidates. By June 2018, our goal will be to identify Elm last member of Year One’s Leadership team: the Curriculum and Data Coordinator. We will identify potential candidates through general job postings, as well as our Board’s Academic Committee’s network.

Starting in Year 1, the Principal and Director of Operations, along with the Director of STEM and Humanities in Years 4-5 will have the day-to-day authority to hire staff members. Hiring decisions will generally be discussed between all leadership team members, with final decisions made by the Principal. However, they may delegate all or any aspect of the hiring process to other administrators, leaders and/or committees. All

Elm positions will be posted publicly and will include a job description, and minimum requirements. Elm Community Charter School's hiring process will include the following phases:

1. **Submission of Resume and Cover letter:** All candidates will submit their resume and a cover letter.
2. **Phone Interview:** A pre screening phone interview will offer valuable information on the candidate's knowledge, pedagogy, and instructional experience. It also allows for candidates to ask questions to see if Elm is the best fit for them. Elm will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria.
3. **Demonstration Lesson:** The purpose of the demo lesson is to observe a teacher's mastery around curriculum implementation and instructional methods. Demo lessons will involve submission of video demonstrations followed by a debriefing with Elm's leadership via videoconference. We will explicitly require video frames to include student work, explicit teacher models, and small group or 1:1 conferences. If necessary, candidates will be invited to execute a demonstration lesson in person (Years 2+).
4. **Collaborative Group Work:** Elm will invite final candidates to a mock team planning and small group instruction lesson. Teachers will be given student data, a teaching point and standard, and materials for them to discuss with team members, prepare, and execute in a small group of 5-10 students. The purpose of this phase is to see teachers' capacity for flexibility, teamwork, and response to feedback.
5. **Checking References:** Elm will contact references provided by the employee, with a high preference for a former employer as a point of reference.
6. **Offering Employment:** Elm will offer employment through a hire offer in the form of a contract and phone call. Elm's job offer letter will minimally include: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will. A signature from the candidate will be required to show acceptance of the job position. Refusal to comply with these requirements, failure to provide adequate documentation, or any falsification of information or documentation will result in the individual not being hired or immediate termination.
7. **Fingerprinting:** All employees, full-time, part-time, or independent contractors, must first clear the fingerprint screening and criminal background check process.
8. **Employee Handbook:** Once steps 1-7 have been cleared, new Elm staff will receive an Employee Handbook and Code of Ethics on the first day of employment.

Staff Retention

Elm Community Charter School is keenly aware of the correlation between teacher retention and student achievement and success. According to an article posted by the American Educational Research Journal, "teacher and principal turnover has a disruptive effect on...staff collegiality, community, and trust – in a school...[and]

presents significant challenges to the successful and coherent implementation of such instructional programs.”¹ We are committed to creating an engaging, respectful, and sustainable work environment for Elm staff and teachers. In order to do this, the Principal and Board of Trustees will implement the following:

- **Balanced Schedules and Sacred Preparation Periods:** Elm’s calendar strategically allots whole-day staff professional development and curricular work days, where teachers will have significant work time devoted to unit and lesson planning, grading, and data analysis. Our schedule allows for lead teachers to work independently or collaboratively typically through a two 45-minute block arrangement or a total of at least 360 minutes a week. The majority of teacher preparation blocks (for lead teachers, 6 out of 9) will be deemed “sacred,” which allows teachers to prioritize individual work to meetings with team members or leadership staff. On a daily basis, lead teachers will have minimal non-instructional duties.
- **Culture of Mutual Accountability & Teacher Voice:** Anonymous surveys inquiring and rating Elm’s leadership team, professional development, and general school operations management will be frequently executed to ensure that a culture of mutual accountability is created. Additionally, to foster a culture of transparency, teachers will be welcome to join Board meetings to listen and will have a clear pathway to air grievances and complaints (detailed in R-11d).
- **Fair and Competitive Compensation:** Elm will offer competitive salaries roughly 5-8% above NYC Department Education pay salaries, and will offer a 3% annual raise. Furthermore, through the first 5 years of Elm’s opening, the Board of Trustees will actively work to create a fair and competitive merit-based pay system to encourage and affirm innovative teaching and teacher growth.

¹ Ronfeldt, M., Loeb, S., et al. (2013). How teacher turnover harms student achievement. American Educational Research Journal: Vol. 50, No.1.

R-11d – Personnel Policies

Equal Opportunity Employer

Elm Community Charter School will employ qualified personnel without regard to sex, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, sexual orientation, veteran status, age, marital status, genetic characteristic or disability. This Equal Opportunity policy will be honored and followed in all phases of employment at Elm, including recruitment, hiring, training, promotion, demotion, termination, compensation, employee benefits, discipline, and other terms and conditions of employment at Elm.

Elm Community Charter School will comply with the Americans with Disabilities Act, and all local and state laws prohibiting discrimination against qualified individuals with disabilities. Therefore, we are committed to:

- Hiring on the basis of qualifications, ensuring that people with disabilities are treated equally in all phases of the application and hiring process;
- Making necessary accommodations, within reason, to enable a person with a disability to fulfill the job requirements;
- Protect a disabled person's right to confidentiality; and
- Being in full compliance with all applicable laws, including those protecting employee benefits.

To its best ability, Elm Community Charter School will also make accommodations for any employee's religious beliefs and/or practices.

At-Will Employment

Employees at Elm Community Charter School are generally considered "at will," and will be contracted thusly. There may be certain employees with which the Board may decide to enter into "non-at-will" contract. "At will" employees may terminate their employment, or the school may terminate their employment with or without cause.

No personnel is authorized to modify this policy for any employee, nor to make any representations to employees or applicants concerning the terms or conditions of employment with Elm that are inconsistent with our policy on "at will" employment, other than the Board of Trustees.

This policy may not be modified in any way by any statements contained in the employee Handbook, or any other materials provided to employees in connection with their employment at Elm Community Charter School. Additionally, no documents or any employment practices shall create an express or implied contract of employment for a definite period, nor imply or express any type of contract concerning terms or conditions of employment.

Hiring Process

The Founder and Board of Elm Community Charter School are committed to identifying a diverse and talented staff aligned with our mission and our unique program. We strongly believe that hiring quality professional staff will determine the quality of education offered at the school. In Year 1, it is the responsibility of the Principal to recruit highly qualified candidates that will meet the school's educational needs. All Elm positions will be posted publicly and will include a job description, and minimum requirements. Elm Community Charter School's hiring process will include the following phases:

1. **Submission of Resume and Cover letter:** All candidates will submit their resume and a cover letter.
2. **Phone Interview:** A pre screening phone interview will offer valuable information on the candidate's knowledge, pedagogy, and instructional experience. It also allows for candidates to ask questions to see if Elm is the best fit for them. Elm will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria.
3. **Demonstration Lesson:** The purpose of the demo lesson is to observe a teacher's mastery around curriculum implementation and instructional methods. Demo lessons will involve submission of video demonstrations followed by a debriefing with Elm's leadership via videoconference. We will explicitly require video frames to include student work, explicit teacher models, and small group or 1:1 conferences. If necessary, candidates will be invited to execute a demonstration lesson in person (Years 2+).
4. **Collaborative Group Work:** Elm will invite final candidates to a mock team planning and small group instruction lesson. Teachers will be given student data, a teaching point and standard, and materials for them to discuss with team members, prepare, and execute in a small group of 5-10 students. The purpose of this phase is to see teachers' capacity for flexibility, teamwork, and response to feedback.
5. **Checking References:** Elm will contact references provided by the employee, with a high preference for a former employer as a point of reference.
6. **Offering Employment:** Elm will offer employment through a hire offer in the form of a contract and phone call. Elm's job offer letter will minimally include: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will. A signature from the candidate will be required to show acceptance of the job position. Refusal to comply with these requirements, failure to provide adequate documentation, or any falsification of information or documentation will result in the individual not being hired or immediate termination.
7. **Fingerprinting:** All employees, full-time, part-time, or independent contractors, must first clear the fingerprint screening and criminal background check process.
8. **Employee Handbook:** Once steps 1-7 have been cleared, new Elm staff

will receive an Employee Handbook and Code of Ethics on the first day of employment.

Employment Status

Elm Community Charter School shall employ individuals and classify them as Full-time or Part-time, according to the following guidelines:

- Full-time employees are regularly scheduled to work at least 40 hours per week, for the calendar year or the academic year, as specified in their contract. They are compensated a flat rate, regardless of any variation in their hours worked. They are eligible for all benefits that Elm Community Charter School provides, including health benefits and a 401k or 403B. Full-time employees are generally exempt from any overtime pay.
- Part-time employees are scheduled to work less than 40 hours per week, whether on a specified on-going basis, or a temporary as-needed basis. Part-time employees will receive any and all benefits that Elm is legally obligated to provide, but in general, they are not entitled to the benefits in the health plan or the 401k or 403B. A change in part-time to full-time status requires the approval of the Principal, and a new contract will be generated.

All employees, regardless of full- or part-time status, will receive letters of employment. Elm Community Charter School will verify that all employees are legally eligible to work in the USA. All employees will complete an I-9 form, and any other required documents as determined by the Director of Operations.

Benefits

Elm Community Charter School will provide a comprehensive benefits package, including medical, dental and vision insurance. The plan will be available to full-time employees and their families, who are not contracted on a temporary, substitute or 1099 basis. All health insurance may be subject to monthly premiums deducted from employees' paychecks.

Elm Community Charter School will establish a 401k or 403B-retirement plan for full-time employees, and Elm will aim to match each employee's contribution up to 4% in our initial charter. While Elm will budget for this expense, it is not guaranteed and will be at the sole discretion of Elm's Board of Trustees.

Employees asked to travel to a conference, event, or school-visit for professional development will be reimbursed for travel, accommodations, and provided with a suitable per diem for meals. This is with the exception of an emergency or unforeseen circumstance. All travel and meal expenses should be pre-approved.

Disability

Employees may be eligible for short-term disability insurance, as required by law. Short-term disability insurance is designed to cover employees who will be out for more than 7 days due to a non-occupational illness, injury or pregnancy. Employees must notify the Principal or Director of Operations in the event of a short-term disability, and provide the school with a written doctor's note. Benefits are calculated as a percentage of salary, for up to 26 weeks. During this time, employees will continue to be provided with medical coverage. The Principal or Director of Operations must be notified when the employee is expected to return, and kept up-to-date regarding the employee's status. A doctor's certificate of health is required to return to work.

Fingerprinting/Criminal Background Check

All faculty, staff and independent contractors at Elm must pass a criminal background check and a fingerprint background check as a condition of their employment. In addition, all substitute teachers must pass a criminal and fingerprint background check as well. Consultants or volunteers who spend significant time in the building will be subjected to the same criminal and fingerprint background check. Parents and/or volunteers who spend significant time in the building will be expected to pass a criminal and fingerprint background check as well. Any parent or volunteer who does not have a consistent presence in the building or at events will not be required to pass background checks, as they are not exposed with regularity to the school community. No employee of Elm is exempt, and their hiring is considered conditional until the background checks are completed. There is absolutely no exemption to this policy whatsoever.

Attendance, Absences and Leaves

In addition to holidays and other scheduled days off, Elm will grant a specified number of paid leave days, which may include personal days, sick days, and bereavement time. Where possible, employees of Elm Community Charter School should notify the school in advance, and assist in preparing lessons and/or work to be completed by others. Last minute absences should be reported by telephone, no later than 6 am, unless in the case of an emergency. Any employee who is absent for 3 or more days without contacting the school will be assumed to have voluntarily vacated their position at Elm Community Charter School. Excessive absence or tardiness will result in appropriate disciplinary action, and may lead to termination if left uncorrected.

Types of Leave

- Vacation, Sick and Personal Leave: Full-time employees other than teachers are entitled to 10 paid days of leave in years one through five; 15 in years five

through ten; and 20 thereafter. Teachers receive 10 paid days of leave per year, along with scheduled holidays. Vacation and personal leave should be scheduled/approved in advance. Sick leave may be scheduled in advance where appropriate, or called in in the event of illness. Vacation days will not carry over to the following school year. Half days of leave may be scheduled. Additional sick days may also be granted for cancer screenings, blood donation and bone marrow transplants. Requests should be made to the Principal.

- Military Leave: Members of the US Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave for military service, training or related obligations under the Unified Services Employment and Re-employment Act (USERRA). Spouses of military members may be granted additional days off, until such time as the Family Medical Leave Act affords them under law. As Elm Community Charter School will have fewer than 50 employees in our initial years, we will not be subjected to the Family Medical Leave Act. At such time as our number of employees reaches/surpasses 50, Elm Community Charter School will abide by all regulations of the Family Medical leave act.
- Parenting: Reasonable accommodations for parenting leave beyond an employee's allotment of days will be made on an individual basis. This would include breastfeeding mothers. Breastfeeding mothers will also be entitled to breaks for the specific purpose of expressing milk for a child for a period of up to 3 years after the birth of the child.
- Jury/Witness Duty: Employees will be excused from work for required jury duty. Employees must notify their supervisor in advance, and present proof of jury or witness service, or any other required court appearance.
- Bereavement: Employees who work 20 hours or more may be granted up to 3 days of bereavement, following the death of a loved one or family member.
- Voting: Employees who are eligible to vote will be entitled to do so, and accommodations will be made to their schedule if and where necessary.

Termination

Elm Community Charter School employees are generally considered "at will," with the exception of certain employees with which the Board may decide to enter into a "non-at-will" contract. "At will" employees may terminate their employment, or the school may terminate their employment with or without cause. Offenses that could result in immediate termination include:

- Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence of drugs and/or alcohol;
- Falsifying records;
- Theft;
- Sexual harassment;
- Willfully damaging any school equipment or employee property;
- Insubordination;

- Fighting or provoking a fight on school premises; and
- Absence for three consecutive days without notice, which will be considered a voluntary resignation.
- Carrying concealed weapons on school or property or any school event;
- Treating a student in an inappropriate or cruel manner; and
- Failure to perform job responsibilities and/or poor job performance.

Grievance Process

Should a dispute arise that involves employment at Elm Community Charter School, or the implementation of the school's personnel policies, and following good faith efforts by school leaders to provide resolution to such conflicts, then employees may submit a complaint through the grievance process:

- Informal Efforts
- Formal Complaint to the Principal or Board of Trustees
- Formal Complaint to Authorizers

Final Pay

Any employee who leaves Elm Community Charter School for any reason is entitled to all pay that is due to them, with the following guidelines and expectations:

- Employees will be advised about the Consolidated Omnibus Reconciliation Act (COBRA), which enables them to continue health care coverage for themselves and their dependents for eighteen months, at their own expense.
- An employee who leaves for any reason must relinquish all keys, IDs or security cards, and any borrowed school property, such as laptops, office materials and supplies. Failure to return items may result in the delay of any final pay owed to the employee.
- No records or information, (including computer files and/or other digital information), may be taken by an exiting employee without written consent of the Principal.
- The final date an employee works is not the date that the employee receives his/her final pay, unless approved by the Principal.
- The Principal, at their sole discretion, would determine any severance package.

Exit Interviews

All employees will be actively encouraged to participate in an exit interview, regardless of the circumstances surrounding their leaving Elm Community Charter School. Topics may include:

- Reason for leaving;

- Insurance and medical coverage (COBRA);
- Options for employee's 401k or 403B, where appropriate;
- Mailing address;
- Any issues the employee/employer may wish to discuss, that may support or assist either party in their future endeavors.

Anti-Discrimination/Anti-Harassment

The leaders of Elm Community Charter School are committed to creating a workplace free of bias, prejudice and harassment. Elm Community Charter School specifically prohibits verbal, physical or visual harassment based on an individual's race, color, religion, nationality, ancestry, age, physical or mental ability, marital status, medical condition, sex, pregnancy, sexual orientation, veteran status or any category protected by law. Any behavior that has the purpose or effect of creating an intimidating, hostile or offensive environment is strictly prohibited. Harassment may include epithets, slurs, stereotyping, threatening or intimidating acts, including acts purported to be 'pranks' or 'jokes', and written material that denigrates or shows hostility towards another community member in any of the above groups.

Workplace Violence

Elm Community Charter School will strive to maintain a safe workplace. As such, all employees will be required to understand and adhere to the following policies with regards to violence in school:

- Employees are prohibited from making threats or engaging in any acts of aggression or violence. Prohibited conduct includes, but is not limited to, the following: possessing guns, knives, or other weapons on Elm Community Charter School's premises or while performing work for Elm off-premises; striking, attempting to strike or threatening to strike a supervisor, fellow employee, client, visitor or any other person affiliated with Elm; threatening or intimidating a supervisor, fellow employee, client, visitor or any other person affiliated with Elm.
- Reporting Procedures: Any potentially dangerous situation or violation of this policy must be reported immediately to the Principal or Director of Operations. All reported incidents will be promptly investigated. Elm Community Charter School will strive to keep the identity of individuals making reports as confidential as possible, consistent with the need to conduct an adequate review and investigation.
- Risk Reduction Measure: While Elm does not expect employees to be skilled at identifying potentially dangerous persons, they are expected to exercise good judgment, and to inform leaders if any individual exhibits potentially dangerous behavior. Such behavior may include discussing weapons or bringing them to the workplace, displaying overt signs of hostility or anger, or making threatening remarks.

- **Enforcement:** Any employee who engages in workplace violence or who fails to follow this policy's reporting procedures will be subject to disciplinary action, up to and including unpaid suspension and termination of employment. Additionally, acts or threats of violence may be reported to the proper authorities and fully prosecuted.

Emergencies

All staff at Elm Community Charter School will be urged to familiarize themselves with the building and the location of fire prevention apparatus. Employees are expected to report any potential fire to administrators and/or emergency personnel where necessary.

Employees will be expected to participate in first aid training and CPR, when offered by the school. It is the duty of every employee at Elm Community Charter School to immediately report any accident or injury occurring on the Elm premises so that arrangements can be made for medical or first aid treatment. This policy will be in place for any Elm sanctioned event or trip as well.

Calls to 911 should be made in extreme emergencies, giving the location, names of individuals involved, and location. All employees are expected to remain at that location to assist in any way they can, until an adequate response to the situation has been maintained.

Additional information regarding handling extreme cases of emergency, such as a lockdown, will be found in the Employee Handbook. Employee Handbooks will be created by the Principal or Director of Operations, and made available to all employees.

Social Media

Elm Community Charter School recognizes that social media will be used by many of our employees, and respects the right of our employees to use social media. Social media includes, but is not limited to:

- Social networking sites (e.g., Facebook, LinkedIn)
- Video and photo-sharing sites (e.g., Flickr, Instagram, YouTube, Vine).
- Micro-blogging sites (e.g., Twitter)
- Blogs, including personal blogs and blogs hosted by traditional media publications
- Forums and message boards (e.g., Reddit)
- Wikis or other sites editable by users (e.g., Wikipedia)
- Instant messenger programs (e.g., Gchat)

For the protection of our school community, Elm Community Charter School will not allow staff to do any of the following:

- Post or display comments about co-workers or supervisors that are obscene, threatening, intimidating, harassing, or are otherwise in violation of Elm Community Charter School's policies against discrimination, harassment, retaliation, or workplace violence.
- Disclose confidential personal or business information concerning Elm's employees, students, parents, guardians, funders, and donors, or otherwise violate our Confidentiality Policy.
- Post any content that claims to represent the official views of Elm or to speak for Elm Community Charter School.

Employees must direct all media inquiries to the Principal or Director of Operations.

Drug-Free Workplace

Elm Community Charter School is committed to creating and maintaining a drug-free workplace. The manufacture, possession, sale and/or distribution of any controlled substance are strictly prohibited. This policy is also in effect for any Elm events or trips, or where the interests of Elm are in any way affected. Any employee suspected of being under the influence of alcohol or any controlled substance may be asked to submit to testing. All results will be kept confidential. A positive test result may result in termination, or the employee being asked to complete an appropriate rehabilitation program as a condition of their continued employment.

Employees convicted of any controlled substance violations must inform the Principal within five business days of the aforementioned conviction.

All employees may be subject to information sessions regarding alcohol and drug abuse, and will be actively encouraged to seek treatment with qualified medical professionals or a treatment program. The Principal may use His or Her discretion in granting any paid or unpaid leave for treatment. However, seeking treatment is not a guarantee that any employee will avoid disciplinary procedures or termination for violations of this policy.

Smoke-Free Workplace

All facilities inhabited by Elm Community Charter School are smoke-free environments.

OSHA

Elm Community Charter School will comply with the federal Occupational Safety and Health Act (OSHA), requiring employers to provide a safe working environment for all staff members, regardless of title, status or classification. (The law does not cover indent contractors). Compliance with OSHA rules will ensure

a safe workplace free of hazards that may cause death or serious physical injury ("recognized hazards"). Duty to provide a safe working environment will extend beyond the four walls of our school: all school-sponsored events will be in safe environments as well. All adequate training to use tools and/or equipment will be provided.

Whistleblower

Elm Community Charter School requires its directors, officers, employees and volunteers, as well as all persons who provide the Corporation with contracted services, (each, a "Protected Person"), to observe high standards of business and personal ethics in the performance of their duties on the Corporation's behalf. As employees and representatives of the Corporation, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities, and are required to comply with all applicable laws and regulations. In accordance with the New York State Not-for-Profit Corporation Law §715-b, no trustee, officer, employee, or volunteer who reports actions he/she believes, in good faith, are fraudulent, illegal or against policy will suffer intimidation, harassment, discrimination or other retaliation, or, in the case of employees, adverse employment action.

The objectives of this Whistleblower Policy are to encourage and enable Protected Persons, without fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis, so that the Corporation can address and correct inappropriate conduct and actions. **This Policy shall be disseminated in writing to all staff members.**

This policy is not intended as a vehicle for reporting violations of the Corporation's applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination, or any other form of unlawful harassment, all of which should be dealt with in accordance with the Corporation's Personnel Policies and Procedures, as it is those Corporation's Personnel Policies and Procedures that are applicable to such matters.

- **Reporting Responsibility:** It is the responsibility of all Protected Persons to report, in good faith, any concerns they may have regarding actual or suspected activities which may be illegal or in violation of the Corporation's policies with respect to fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, and misuse of the Corporation's assets, as well as any violations or suspected violations of high business and personal ethical standards, as such standards relate to the Corporation (each, a "Concern"), in accordance with this Whistleblower Policy.
- **Procedures for Reporting:** Procedures to address concerns brought up by Protected Persons will be carried out by the Director of Operations with the

support of the Principal and overseen by the Board Chair. Procedures will include:

1. documenting reported Violations;
 2. working with legal counsel to decide whether the reported Violation requires review by the Board or should be directed to another person or department;
 3. keeping the Board informed of the progress of the investigation;
 4. interviewing employees;
 5. requesting and reviewing relevant documents, and/or requesting that an auditor or counsel investigate the complaint; and
 6. preparing a written record of the reported violation and its disposition, to be retained for a specified period of time.
- The procedures for implementation of this Policy shall include a process for communicating with Protected Persons about the Concern, to the extent that the Protected Person's identity is disclosed, and to the extent consistent with any privacy or confidentiality limitations.
 - **No Retaliation:** No Protected Person who in good faith reports a Concern shall suffer intimidation, harassment, retaliation, discrimination or adverse employment consequence because of such report. Any employee of the Corporation who retaliates against someone who has reported a Concern in good faith is subject to discipline, up to and including termination of employment. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the Corporation and its employees, nor does it change the fact that employees of the Corporation are employees at will. Nothing contained herein is intended to provide any Protected Person with any additional rights or causes of action, other than those provided by law.

Reporting Concerns: Any Concerns should be reported as soon as shall be practicable to the Chair of the board. Any questions regarding the scope, interpretation or operation of this Whistleblower Policy should also be directed to the Compliance Officer on the board.

- **Compliance Officer:** The Compliance Officer is responsible for investigating and resolving all reported Concerns, and shall advise the Audit Committee (and, if the Compliance Officer deems it appropriate, the Executive Director), of all reported Concerns. The Compliance Officer shall report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.
- **Accounting and Auditing Matters:** The Audit Committee of the Board of Directors shall address all reported Concerns regarding corporate accounting practices, internal controls or auditing ("Accounting Concerns"). The Compliance Officer shall immediately notify the Audit Committee and Board Chair of any Accounting Concern and shall work with the committee until its resolution. Promptly upon receipt, the Audit Committee shall evaluate whether

a Concern constitutes an Accounting Concern and, if so, shall promptly determine what professional assistance, if any, it needs to conduct an investigation. The Audit Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

- **Investigations:** The Compliance Officer may delegate the responsibility to investigate a reported Concern, whether an Accounting Concern or otherwise, to one or more employees of the Corporation or to any other individual, including persons not employed by the Corporation. However, the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of an employee who reported the Concern anonymously, or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Concern shall be determined by the Audit Committee in its sole discretion, and the Corporation and its employees shall cooperate as necessary in connection with any such investigation.
- **Acting in Good Faith:** Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. Any allegations that prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
- **Confidentiality:** The Corporation takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any person reporting a Concern to report it to the Board.

An Audit Committee, led by the Compliance Office, will be established in our first year of operation.

In reporting a Concern, a Protected Person may request that such report be treated in a confidential manner (including that the Corporation take reasonable steps to ensure that the identity of the reporting person remains anonymous). Concerns may also be reported on an anonymous basis. Reports of Concerns will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

- **Handling of Reported Concerns:** The Compliance Officer will acknowledge receipt of each reported Concern within five business days, but only to the extent that the reporting person's identity is disclosed, or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Audit Committee, and appropriate corrective action will be taken if warranted by the investigation.
- **Records:** The Audit Committee will retain, on a strictly confidential basis, for a period of seven years (or otherwise as required under the Corporation's record retention policies in effect from time to time) all records relating to any

reported Concern and to the investigation and resolution thereof. All such records are confidential to the Corporation and such records will be considered privileged and confidential.

Code of Ethics

Elm Community Charter School trustees, officers and employees shall at all times be in compliance with the following code of ethics:

- The Board shall conduct and direct the affairs of Elm Community Charter School, and exercise all such powers subject to all applicable laws, the Elm Community Charter School Charter, and by-laws. The Board may delegate the management of the activities of Elm to others, so long as the affairs of Elm are exercised under the Board's ultimate jurisdiction.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board, and in any committee of the Board, except that a Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee; (D) in the case of the school leaders' evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.
- Elm shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which Elm is a party, and in which one or more of the Trustees has a material financial interest.
- Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or a Board committee for authorization, approval or ratification, shall make a prompt, full, and frank disclosure of such person's interest prior to its acting on such contract or transaction.
- Trustees representing any not-for-profit corporation proposing to do business with Elm Community Charter School shall disclose the nature and extent of such business propositions.
- No trustee, officer or employee of a for-profit corporation having a business relationship with Elm shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys.
 - Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school.
 - Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

- Trustees, officers or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees shall not accept any gift or privilege in connection with Elm worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of Elm Community Charter School.

Reporting Responsibilities

All Elm Community Charter School employees are mandated to report suspected child abuse or neglect. It will be made clear that we need not be sure that abuse/neglect is happening; it is enough to suspect it.

The following examples of “Red Flags” should be reported immediately:

- A child who talks about wanting to cause injury to himself/herself, or displays any signs of suicidal behavior;
- Any injury mark or bruise that seems suspicious, and for which there is not a logical explanation;
- Acting out any inappropriate sexual behavior;
- A child who expresses fear or concern about going home, or seeing any particular member of their family or personal community;

After a verbal report, a written report should be prepared using the Confidential Report of an Allegation of Child Abuse. Once complete, the same staff member is required to report the suspicion to the Association of Children’s Services (ACS) in consultation with the Principal. A child suspected of suffering abuse should not be allowed to leave the school building without express permission of the Principal, or, in their absence, the Director of Operations (Years 1-3) or Director of Student Support and Data (Years 4-5).

In addition, employees are mandated to report suspected abuse in an “educational setting”, meaning any school building or vehicle that is being used to transport students to school, or any school event. The Principal should be notified, so that they may file a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

All Elm Community Charter School employees are required to protect the confidentiality of any and all records containing information pertaining to students. The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Act (IDEA), and state privacy laws and regulations, protect the confidentiality of student records. Any disclosure by an employee of

confidential student information requires the expressed consent of the Principal, and must be permitted by law.

All records will be kept in a safe and locked location, and only individuals who are granted access for legitimate reasons will be permitted to see these records. In addition, employees who access to the social security numbers of school employees are required to keep this information confidential, except for legitimate business reasons.

School Calendar and Holidays

Elm Community Charter School will produce a new calendar annually, that complies with New York State Education Law surrounding attendance requirements. While Elm has discretion regarding the exact dates of required attendance, it is expected that all staff will be in attendance on the indicated dates, unless a leave day is being used.

Weather Days and other Closings

Elm Community Charter School may be closed in the event of inclement weather, or other situations beyond the school's control. A process of parent notification will be designed and implemented to ensure the timeliness of information. Any day where NYC DOE schools are closed will mean that Elm is automatically closed as well. The Principal will use His or Her discretion in determining whether missed days of school need to be made up, as well as determining the date of any make up days.

R12a - Partner Organizations

a. Partner Information

Name: School Empowerment Network

Contact Person: Alex Shub, Chief Executive Officer

Phone Number: [REDACTED]

Email: [REDACTED]

Address: [REDACTED]

Board Affiliations: There are no affiliations between Elm Community Charter School's Board of Trustees and School Empowerment Network.

The proposed Principal, Priscilla Walton, was accepted into School Empowerment Network's (SEN) Charter Leader Fellowship for schools proposed to open in 2018. SEN is a nonprofit organization dedicated to helping underserved students gain access to top quality education by developing principals to open new charter schools. Through the Charter Leader Fellowship, SEN will provide our founding team with a high level of support over the course of three years. SEN commits to supporting the successful planning and launch of our schools through comprehensive coaching in developing a strong charter application, support in securing up to \$325,000 in start-up grant funding that allows for a paid planning year, and ongoing weekly on-site coaching during the opening year.

In the process of conducting community outreach, drafting the proposal, and partnering with community organizations, the founding team connected with SEN as a resource and potential partner in the planning and launching of Elm Community Charter School. After further discussion with David Negrón, Director of Recruitment and Selection, founder Priscilla Walton, identified SEN to be a significant support in the success of Elm for the following reasons:

- **Non-Education Support:** Elm's founder and founding team holds a comprehensive and diverse set of skills and knowledge around education and recognize our need for guidance and support in regards to finance, operations, strategic planning, and board governance and development. For this reason, partnership with SEN will be invaluable as the organization's team holds expertise and offers supports around the aforementioned areas. Furthermore, the majority of Elm's founding Board of Trustees lacks prior board experiences. In addition to hiring board development consultation, SEN will offer guidance and resources around effective board meetings and agendas.
- **Planning and Launching Years:** Elm's founder and founding team are keenly aware the immense undertaking involved in starting a new school. Integral to Elm's success is our ability to navigate through all the moving pieces, particularly during our first years of operation. For this reason, we believe that

partnering with an organization, such as SEN, with leaders well versed in new school initiatives, will ultimately ensure our success in delivering high quality education for the students in district 24.

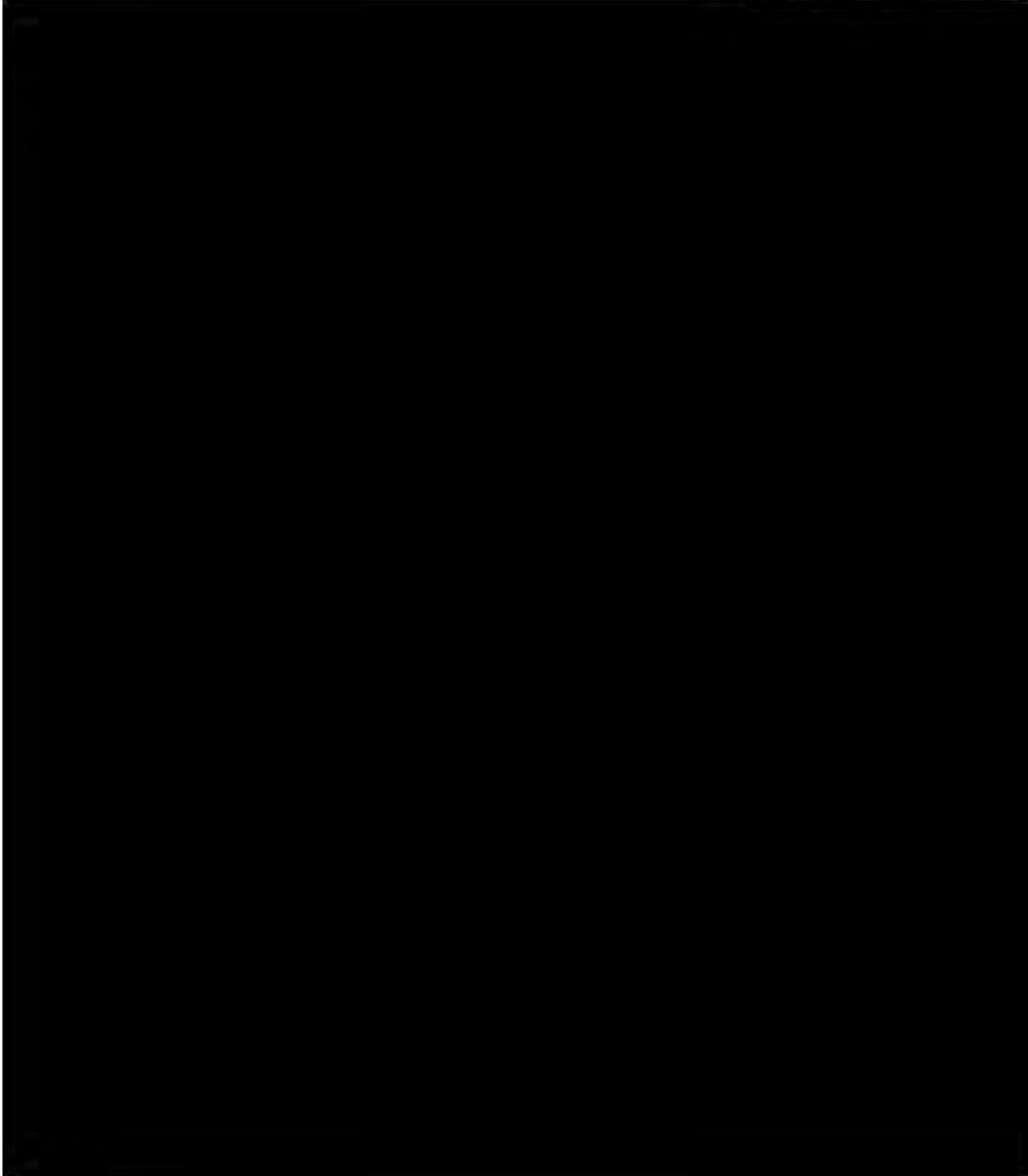
- **Resources and Networking:** At Elm's inception, Founder Priscilla Walton, spent a significant amount of time identifying effective organizations that worked with charter schools and the real estate/facilities, strategic planning, food services, finance, and law fields. Partnering with SEN has connected Elm with several potential partnerships and connections, aiding the founding team in ultimately spending most of it's time in crafting school design and solid operations systems.

R12b - Partner Commitment

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School Empowerment Network
LEAD THE CHANGE

Alex Shub
Chief Executive Officer
School Empowerment Network



Alex Shub

R13ac - Governance

a. Education Corporation Board Roles and Responsibilities

The education corporation's board of trustees (the "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 roles and responsibilities of the Board are as follows:

- The Board will, by vote of its members and in accordance with the provisions of its by-laws, select the Principal. Other staff members will be selected by the Principal and/or his or her designee(s);
- The Board will, by vote of its members and in accordance with the provisions of its by-laws, select any partnering organization(s) or management organizations;
- The Board will, on a consistent basis, monitor the School's academic performance, operational effectiveness and fiscal performance. It will take such action(s) as it deems necessary to gather information and act on it in support of the School and its mission;
- The Board will, on an annual basis, evaluate the performance of the Principal (and any partner or management organization) and hold them accountable for achievement of the school's mission and goals;
- The Board will hear complaints in accordance with the School's complaint policy, and engage in the student disciplinary process as set forth in the School's discipline policy.

b. Education Corporation Board Design

The Board's design, including the composition of the board and the systems and structures that it uses to carry out its business, is critical to ensure that Elm Community Charter School is effectively governed and in compliance with all applicable laws and regulations.

As set forth in the Board's by-laws, the design of the education corporation will involve the following elements:

- There will be a minimum of 5 board members. The exact number of board members will be reserved for the discretion of the Board;
- The Board's officer positions will be the Chairperson, Vice Chairperson, Secretary, and Treasurer. The Treasurer will have responsibility for fiscal matters as described in the by-laws; The Secretary will have responsibility for Board minutes and records as described in the by-laws; the Vice Chairperson will assist the Chair as necessary and be available to step into the role of Chairperson

should the Chairperson be unable to serve, and the Chairperson will preside over meetings and perform such other functions as are delegated by the Board;

- Board members will serve staggered five year terms.
- Each July, the Board of Trustees will establish goals for the school year in the areas of academic achievement, school culture, community engagement and facilities. In addition to annual goal-setting, the board will establish multi-year objectives that will be reviewed and/or revised on an ongoing basis throughout the charter term.
- The Board may choose to delegate authority to any committees, officers, employees and/or contractors as it sees fit. The Board will have the following standing committees:
 - **Executive Committee (required under New York Education Law Section 226):** Chaired by the Board Chair, will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.
 - **Finance Committee (essential for responsible fiscal stewardship of the organization):** Chaired by the Treasurer, the finance committee reviews the school’s budget and additional financial information about the school’s ongoing financial position and makes the larger Board aware of areas of concern and/or makes recommendations pertaining to Board decision making around finances. The Treasurer with the involvement of the Head of School chairs the Finance committee.
 - **Academic Committee (essential for the academic stewardship of the organization):** works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Head of School in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: a) advising the board on the core values and activities of scholarship that define the School’s core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School’s vision, mission and strategic plan; c) adopting procedures of board approved academic policies; d) protecting and enhancing the quality of the School’s academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the Principal to monitor and advance the quality of all academic activities.
 - **Facilities Committee (essential for the planning and implementation of the School’s private facilities, should that be necessary):** We

understand that an appropriate public facility space may not be available, and the Facilities Committee will work to secure, renovate and maintain a private facility for the School should that be necessary.

- Consistent with applicable law and the by-laws, Board meetings will occur at least once per month at the school facility unless there is a compelling reason why the facility cannot be available (e.g. renovations), in which case the meeting will take place in a location that is accessible to the public and located within the general school community. Committees will meet on a regular basis, as needed to effectively perform their respective functions.
 - In accordance with the Open Meetings Law, if a Board meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting;
 - The Board understands that it must advertise and carry out meetings in accordance with the Open Meetings Law, but more importantly, strongly believes that, given the important role a school plays in the community and in peoples' lives in general, it is critical to be transparent, open and welcoming to community members, staff and other stakeholders. The Board will only meet in closed executive session for reasons allowable under the Law, such as to discuss personnel matters and legal proceedings, and all executive sessions only after the Board convenes an open session for public comment.
- At each of its regular board meetings, the Board will solicit information from the school's leadership. It will also seek information, as needed from other sources such as staff and/or contractors;
- The Board will continually attend to the recruitment of new trustees; when vacancies occur or additional members are sought, an ad hoc Nominating Committee will be formed. That committee will seek to identify and vet candidates and present them to the Board for review and possible approval;
- New Trustees will receive Board policies and other key documents. They will be provided with training and orientation as well;
- The School will engage in ongoing Board training, provided by outside experts.

Trustee Recruitment, Nomination, Orientation

Upon the resignation of a board member, or if need is otherwise identified by the Board through its evaluation process, the Board will endeavor to recruit new members through the following methods:

- Through personal networks, especially with regard to bringing on members when there is need for a specific expertise (i.e. law, development, facilities, finance, etc.)
- Through consultation with charter organizations [REDACTED] which has a wide network of associates.
- Through communications with the school's community partners. If necessary, in conjunction with organizations such as BoardAssist (<http://boardassist.org/>), which helps match interested potential members with board's in need of new members. Board candidates must demonstrate commitment to, and understanding of the school and its needs. All Candidates will be expected to visit the school at least once, attend at least one Board meeting, and meet with the Board Chair and at least two other members of the Board (all Board members will be invited to participate) to participate in an interview. Trustee candidates must be nominated by a sitting Trustee, and elected by majority vote of the sitting Trustees. No person who has a conflict of interest prohibited under Sections 801 and 806 of the General Municipal Law may serve.

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 satisfactory 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.

Removal

If necessary, the Board has the power to remove Board members with cause for reasons such as:

Failure to follow the school's Code of Conduct, including with regard to conflicts of interest; Acting in a manner that brings negative attention to the school; Frequent and/or unjustified absences from regular board meetings. Removal of a board member requires the vote of 2/3 of the board, excluding the Trustee who is subject to the removal.

Board Training and Evaluation

Board members recognize the critical importance of staying up to date with legal requirements and best practices, and will regularly participate in board training and professional development opportunities pertaining to their role as board members and effective, high quality practice.

The Board will formally self-assess twice a year, in December and June, to monitor progress toward short and long-term goals. The effectiveness of the Committees will be assessed at this time as well. In addition, each Board will self-assess around areas of attendance, participation and communication, and contributions to the overall well-being of the school (which does not have to be, but could be monetary, or could include significant volunteering, introduction of the school to significant opportunities or resources, or other members of support), and meet with Board Chair to review and evaluate progress in order to create strategic goals when and where necessary. The Executive Committee will constantly monitor the skill-sets of the various members, and create plans to address deficiencies and/or vacancies.

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.

c. Stakeholder Participation

Parents and school staff, including teachers, will be an integral part of the Elm community. The School will create many ways for each stakeholder group to provide input and participate in the governance of the education corporation. Everyone will be welcome to attend board meetings and their voices will be heard during the public comment portion of each board meeting. The School will administer staff and family surveys, in addition to the one administered annually by the NYC DOE, to gather feedback and stakeholder input. The survey results will be shared with the Board and discussed during board meetings.

**By-Laws
of
Elm Community Charter School**

ARTICLE I

Name and Office

Section 1.1. Name and Formation. Elm Community Charter School (the “Corporation”) is a not-for-profit corporation organized under the Not for-Profit Corporation law of the State of New York (the “NCPL”). The Corporation is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York (the “Charter Law”). The Corporation is to be operated to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the “Code”).

Section 1.2. Purposes. The purposes of the Corporation are to: (a) operate a public charter school in the City of New York (the “School”) subject at all times to the Charter Law and the NCPL; (b) exercise all rights and powers of not-for-profit corporation under the NCPL; and (c) engage in any other activity that is connected with or in advancement of the foregoing purposes; provided that the Corporation shall at all times operate in conformance with 501(c)(3) of the Code.

Section 2.1. Office. The School shall have its Head of School office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof. The School may establish offices in such other place or places as it may deem necessary or appropriate in the conduct of its business.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation’s registered office

ARTICLE II

Board of Trustees

Section 1. Authority. The business and affairs of the School shall be managed and controlled under the general direction of the board of trustees of the School (the "Board of Trustees" and each member thereof, a "Trustee") in accordance with the purposes and limitations set forth herein and in the Charter, dated as of _____ between the School and the Board of Trustees of the State University of New York, and as approved by the New York State Board of Regents on _____.

Section 2.1 Powers. Generally, except as otherwise provided by the Charter Law, the NCPL or other applicable laws and regulations (collectively, "Laws"), the charter of the School approved by the New York State Board of Regents (the "Charter") or the terms of these Bylaws, the business, affairs and property of the Corporation and the School shall be managed by the Board of Trustees (the "Board").

Section 2.2. Enumeration of Specific Powers. Without limiting the generality of Section 2.1, the powers and duties of the Board shall include the following:

- (a) Perform any and all duties imposed on the Board by Laws or by these Bylaws;
- (b) Make and change policies, rules and regulations not inconsistent with Laws or these Bylaws for the management and control of the School and its affairs, including without limitation, with respect to curriculum, teaching and learning; English language education for English language learners; special education; admissions; student health and food services; student and faculty dress code; student discipline; transportation; and employment and other personnel matters;
- (c) Develop, approve, implement and monitor achievement of the School and provide public accountability;
- (d) Develop and approve the School's (i) annual budget, which shall be monitored throughout the year, and (ii) the School's long-term financial plans and projections;
- (e) Cause an annual inspection or audit of the accounts of the Corporation, as well as other audits required by Laws, to be made by an accounting firm selected by the Board;
- (f) Establish all major educational and operational policies;
- (g) Hire, fire, oversee, evaluate, guide and support the Principal and other members of the School staff;

- (h) Strive for a diverse student population, reflective of the School's community;
- (i) Lease, purchase or otherwise acquire, in any lawful manner, for and in the name of the Corporation, any and all real and personal property, or other assets, rights and privileges deemed necessary or convenient for the conduct of the School's purpose and mission;
- (j) Enter into agreements and contracts with individuals, groups of individuals, corporations and other entities and government and quasigovernmental bodies; and
- (k) Solicit and receive grants and other funding consistent with Laws and the Code to promote the School's mission with the objective of raising operating and capital funds.

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which the School is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Qualifications. Each member of the Board (a "Trustee") shall at all times have any mandatory qualifications required by the Charter Law or the Charter. The Board may elect any person who in its discretion it believes will serve the interests of School faithfully and effectively. Each Trustee shall be strongly committed to the School's mission, and to improving public educational opportunities for all children. Trustees, at the Board's discretion, may (but need not) consist of (i) one or more members of the School's faculty or administration, or (ii) parent community and/or local community leaders. A faculty/administration member's term shall automatically expire upon such member no longer being employed by the School (including the [Executive Director and Principal]), unless the Board determines otherwise. The term of a member of the Board from the parent community shall automatically expire when such parent no longer has a student enrolled in the School, unless the Board determines otherwise. In order to become and remain a Trustee, each individual shall be required to attend such training and engage in such other mandatory service-related initiatives as the Board may from time to time require.

Section 4. Term of Service. The term of office of all members of the initial Board shall be staggered between three and five years. At the end of the third year, the Board shall provide for staggered terms of its Trustees by designating approximately one third of the Trustees to three-, four- and five-year terms, respectively. Following the expiration of those initial staggered terms, the term of each elected Trustee shall continue for five years after initial election, subject the Trustee's earlier death, resignation or removal. No Trustee, other than the [Executive Director and Principal], shall serve for more than eight (8) consecutive years, provided that, upon request of the [Executive Director and Principal] a Trustee may be permitted to serve beyond such eight year limit, if the Board determines that such extension is in the best interests of the School. A Trustee's term shall not be shortened by any reduction in the number of Trustees resulting from the

amendment of these Bylaws. A Trustee's term shall not be extended beyond that for which the Trustee was elected from the amendment of these Bylaws

4.1 Removal. Subject to the terms of the NCPL, any Trustee may be removed for cause by the affirmative vote of the 2/3 of the entire Board, excluding the Trustee who is the subject of the removal action. Unexcused absence from two (2) consecutive regular meetings of the board or four (4) regular meetings of the board in any 12-month period shall, without limitation, be considered cause for removal.

Section 5. Number of Trustees. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be at least five (5), but in no event shall the entire Board consist of more than fifteen (15) Trustees.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to the School, but by resolution of the Board of Trustees, reasonable expenses may be reimbursed.

Section 8. Meetings. The Board of Trustees shall meet monthly at the School on dates to be determined by the Board of Trustees. Any one or more members of the Board or any committee thereof may participate in a meeting of the Board or such committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or in his or her absence, the next Senior Trustee, or upon a majority vote of the Trustees, a majority vote of the Executive Committee or three (3) Trustees. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business, including meetings of committees and subcommittees will be open to the general public. The Board of Trustees may invite public comment during such meetings but the Board of Trustees may, at its discretion, limit public comments to three (3) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees. Consistent with the Open Meetings Law of New York, trustees may participate in any meeting or committee meeting of the Board of Trustees via videoconferencing equipment. Any trustees participating in this way shall count for purposes of quorum and for voting.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open

Meetings Law of New York, as amended from time to time. No action for the appropriation of public monies shall be made in executive session. The Board of Trustees may vote while in executive session on matters related to the reason for such a session and when a vote is taken, minutes of the executive session shall be taken and made public in accordance with the Open Meetings Law of New York.

Section 11. Notices. Notice of all meetings of the Board of Trustees shall be mailed to all Trustees at least five (5) days but not more than ten (10) days prior to the date set for such meeting to the usual address of every Trustee. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting. An annual or other waiver of notice in writing, signed by the person or persons entitled to such notice and filed with the records of the meeting, whether before or after the time stated therein, shall be equivalent to the giving of such notice. In addition, if a Trustee who does not receive notice attends a meeting without objection, or approves the minutes of such a meeting, the notice will be deemed waived and consent to the meeting given.

Section 12. Notice to the General Public. In accordance with the Open Meetings Law, if a Board of Trustees' meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the entire number of Trustees, represented in person or via video conferencing equipment, shall constitute a quorum. A quorum is required for the transaction of business of the School at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote, unless these By-Laws or the laws of the State of New York require a greater number.

Section 15. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

ARTICLE III Officers

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers; any two (2) offices can be held by one (1) Trustee, except no one (1) Trustee may hold the offices of Chairperson and Secretary at the same time:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The Chairperson of the Board of Trustees shall appoint members of special committees, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees or Executive Committee.

Section 2. Vice-Chairman. The Vice-Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman. The Vice-Chairman shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 3. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee and Executive Committee meetings. He or she shall be custodian of the records and the seal of the School and affix and attest the seal to all documents to be executed on behalf of the School under its seal. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees or the Executive Committee.

Section 4. Treasurer. The Treasurer shall have the custody of the funds and securities of the School and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to the School, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of the School in such depositories as may be designated by the Board of Trustees or the Executive Committee. The Treasurer shall disburse the funds of the School as may be ordered by the Board of Trustees, or the Executive Committee, taking proper vouchers for the disbursements, and shall render to the Chairperson, the Board of Trustees, and the Executive Committee, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of the School, provided that routine transactions may be delegated to the staff of the School. The Treasurer will work with Victory Schools to accomplish the aforementioned duties in accordance with the contractually-established delegation of certain such duties to Victory Schools. The Treasurer shall perform such other duties as the Board of Trustees or the Executive Committee may from time to time prescribe or require.

Section 5. Delegation of Officers' Duties. In case of the absence or disability of an Officer, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of any Officer to any other Officer or to any member of the Board, except as otherwise provided by Laws, the Charter or these Bylaws, except that the duties of the Chairman may only be delegated to the Vice-Chairman and the Vice-Chairman may not transfer the Chairman's duties that were delegated to the Vice-Chairman to any other Officer.

Section 6. Compensation. No persons serving as an Officer shall receive any salary or compensation for his or services as an Officer. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE IV INDEMNIFICATION

Section 1. No Liability. The Trustees and Officers shall be afforded the full protection of NCPL §720-a (as said section may be amended from time to time hereafter). To the fullest extent permitted by the NCPL, no Trustee shall be personally liable for the Corporation's debts, liabilities or other obligations.

Section 2. Right of Indemnification. Each Trustee and Officer of the Corporation, whether or not then in office, and any person whose testator or intestate was such a Trustee or Officer, shall be indemnified by the Corporation for the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and the fullest extent permitted by the NCPL, as such law now exists or may hereafter be adopted or amended. The standards for when a Trustee or Officer is entitled to indemnification are as set forth in the NCPL are incorporated herein by reference.

Section 3. Advancement of Expenses. Expenses incurred by a Trustee or Officer in connection with any action or proceeding as to which indemnification may be given under Section 5.2 may be paid by the Corporation in advance of the final disposition of such action or proceeding to the fullest extent permitted by the NCPL, as such law now exists or may hereafter be adopted or amended, subject to (a) the receipt by the Board of an undertaking by or on behalf of such Trustee or Officer to repay such advancement in case such Trustee or officer is ultimately found not to be entitled to indemnification as authorized by this Article V, and (b) approval by the Board consisting of Trustees who are not parties to such action or proceeding.

Section 4 Availability and Interpretation. To the extent permitted under the NCPL, the rights of indemnification and to the advancement of expenses provided in this Article V shall (a) be available with respect to events occurring prior to the adoption of this

Article V, (b) continue to exist after any rescission or restrictive amendment of this Article V with respect to events occurring prior to such rescission or amendment, (c) be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding, and (d) be in the nature or contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the Trustee or Officer for whom such rights are sought were parties to a separate written agreement.

Section 5. Other Rights. The rights of indemnification and to the advancement of expenses provided in this Article V shall not be deemed exclusive of any other rights to which any Trustee or Officer or other person may now or hereafter be otherwise entitled, whether contained in these Bylaws, a resolution of the Board or an agreement providing for such indemnification, insurance coverage purchased by the Corporation, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of expenses provided in this Article V shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any Trustee or Officer or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

Section.6. Severability. If this Article V or any part hereof shall be held unenforceable in any respect by a court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and remainder of this Article V shall remain fully enforceable. Any payments made pursuant to this Article V shall be made only out of funds legally available therefor.

ARTICLE V Standing Committees

The Board of Trustees may designate from among its members, by resolution adopted by a majority of the entire Board, such committees as the Board may from time to time designate ("Committees") so as to better manage the affairs of the School and to carry out the powers and duties of the Board as set forth in Article III of these Bylaws. All Committees shall will have a minimum of [three (3)] members, except the Executive Committee which will have a minimum of [five (5)] members. Each Committee shall have an appointed chairperson determined by the Board from time to time. The Board shall at all times maintain an Executive Committee, an Audit and Finance Committee and an Academic Committee. The Executive Committee shall consist of the Chairman, the [Executive Director and Principal] and such other members as the Board may determine. Except as otherwise provided by Laws, the Charter or these Bylaws, all acts done and power and authority exercised by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees. The Audit and Finance Committee shall consist of the [Chairman], the [Executive Director and

Principal] and such other members as the Board may determine, shall be responsible for the fiscal health and well-being of the School, and in connection therewith shall monitor the School's finances, review budgets and financial statement, and make financial recommendations to the whole Board. The Academic Committee shall consist of the Principal and such other members as the Board may determine, shall be responsible for the School's overall academic curriculum, and in connection therewith shall monitor the School's academic programs, student progress and testing levels and academic goals, and make academic recommendations to the whole Board. A majority of a Committee shall constitute a quorum for the transaction of business, and the vote of a majority of a Committee constituting the quorum thereof shall be an act of such Committee. Every Committee shall, at the discretion of the Committee chair, be able to appoint such subcommittees ("Subcommittees") as may be necessary to carry out the function of the Committee. Committees and Subcommittees of Trustees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify. Reasonable notice of meetings of Committees and Subcommittees shall be provided by the chair of each such Committee or Subcommittee. In addition, public notice of any and all meetings of any Committee. To the extent applicable, public notice of any and all meetings of Committees and Subcommittees of the Board shall be given as required by the Open Meetings Law of the State of New York or other applicable Laws. To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law or other applicable Laws, the Open Meetings Law or other applicable Laws shall prevail and control.

ARTICLE VI Advisory Committee

There shall be an Advisory Committee which exists to provide special assistance to the Board of Trustees with special projects and initiatives as needed. Non-trustee Advisors shall be selected by majority vote of the Board of Trustees; Advisors shall serve at the sole discretion of the Board of Trustees, providing advice to the extent required by the Board and shall not be compensated for their services, or given voting rights on the Board of Trustees. Advisors shall agree orally or in writing to maintain the confidentiality of all non-public information received in connection with his or her activities as an Advisor.

ARTICLE VII Head of School

Section 1. Selection. A Head of School or Principal shall be appointed and employed by the Board of Trustees.

Section 2. Powers. The Head of School shall be responsible for the enrollment, safety, education and behavior of students; for implementing the vision of the Board of Trustees as regards the hiring, training, promotion and dismissal of teachers; for parent involvement, parent communication and parent satisfaction; and for relations with the community as a whole, and may not hire or dismiss a teacher without board approval. The Head of School shall submit to the Board of Trustees, at every regularly scheduled meeting and as requested, a full report on the condition and progress of her

responsibilities.

ARTICLE VIII General Provisions

Section. 1. Fiscal Year. The fiscal year of the School shall be from July 1 through June 30. The fiscal year of the School may be changed by majority vote of the Board of Trustees.

Section. 2. Books, List and Records. The School shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees, the Executive Committee and other standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When the School receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, the School will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the Head of School of the School or his or her designee; (3) upon timely receipt of such an appeal, the School will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. The School also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. The School may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

ARTICLE IX Amendments

Section 1. Amendments. These Bylaws, or any part hereof, may be adopted, amended or repealed at any meeting of the Board by a vote of two thirds (2/3) of the entire Board of Trustees. Notice of a meeting to vote on adoption, amendment or repeal of any bylaw(s) shall include details and specification of the proposed action. No amendment to these Bylaws may be made if such amendment is not in accordance with Laws and the Charter.

ARTICLE X MISCELLANEOUS

Section 1. Interpretation of Charter. In the event of a conflict between these Bylaws and the Charter, the provisions of the Charter shall control.

Section 2. Gifts. Except as otherwise provided by Laws, the Code or the Charter, the Board of Trustees, the executive committee or any authorized Officer, employee or agent of the Corporation may accept, on behalf of the Corporation, any contribution, gift,

bequest or devise for any general or special purpose or purposes of the Corporation.

Section 3. Corporate Funds. The funds of the Corporation shall be deposited in its name with such banks, trust companies or other depositories as the Board may from time to time designate. All checks, notes, drafts and other negotiable instruments of the Corporation shall be signed by such Officer or Officers, agent or agents, employee or employees as the Board from time to time may designate. No Officers, agents or employees of the Corporation, alone or with others, shall have the power to make any checks, notes, drafts or other negotiable instruments in the name of the Corporation or to bind the Corporation thereby, except as provided by this Section.

Section 4. Duty of Confidentiality. Every Trustee has a duty to maintain the confidentiality of all Board actions and activities, including discussions and votes. Any Trustee violating this confidence may be removed from the Board for cause pursuant to Section 4.1.

Section 5. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction and definitions contained in the NCPL 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 female gender, and as both singular and plural, as the context requires. The captions and headings in the Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

R13e – Code of Ethics

The Board of Trustees (“Board”) of Elm Community Charter School (the “School” or “Corporation”) recognizes that sound, ethical standards of conduct will serve to increase the effectiveness of the Board, the Board’s trustees (“Trustees”) and officers (“Officers”), and the School’s educational administrators, educational staff and employees (collectively, the “School Employees”) as educational leaders in the School’s community. Further, the public purpose and tax-exempt status of the School imposes a special obligation to maintain the public trust. Lastly, it is important to the School’s mission that the Trustees, Officers and School Employees avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School.

The Board recognizes its obligation under the New York State General Municipal Law §§ 800-806 (the “Gen. Mu. Law”) to adopt a code of ethics and policy on conflicts of interest. Therefore, the Trustees, Officers and School Employees shall adhere to the following Code of Ethics and Policy on Conflict of Interests:

- 1. Self-Dealing Transactions and Self-Dealing Disclosures :** (A). No Trustee, Officer or School Employee shall engage in a “Self-Dealing Transaction” (as defined below), and the Board shall not permit the School to enter into a Self-Dealing Transaction, unless it has been approved by the Board in accordance with applicable law and the School’s charter. A “Self-Dealing Transaction” means a transaction to which the School/Corporation is a party and in which one or more of the Trustees, Officers or School Employees has a ‘material financial interest’. (B). A Trustee, Officer or School Employee has a ‘material financial interest’ in a transaction with the School/Corporation if (I) the Trustee, Officer or School Employee or, (II) to the Trustee’s, Officer’s or School Employee’s knowledge, the Trustee’s, Officer’s or School Employee’s family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew) or business associate or personal relation (such family members and business associate or personal relation are referred to as an “Associate”) (i) is employed by or holds a fiduciary, significant owner, or senior position with, any entity or person with which the School/Corporation is considering a transaction, or (ii) otherwise will receive compensation of any sort and whether directly or indirectly as a result of the transaction. A Trustee, Officer or School Employee has a ‘material financial interest’ in a transaction with the School/Corporation is called an “Interested Party”. (C) As and when a Self-Dealing Transaction arises, each Interested Party has an obligation to promptly provide full and frank disclosure of his or her or his or her Associate’s interest to the Board. Disclosure required under this shall protocol must include all relevant and material facts known to the Interested Party about the Self-Dealing Transaction, and shall be set forth in the minutes of the Board. Unless the Board requests otherwise, a Trustee that is an Interested Party shall recuse herself or himself from the Board’s consideration of the Self-Dealing Transaction. In no event shall a Trustee vote on a Self Dealing Transaction with respect to which he or she is an Interested Party.

2. **Gifts:** No Trustee, Officer or School Employee shall, directly or indirectly, (i) solicit any gift, or (ii) accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties for the School or was intended as a reward for any official action for the School on his or her part.
3. **Confidential Information:** No Trustee, Officer or School Employee shall disclose confidential information acquired by him or her in the course of his or her official duties for the School or use such information to further his or her own personal interest. Such information specifically includes, for purposes of highlighting the importance thereof, student academic and health records, School financial information, and personnel and payroll records. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
4. **Compensation for Services:** No Trustee, Officer or School Employee shall receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
5. **Compensation for Services for a Contingent Fee:** No Trustee, Officer or School Employee shall receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the Board with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
6. **Gen. Mu. Law:** Without limiting the specificity of these provisions, all Trustees, Officers and School Employees are subject to and shall at all times follow the Gen Mu. Law.
7. **Investments in Conflict with Official Duties:** No Trustee, Officer or School Employee shall invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties for the School. All Trustees, Officers or School Employees must disclose any contract or other relationship with not-for-profit entities, such as charter management organizations, partners and founding organizations.
8. **Political Contributions:** No Trustee, Officer or School Employee shall ask a subordinate, a student or a parent of a student to work on or give anything of value to any political campaign. \
9. **Rules of Behavior:** All Trustees, Officers and School Employees shall observe such rules of behavior and conduct as the Board, or the School with the approval of the Board, may from time to time adopt.
10. **Distribution of Code of Ethics:** Each Trustee, Officer and School Employee shall be furnished a copy of this Code of Ethics and Policy on Conflict of Interests before entering upon the duties of his or her office or employment. In addition, the Board shall cause a copy of this Code of Ethics and Policy on Conflict of Interests to be distributed annually to every Trustee, Officer and School

Employee. Each Trustee, Officer and School Employee shall be required to sign a statement acknowledging receipt of and agreeing to comply with this this Code of Ethics and Policy on Conflict of Interests before entering upon the duties of his or her office or employment and as part of his or her continuing to hold such position on said annual basis. 11. Penalties: In addition to any penalty contained in any other provision of law, any person who shall knowingly, intentionally or grossly negligently violates any of the provisions of this Code of Ethics and Policy on Conflict of Interests may be suspended or removed from office or employment, as the case may be, in the manner provided by law.

R13f – Complaint Policy

Elm's complaint policy will appear in the Elm Community Charter School Family and Staff Handbooks, and be available in the office in writing upon request.

Elm Community Charter School Policy:

Any individual or group may bring formal and informal complaints or concerns to the Principal of the school, who will work with involved parties to fairly resolve conflicts as quickly as possible. Elm's complaint protocol will vary based on whether a complaint is deemed as formal or informal.

Informal Complaints

Informal complaints do not involve violations of the law, the Act, or Elm's charter. Informal complaints can be in the form of parent/student preferences, student to student, teacher-student, or parent-teacher conflicts, bullying, discrepancies in grades. Informal complaints will follow a logical sequence with involved parties, with the exception of a complainant who prefers to privately disclose and delegate a resolution to the Principal. In general, informal complaints will follow the below protocols:

Classroom-related complaints and concerns:

- **Complaint voiced:** informal complaint communicated verbally or written to the student's involved teacher
- **Response:** teacher responds to complainant within 48 hours of complaint
- **Meeting:** conflict resolved through informal conversation/meeting with an agreed upon resolution

Leadership, Operations, School-wide related complaints and concerns:

- **Complaint voiced:** informal complaint is communicated to the office staff, who forward the message to the appropriate/involved leader
- **Response:** leadership responds to complainant within 48 hours of complaint
- **Meeting:** conflict resolved through informal conversation/meeting with an agreed upon resolution that is aligned with Elm's charter and school model.

Employee-related complaints and concerns:

- **Complaint voiced:** informal complaint is communicated verbally or written to the involved leader. In the case that an employee is uncomfortable with directly communicating a complaint, s/he may follow the formal complaint protocol.
- **Response:** leadership responds to a complainant within 48 hours of complaint
- **Meeting:** conflict resolved through informal conversation/meeting with an agreed upon resolution that is aligned with Elm's charter and school model.

If the employee is not satisfied with the resolution of the involved leader, and the leader is not the Principal, the employee may reach out to the Principal for further assistance.

If the determination by the Principal is still not to the employee's satisfaction, s/he has the option then proceeding through the formal complaint route.

Formal complaints

Formal complaints involve an alleged violation of the law, the New York Charter Schools Act, or Elm's Charter including its provisional charter or certificate of incorporation. The following examples are categorized as formal complaints¹:

- improper discipline of a special education student (violation of the Individuals with Disabilities Education Act (IDEA) or applicable federal regulations);
- billing the wrong district for a student (violation of the Act and NYS Education Commissioner Regulations);
- child abuse in an education setting (violation of New York State Education Law Article 23-B).

Subdivision 2855(4) of the New York Education Law (part of the Charter Schools Act) provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or applicable law may complain formally to the school's Board of Trustees and seek relief. The Executive Committee of the Board will consider any formal complaints, aiming to resolve conflicts in a manner that is timely and thoughtful. The Executive Committee will send a written acknowledgement of receipt of complaint within five business days of receiving the complaint. If necessary, an investigation will be conducted and presented at the next Board meeting. The Board's determination will then be submitted within 45 days of the complainants' submission of the written statement and will include:

- a written determination and any remedial action thereto;
- a written notice to the complainant that he or she may appeal the determination of the Education Corporation to the Trustees; and,
- a copy of the Trustees' grievance policies (as they are posted on the website of the Charter Schools Institute (CSI) currently at <http://www.newyorkcharters.org/contact/>). Appeals of decisions made by the Board of Trustees may be made first to the SUNY Trustees via CSI, and then to the Board of Regents through the New York State Education Department.

¹ <http://www.newyorkcharters.org/wp-content/uploads/Complaints-Guidance.pdf>

R14 – District Relations

Elm Community Charter School recognizes the great benefits that come with district-charter collaboration. As evidenced by our community outreach (R-03j), Elm’s founding team has done considerable work partnering with local organizations to expand our students’ learning beyond the four walls of our building; Pre-K Centers to engage with parents and families; and local elected bodies to ensure alignment between our school’s model and the community’s need. Our ultimate goal is to work with the community in providing a high-quality public charter school that will benefit families in CSD 24.

We have received tremendous support amongst Elmhurst’s community-based organizations including: Director Angelica Melo at Booster Club, an after school tutoring and mentoring program, several Pre-K Centers including Director Anita Astupuma of Little Friends of Elmhurst, and community councils such as President Tom McKenzie of Newtown Civic Association, who stated: “The community is behind you and we wish you the best in accomplishing what this community needs for the education of our children” (detailed in R-03j Outreach Evidence).

We continue to foster ongoing conversations with Community Board 4 and Communities of Maspeth & Elmhurst Together (COMET), which are detailed in R-03j Outreach Evidence. Based on the conversations with CEC24 Board Chair, Nick Commiani and Council Member Dromm, Elm recognizes the potentially tension that may be created between district and charter schools due to lack of facilities and space. At the suggestion of several stakeholders, we are dedicated to exploring private facilities to alleviate the overcrowding of schools in the neighborhood, and provide more seats for students. Elm’s Founder and Principal, Priscilla Walton, is committed to building continual relationships throughout our charter term by consistently leading and contributing to the mutual goals and priorities described below which are held by several community stakeholders:

- Demonstrate commitment to serve all students by actively enrolling and retaining a student population representative of the district; including students with disabilities and Individualized Education Plans (IEPs), English Language Learners (ELL), and economically disadvantaged students
- Maintain open and honest communication with the New York Department of Education, Community Board 4, and Community Education Council District 24 through regular communication and consistent attendance at meetings
- Perform open and transparent public board meetings, as well as publicly posted board meeting minutes, annual reports and audits
- Build relationships with district 24 schools to collaborate in holding community events and sharing resources beneficial for district 24 families

- Maintain respectful and collaborative relationships with schools through sharing of best practices and resources when appropriate
- Build active parent involvement through our Success Celebrations and Parent-Home Partnership sessions, which are student-teacher-parent conferences with students presenting their academic and social goals, areas of strength and improvement

Elm's founder and board of trustees are committed to building a genuine, transparent, and open relationship with the district schools in the neighborhood. Our hope is to build relationships that simultaneously encourage and support low-performing schools in the district. Potential opportunities for collaboration may include:

- **School Events:** During Success Celebrations, students will have the opportunity to showcase their performance tasks. Elm will invite district leaders and teachers to these celebrations.
- **Professional Development:** We are committed to sharing best practices and resources through school walkthroughs and teacher observations. District teachers and leaders will be welcomed in observing curriculum and teaching in action.
- **Community Events:** Elm anticipates holding community events beneficial to our families, including information sessions on middle school choice (open application), home support with literacy and math, and resources on local academic programs and events. When appropriate, Elm's leadership team will reach out to neighboring schools in collaborating and sharing such resources and materials.

We also plan to continue to cultivate our relationships with existing charter schools in district 24 and neighboring district 30, [REDACTED]. We have already discussed with their directors and principals about forming potential mentorship relationships and conducting school visits to share practices.

Over the last year, Elm's founder has worked diligently to build district relationships and continues to reach out to stakeholders including the CEC 24, [REDACTED] both of whom sit on the Education Committee for the district. We have participated in local CEC and board meetings, and corresponded with all elected officials overseeing district 24 (detailed in R-03j Outreach Evidence). [REDACTED]

[REDACTED] The latter two community members have independently expressed support for Elm's school design, particularly our focus on interdisciplinary studies and incorporation of civic education. We appreciate the time and feedback given

to us from our local elected officials, as it has played a critical role in pushing our school's design and grounding us in the community's needs.

In light of our ongoing, open, and respectful conversations, as well as the partnerships that are continuing to form, we believe we will be successful in building and maintaining positive relationships with district schools in the neighborhood of Elmhurst. Elm Community Charter School will continue to engage with district stakeholders beyond the proposal process, contributing to a collaborative school community for all students in district 24.

R15abd – Student Demand, Community Support

a. General Student Population

Description of Student Demand

Elm Community Charter School would be the first elementary charter school in district 24. Over the past year, our community outreach has clearly shown us that parents and families in district 24, particularly in Elmhurst, are looking for additional quality educational options for their children. According to Institute for Children, Poverty & Homelessness (ICPH), “Elmhurst/Corona is New York City’s second most crowded neighborhood and its third most overcrowded School District.”¹ The issue of space and the need for more student seats was reiterated several times by all types of stakeholders in the community, including: parents, residents, elected officials, pre-k centers, and community-based organizations. Here is a sample of comments collected during our gathering:

“If you are approved, please come to Corona. We need good schools there. I’m going to make sure to say that at our next board meeting!” – [REDACTED]

“I had to put my son in a catholic school because I could not find a good public school in Elmhurst. I wish you came earlier.” – [REDACTED]

“I wish we did not need to travel all the way to Maspeth to find a good academic program for our Kindergartener. Please open in time for our second kid!” – [REDACTED]

“There’s no doubt that we need more good schools here [Elmhurst]. The question is where will you find space?” – [REDACTED]

Another parent, dissatisfied with her current school states in an email, “Hello, I have a 5 year old daughter who is very bright and advanced. She is not advancing in school. Will your school have individual learning plans?” – [REDACTED]

We have yet to meet a parent in Elmhurst that has shown hesitation or resistance to greater school choice or the prospect of Elm Community Charter School as an educational option. Research done by the advocacy non-profit organization, Make the Road NY, confirms the need for more permanent classroom seats. Their research findings state, “the overcrowding problem is particularly pernicious in immigrant communities...where overcrowding tends to be worse...in places like Corona, Elmhurst...”² This report holds several accounts of parents who have students learning in trailers, or temporary classroom units (TCU), which are

¹ Institute for Children, Poverty & Homelessness. (2016). A neighborhood divided: gentrification, poverty, and homelessness in Elmhurst/Corona. On the map community profile: February 2016.

² Make the Road New York. (2015). Where’s my seat? How school overcrowding disproportionately impacts immigrant communities in New York City.

not optimal learning environments. According to Central Queens Academy’s, the only charter middle school (grades 5-8) currently open in district 24/Elmhurst, CQA currently maintains a waitlist of 460 applicants for their intake year.

In general, the lack of educational resources is a significant concern in district 24. Research from ICPH explicates that in 2010, the eastern-half of district 24 (Elmhurst/Corona) had some of the highest unmet childcare needs (e.g. afterschool programs), and that in general, child care capacity is inadequate.³ Elm’s founder and Board of Trustees are committed to providing the educational needs the community of Elmhurst has been seeking (see evidence from R-15c – Student Demand). At a recent info session (3/7), a parent and Elmhurst resident wrote: “I wish that Elm Charter School were here earlier. This is great to hear that the kids have option now...”⁴. Our extended day program and relationships with after-school and educational programs in the community will be a positive contribution and solution to the betterment of the district 24 neighborhood.

Meeting Our Proposed Enrollment

Student demand has been clearly demonstrated through the multiple conversations and feedback received at our information sessions, and meetings with community based organizations, Pre-K – 8 schools, daycare centers, and elected officials. Elm’s relationships with community stakeholders will enable us to advertise our school’s opening and ensure we meet our targeted enrollment. Below, we describe the ways we have built and will maintain our relationship with community stakeholders:

Through Information Sessions and Community Meetings: We met several parents, active residents, educators, and CBOs supportive and welcoming of Elm’s unique design, and interested in the prospect of a charter school in the neighborhood. We held several in-depth conversations with people both supportive and skeptical, and have considered or incorporated their feedback into school’s model. Overall, Elm’s founding team has directly met over 600 people involved in the Elmhurst community, as well as their networks to reach families in the Elmhurst community. Many of these stakeholders have offered support by sharing information about Elm with their network of families to ensure we reach our targeted enrollment.

New Life Fellowship Church	<u>February 21, 2016:</u> Tabled at New Life Fellowship’s lobby, where 1500 congregants gather every Sunday. Connected with families, educators, and community-based organizations. Founding team members collected 200+ signatures and 50 surveys voicing support of the Elm’s proposed opening in the neighborhood.
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³ Institute for Children, Poverty & Homelessness. (2016). A neighborhood divided: gentrification, poverty, and homelessness in Elmhurst/Corona. On the map community profile: February 2016.

⁴ See R-15c – Student Demand, p.29-33

<p>Elmhurst Corona-50</p> <p>Local Resident's Home in CSD 24</p>	<p><u>February 28, 2016:</u> Founder Priscilla Walton presented the school's design to members of Elmhurst-Corona-50 (EC50), a community group of 20-30 Elmhurst residents and workers invested in the wellbeing of the neighborhood. The members, particularly the parents and residents, voiced a great need for more elementary schools in the neighborhood. They were supportive of Elm's school design, saying it was the solution to many of the idle teens in the neighborhood, a need for engaging curriculum, smaller class sizes, and inclusion of English Language Learners and students with special needs.</p>
<p>Young Governors</p>	<p><u>April 16, 2016:</u> ██████████ the director of Young Governors (YG), a youth activist program in Elmhurst, met with Priscilla Walton earlier in March to discuss Elm's school design and aim to create a student leadership pipeline to programs like Young Governors. She presented general information about Elm, and collected feedback from the cohort of high school student leaders in the form of surveys. The YG members showed overwhelming support for the school, and welcomed the idea of an additional elementary school in the neighborhood. They stated that elementary schools were overcrowded and that a school that offered courses not solely focused on test preparation and core academics is greatly needed for the different types of students in the community. We collected 6 surveys.</p>
<p>Christian Testimony Church</p>	<p><u>November 13, 2016:</u> Held two information sessions, one to the College and Career congregation, consisting of roughly 50 people, and another with forty youth of Elmhurst, namely middle school and high school students. Overall, members of the church enthusiastically welcomed the idea of a new school focused on interdisciplinary studies and civic education. We collected approximately 40 surveys. Christian Testimony offered to share more about the school and the website information with their families.</p>
<p>Boys Scouts</p>	<p><u>December 23, 2016:</u> Held an information session at the Elmhurst Boy Scout's group, attended by roughly 15 young boys. Several families voiced support and a need for more school choice. We collected 8 surveys.</p>

Through CSD 24 Neighboring Pre-K – 8 Schools and Daycare Centers: To date, we have distributed 1000 flyers to several pre-K and daycare centers. A majority of them have expressed support in continually raising awareness on Elm's progress and opening date with their families. Most have shown great enthusiasm over an additional elementary school and appreciation for possible partnership, particularly around providing parents school choice.

<p>██████████ ██████████ ██████████</p>	<p><u>January 17, 2017:</u> We contacted Suyin So, ██████████ to share Elm's school design and solicit feedback. Ms. So confirmed that parents in the neighborhood clearly want greater school choice, as evidenced by their current waitlist of 460 students. We secured a letter of support ██████████</p>
<p>██████████</p>	<p><u>February 3, 2017:</u> Spoke to Education Director, Ms. Jamie, who was excited about the possibility of a charter school opening in the neighborhood – not just for greater school choice for her students, but also her own son. She agreed to hand out flyers and partner with us in the future for enrollment.</p>
<p>Little Friends School Elmhurst</p>	<p><u>February 3, 2017:</u> Spoke to ██████████ Ms. Elisa, who was excited for a charter school choice in the neighborhood. She had questions around what were the school's view on test preparation, to which we provided an overview of our approach to testing and school's accountability plan. She agreed to raise awareness through flyers to the local families they serve, and invited us to be a guest speaker in their March 15, 2017 workshop, which typically houses 20+ families.</p>
<p>Rainbow Christian Preschool</p>	<p><u>February 3, 2017:</u> Spoke to ██████████ Ms. Vicki, who was excited about the prospect of a new charter school in the neighborhood, agreed to hand out 200 flyers, and raise awareness around our informational sessions.</p>
<p>Children's Big Apple</p>	<p><u>January 30, 2017:</u> Spoke to ██████████ Ms. Angela Perez, who was thrilled for a charter school choice in the neighborhood. She agreed to share our flyers in both Elmhurst locations.</p>
<p>Booster Club: After School Tutoring and Mentoring</p>	<p><u>February 13, 2017:</u> ██████████ Ms. Melo, was excited about partnering with Elm and offered to host an info session in March. <u>February 27, 2017:</u> Held an info session at Booster Club, an after school tutoring and mentoring program for elementary school aged children. Parents were very enthusiastic and glad to receive news of a new charter school in the neighborhood. We secured a letter of support from Booster Club.</p>

Through Community-Based Organizations: We have discussed our proposal with several churches with over 200 members, museums, and learning centers. We have received enthusiastic support letters from New Life Fellowship Church, NY Hall of Science, Young Governors, Booster Club, New Life CDC, Connection Alliance Church, Newtown Church, Christian Testimony Church, and IFGF.

Many of these organizations have been established in the Elmhurst neighborhood well over four decades, with intimate knowledge and understanding of the neighborhood from a historical and cultural perspective. Their support is a testament to the need for more schools and for Elm’s school model in district 24.

Through Community Associations and Elected Representatives: We have presented our proposal and school design to several community associations who have expressed great support for another school in the neighborhood. We have enthusiastically received support letters from Newtown Civic Association, Elmhurst United, and a vote of approval and support from Community Board 4’s (CB4) Youth Committee to present at the larger CB4 meeting. We are continually engaged in conversations with Communities of Maspeth & Elmhurst Together (COMET) and the Community Education Council District 24 (CEC 24). The founder has had encouraging conversations with treasurer of CEC 24, Sol Concepcion, and vice president Lucy Accardo. Ms. Concepcion agreed there is a need for more schools in the neighborhood and is excited about Elm’s focus on interdisciplinary studies.

Given the variety of community support we have received over the last year, Elm’s founder and Board of Trustees are confident that families will seek to enroll their children in our lottery and that we will meet our enrollment numbers.

b. Target Population Enrollment

Elm Community Charter School is committed to enroll a student population representative of the neighborhood and district it serves. Annually, Elm’s Board of Trustees will review enrollment data to ensure that we are honoring our commitment to the district 24 community and its diverse student population. According to SUNY’s enrollment and retention target calculator, Elm’s student population should consist of approximately 82% students identified as economically disadvantaged, 26% English Language Learners (ELL), and 14% Students with Disabilities. Below are the anticipated enrollment and retention targets for district 24, which Elm Community Charter School intends on reaching for our student enrollment.

ELM COMMUNITY CHARTER SCHOOL ENROLLMENT TARGETS										
	Year 1		Year 2		Year 3		Year 4		Year 5	
# of students	100		175		250		325		400	
<i>Economically Disadvantaged</i>	82.3%	84.5	83.2%	147.9	83.6%	211.2	83.8%	274.6	83.9%	338.0
<i>English Language Learners</i>	26.1%	26.8	26.4%	46.9	26.5%	67.1	26.6%	87.2	26.6%	107.3
<i>Students with Disabilities</i>	14.3%	14.7	14.4%	25.7	14.5%	36.7	14.5%	47.7	14.6%	58.7

ELM COMMUNITY CHARTER SCHOOL RETENTION TARGETS										
	Year 1		Year 2		Year 3		Year 4		Year 5	
# of students	100		175		250		325		400	
Economically Disadvantaged	93.9%	79.3	94.9%	140.4	95.4%	201.5	95.6%	262.6	95.8%	323.7
English Language Learners	93.8%	25.2	94.9%	44.6	95.4%	63.9	95.6%	83.3	95.7%	102.7
Students with Disabilities	94.1%	13.8	95.2%	24.4	95.6%	35.1	95.8%	45.7	96.0%	56.3

Recruitment

Foundational to Elm’s school design is a diverse student body that can mutually learn from one another’s strengths, weaknesses, and talents. It is essential that Elm recruits and retains diverse student learners including students with special needs, English Language Learners, and students with various socioeconomic backgrounds. Thus, it is in Elm’s best interest to recruit a student body representative of the diverse neighborhood of Elmhurst. We plan on recruiting our targeted student populations through the following methods:

General Recruitment

- Continue to hold info sessions at Pre-K, daycare centers, afterschool programs, and boys and girls scouts in order to target students transitioning to Kindergarten and first grade.
- Partner with neighboring schools [REDACTED]
- [REDACTED]
- [REDACTED]
- Make public announcements at Community Education Council (CEC24)
- Post enrollment and general info sessions on social media including targeted Facebook groups, such as Woodside/Sunnyside/Maspeth Parents which consists of 305 members.
- Distribute and post flyers at local organizations, churches, businesses, museums, NY Hall of Science, and apartment complexes (if permitted)
- Make public announcements and hold info sessions at community-based organizations including local churches
- Post ads in local newspapers

Low-Income Students

- Propose holding an information session at the Elmhurst Pan Am family shelter through board member Red Sevilla, who has an ongoing relationship with the organization.
- Reach out to financial wellness groups including, New Life CDC’s Success Groups, a group of local community members participating in a long-term financial course. We will invite Success Groups’ families and friends to information sessions.
- Present at local family shelter at the former Pan American Hotel

- Post advertisements and tabling at local churches that hold frequent food distribution drives, clothing pantries, and free child-friendly events.
- Advertise in New Life CDC's health center

English Language Learners

- Create flyers in the neighborhood's dominant languages, Spanish and Chinese. We will also provide translations in Hindi and Tagalog, when possible, both of which have been identified as significant populations in Elmhurst.⁵
- Continue to build partnerships with various churches serving mono-ethnic and monolingual populations. We will distribute flyers and hold information sessions at the churches we have built relationships with [REDACTED]
- Continue to build partnerships with various community-based organizations that serve specific populations including Geeta Temple, Chhaya CDC, Make the Road NY, and Buddhist temples.
- Advertise in local non-English newspapers
- Conduct outreach to local adult ESL classes

Students with Disabilities

- Continue to reach out to pre-K and daycare centers, creating materials and pamphlets tailored to students in need of individualized learning plans and specifies our approach to students with special needs and learning disabilities. In our relatively short time advertising at local pre-K centers, we have already started receiving questions around our approach to IEPs.
- Building a relationship with district 24's Committee on Special Education (CSE)

Retention

At Elm, we will honor students and their families through our diligence in providing rigorous learning experiences that are engaging for students, partnering with parents, being transparent about progress and areas of improvement, and nurturing student's social emotional development. By remaining committed to our school's vision and mission, we will be able to retain all students who walk through our doors. These are ways we are proactively planning to retain our students:

- **Engaging Curriculum:** Providing an engaging academic program that is rigorous and exciting for students.
- **Individualized Learning Plans:** At Elm, we believe that all students benefit from individualized learning plans. That is why our staffing plan ensures low teacher-student ratios, small group instruction, and targeted instruction for various learners.

⁵ <http://statisticalatlas.com/zip/11373/Languages>

- **Data-Driven:** Implementing an assessment system that diagnoses and assesses students against benchmarks and goals to monitor growth.
- **Parent Engagement:** Our student-led conferences, success celebrations, and 48-hour response policy ensures that our staff is responsive, student centered, and provides space for school-home partnership and the sharing of student work.
- **Monitoring Attendance:** Our Director of Operations will lead in tracking our attendance records and will proactively reach out to students who exemplify a pattern of lateness or absence.
- **Caring for the Whole Child:** Developing students’ social emotional intelligence through character development courses (RULER), culturally responsive teaching, and restorative justice circles. Ultimately, we believe our programs will build students’ confidence and resilience.

c. Evidence of Student Demand

Please see R15c – Evidence of Student Demand.

d. Community Support

Elm Community Charter School is designed to be a neighborhood school. Our curriculum has been created to send students out of the four walls of our building to engage with the surrounding community. We have diligently conducted outreach to local community-based organizations, community associations, and elected representatives with the purpose of building thoughtful partnerships that would provide meaningful feedback and insight into the school’s design.

Support from local elected bodies and community associations: Elm Community Charter School has developed relationships with the following local elected boards concerning our proposed school model.

<p>Community Board 4’s Youth Committee</p>	<p><u>November 17, 2016:</u> Applicant Priscilla Walton met with the Youth Committee to present Elm’s school design. At the Youth Committee, 80% of representatives stated that Elmhurst needs another elementary school. Eighty-percent also indicated that the Arts and Reading is lacking in current local schools, and 60% indicated that exercise, or physical fitness, was lacking in schools. Additionally, 100% of representatives stated that the community needs a school that emphasizes the connection between academic content and real-world application, an essential element in Elm’s interdisciplinary curriculum.</p> <p><u>February 16, 2017:</u> Priscilla Walton met with CB4’s Youth Committee to further discuss the school’s progress and solicit further feedback. The committee’s primary feedback was around identifying facilities, prioritizing parent engagement, and incorporating a foreign language class</p>
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	<p>into the academic program. Board members from Corona highly encouraged opening in the Corona neighborhood. The committee put to vote the approval of Elm Community Charter School and the majority vote was in favor of the school. We will have the opportunity to present the school proposal to the larger Community Board 4 in April 11, 2017.</p>
Community Education Council District 24 (CEC24)	<p><u>January 24, 2017:</u> Applicant Priscilla Walton attended the local CEC 24 meeting, held in Elmhurst for the first time in 10 years. Priscilla announced the proposed charter school during the public announcements portion of the agenda. Secretary Sol Concepcion communicated excitement and support of Elm’s school design and former district 24 PTA President Jennifer Ochoa offered connections to her networks.</p>
Newtown Civic Association	<p><u>February 21, 2017:</u> Newtown Civic Association is the oldest active civic group in Elmhurst. Their mission is to improve Elmhurst for its residents and its future as a community through active participation in the local government, relationship building with local authorities, petitions and rallies. President Tom McKenzie wrote a letter of support, also stating that Council member Daniel Dromm shared similar support and voiced a need for good schools in the neighborhood.</p>
Elmhurst United	<p><u>November 14, 2016:</u> The mission of Elmhurst United is to support Elmhurst NY residents in maintaining the quality of life and safety of their community. Board member Redd Sevilla reached out to Elmhurst United with flyers and information about Elm Community Charter. The proposed school was brought back to the board and put to a vote.</p> <p><u>January 19, 2017:</u> Received a formal letter of support from Elmhurst United.</p>

Support from elected officials: The founder of Elm continues to meet and build relationships with elected officials who hold the perspective of their constituents. We are grateful for their support through meetings, time, and constructive feedback. Both Council member [REDACTED] sit on the Education Committee and have expressed interest in Elm’s school design and being updated on Elm’s progress.

[REDACTED]	<p><u>November 18, 2016:</u> Priscilla Walton met with Council Member [REDACTED] and Chair of the Committee on Education. The conversation alluded to a shared educational philosophy between Elm and Council Member [REDACTED] as well as concerns regarding the charter school’s ability to alleviate the issue of overcrowding in the Elmhurst community. At a recent neighborhood association meeting, Council Member</p>
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	██████████ shared support for Elm’s proposed school model and the need for good schools in the neighborhood.
██████████ ██████████	<u>February 2, 2017:</u> A meeting was held with ██████████ who expressed the value of diverse schools, an interest in Elm’s school design, and held inquiries regarding Elm’s plan to service students with special needs. We discussed how Elm’s school design requires all types of learners, including the special education population, as well as Elm’s consideration for private space.
Executive Assistant District Attorney ██████████ ██████████	<u>January 18, 2017:</u> At a meeting with founder Priscilla Walton, ██████████ voiced interest in working with Elm in the future through their education programs, particularly the components focused on civic education. He encouraged us to reach out to elected officials open to school choice. <u>January 26, 2017:</u> Received an email response from ██████████ confirming future partnership.

Support from Community-Based Organizations: Elm’s educational philosophy and curriculum requires that we have strong partnerships with local community-based organizations. Our hope is to partner with CBOs to create multiple learning environments for our students to conduct field studies, and provide our staff with various professional development experiences.

New Life Community Development Corporation	<u>December 1, 2016:</u> New Life Community Development Corporation is a non-profit organization in Elmhurst. Their mission is to equip the poor and marginalized in Central Queens with the personal, academic, and professional skills needed to succeed in life. New Life CDC Director, Redd Sevilla, voiced the need for more relevant, engaging curriculum and good schools in the neighborhood. After several in-person meetings and phone calls Redd, we secured a letter of support from New Life Community Development Corporation.
New York Hall of Science	<u>December 13, 2016:</u> New York Hall of Science is non-profit organization that cultivates a love of learning through interactive exhibits focused on science, technology, and math. They serve half a million students, teachers, and families per year. We spoke with ██████████ the Director of Education for New York Hall of Science, where we discussed Elm’s key design of integrated studies and collaborative learning. ██████████ expressed an interest in forming a future partnership around professional development and curriculum development, and we soon

	after secured a letter of support from New York Hall of Science.
Young Governors	<u>March 18, 2016:</u> Spoke to Director ██████ of Young Governors, a youth organizing program that hires and trains community teens to address issues in their community, about the possibility of collaborating in future. She offered support on obtaining feedback from high school activists in the neighborhood. <u>April 4, 2016:</u> We secured a letter of support from Young Governors.
New Life Fellowship Church	<u>May 29, 2016:</u> New Life Fellowship Church is a local multicultural church located in Elmhurst, Queens. Attended New Life Fellowship Church and spoke with the lead pastor, ██████ about our proposed school model, who offered an opportunity to speak with the entire congregation at all 3 of their services. <u>October 25, 2016:</u> We secured a letter of support from New Life Fellowship Church.
Christian Testimony Church	<u>October 16, 2016:</u> Christian Testimony Church is a local Chinese church in Elmhurst, Queens. We spoke with Elder ██████ where we discussed the details of our proposed school and expressed our desire to partner in raising community awareness for our proposed school and future enrollment for Elm Community Charter School. We were invited to host an information session at the church on November 13, 2016. <u>November 15, 2016:</u> We secured a letter of support from Christian Testimony Church.
██████████ Former Leader in Elmhurst Community	<u>September 27, 2016:</u> Contacted ██████ for feedback around the community's educational needs from a historical perspective. ██████ has served in Elmhurst for 26 years. He is very supportive of education that engages students and helps to empower students, particularly from immigrant backgrounds. <u>October 13, 2016:</u> Received a letter of support from ██████
Newtown Church	<u>November 26, 2016:</u> Pastor ██████ was supportive of Elm's opening from the start, positively expressing her support of the school's design. We secured a letter of support from Newtown Church.
International Full Gospel Fellowship	<u>October 20, 2016:</u> Contacted Pastor ██████ of IFGF, who was excited at the possibility of Elm Charter School opening in the Elmhurst neighborhood. We secured a letter of support from IFGF.
Connection Alliance Church	<u>November 30, 2016:</u> Contacted ██████ pastor of Connection Alliance Church, about the proposed school. ██████

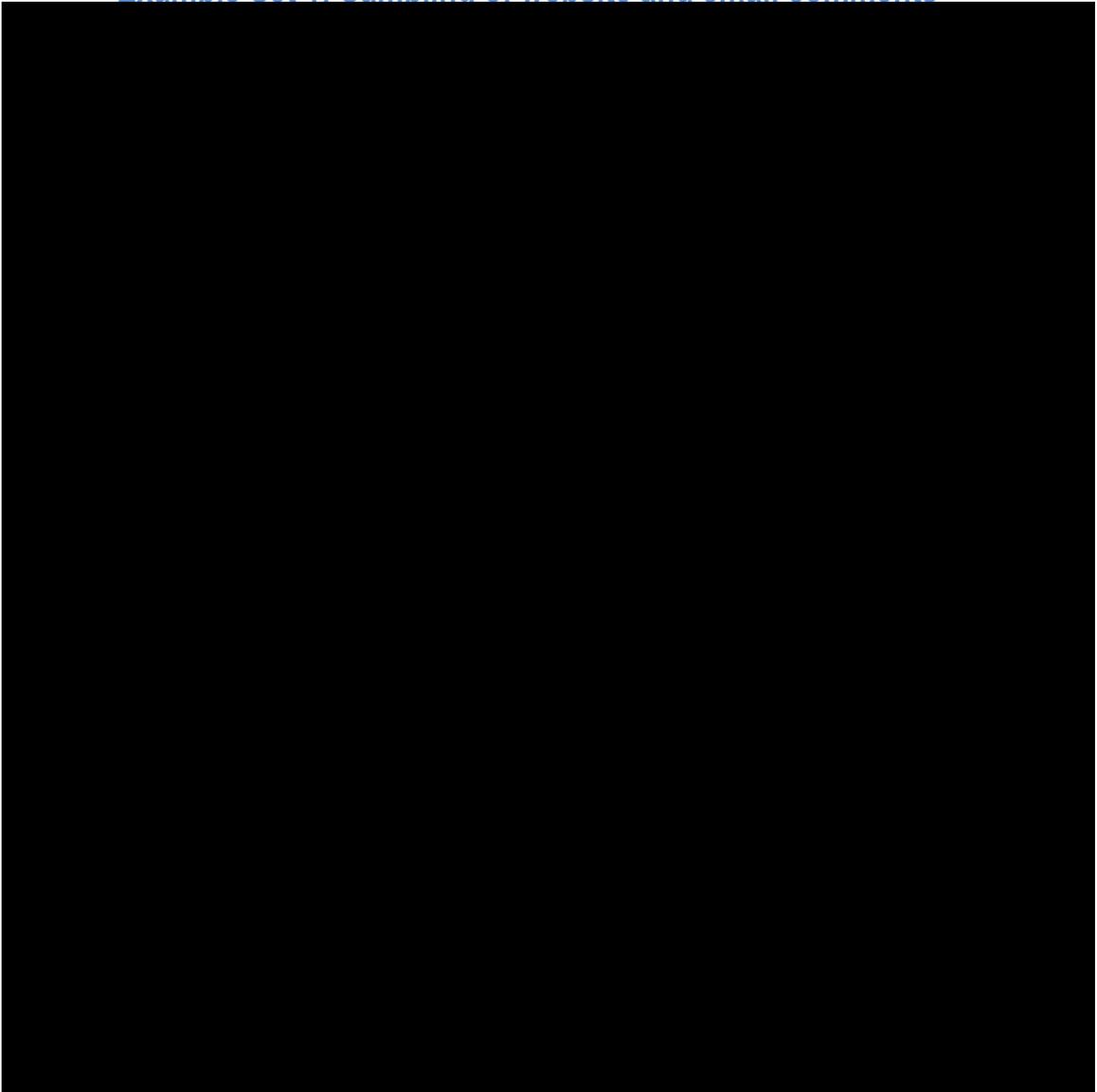
	<p>█████ was enthusiastic about the opening of a high-quality school focused on interdisciplinary studies. As a young child, he grew up in Elmhurst, and believes this school will greatly meet the needs of the youth. We secured a letter of support from Connection Alliance Church.</p>
--	--

R15c – Evidence of Student Demand

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- Sampling of surveys and petition signatures collected at Christian Testimony Church
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- Letter of Support from neighboring charter middle school, Central Queens Academy Charter School
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- Letter of Support from Director of Booster Club

Example Set 1: Sampling of website and email comments



New message via your website, from [REDACTED]
2 messages

[REDACTED] Fri, Feb 10, 2017 at 8:25 PM
[REDACTED]
[REDACTED]

Sent on: 10 February, 2017

Thank you!

Priscilla Walton [REDACTED] Tue, Feb 14, 2017 at 11:49 AM
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Priscilla Walton
(Quoted text hidden)

Example 2: Sampling of surveys filled out by parents and residents of Elmhurst

ELM CHARTER SCHOOL SURVEY

November 2016

Name:	[REDACTED]
District/Neighborhood:	[REDACTED]
Date:	11/20/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. investor
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

ELM CHARTER SCHOOL SURVEY

November 2016

Name:	
District/Neighborhood:	
Date:	

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. investor
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

ELM CHARTER SCHOOL SURVEY
November 2016

Name:	
District/Neighborhood:	
Date:	

1. I am a _____ in Elmhurst.
 a. parent *all 3*
 b. resident
 c. invested
 d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 a. Yes
 b. No
 c. I'm not sure
3. What do you think is missing in your local schools?
 a. Art
 b. Reading
 c. Exercise
 d. Social Studies and History
 e. Field Studies & Trips
 f. Other
4. Do you want a school that is focused on:
 a. College preparation
 b. Academics with Real-world Application *both*
 c. Excellent arts program
 d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 a. Yes
 b. No
 c. I'm not sure

6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

The city school system is severely lacking in every way!

ELM CHARTER SCHOOL SURVEY
November 2016

Name:	
District/Neighborhood:	
Date:	11-20-16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

Example 3: Sampling of petition signatures collected at outreach events located in New Life Fellowship Church



ELM
CHARTER
SCHOOL
SIGN UP SHEET

DATE: 11/20/16
LOCATION: New Life Fellowship Church

Name	Email Address	I am a _____ in Elmhurst. <i>Please Check Boxes that Apply</i>			
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	<input type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input type="checkbox"/> Church member <input type="checkbox"/> Educator	<input type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input type="checkbox"/> Church member <input type="checkbox"/> Educator	<input type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input checked="" type="checkbox"/> Resident <input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator
[Redacted]	[Redacted]	<input checked="" type="checkbox"/> Resident <input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator



**ELM
CHARTER
SCHOOL
SIGN UP SHEET**

DATE: 11/20/16
LOCATION: New Life Fellowship Church

Name	Email Address	I am a	Please Check Boxes that Apply		in Elmhurst.
[Redacted]	[Redacted]	<input checked="" type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	
[Redacted]	[Redacted]	<input checked="" type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	
[Redacted]	[Redacted]	Resident Parent	<input checked="" type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input type="checkbox"/> Church member <input checked="" type="checkbox"/> Educator	
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input checked="" type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input checked="" type="checkbox"/> Educator	
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	
[Redacted]	[Redacted]	<input type="checkbox"/> Resident <input type="checkbox"/> Parent	<input type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input checked="" type="checkbox"/> Church member <input type="checkbox"/> Educator	
[Redacted]	[Redacted]	<input checked="" type="checkbox"/> Resident <input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Employed <input type="checkbox"/> Student/Youth	<input type="checkbox"/> Church member <input type="checkbox"/> Educator	



ELM Elementary Charter School
Sign-Up Sheet

Name	What neighborhood do you live in?	What school district do you live in?	Email Address	Would you like us to contact you?	
				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
[REDACTED]	ELMHUKST	DISTRICT 24	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
[REDACTED]	ELMHUKST	DISTRICT 24	[REDACTED]	Yes <input type="checkbox"/>	No <input type="checkbox"/>
[REDACTED]	Rego Park	District 24/30	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
[REDACTED]	Sunnyside	D 30?	[REDACTED]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
[REDACTED]	Astoria	District 30	[REDACTED]	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>



ELM Elementary Charter School
Sign-Up Sheet

Name	What neighborhood do you live in?	What school district do you live in?	Email Address	Would you like us to contact you?	
				Yes	No
[Redacted]	Queens	Queens	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[Redacted]	Queens	Queens	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
[Redacted]	QUEENS	QUEENS	[Redacted]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
[Redacted]	Queens	Queens	[Redacted]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
[Redacted]	QUEENS	QUEENS	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Example 4: Sampling of comment cards filled out by local community group: Elmhurst-Corona-50 (EC50)

2/21/16

[Redacted]



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

I think build a new elementary school in Elmhurst is a great idea. I know that district 24 don't have enough elementary school for the kids to study. Some of them may need to go to other district for school. I will support to the new build a new elementary school in our ~~the~~ community.

2/22/16

[Redacted]



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Whole heartedly support this initiative. There is a dire need for this school in Elmhurst. Can you go through crowd funding for financial support? I hope so. I believe this initiative would be strongly supported through crowd funding.

[Redacted]

2/21/16

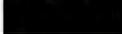


We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

We need this school in this area, as there is a great need for reinvesting in our kids, and Special Edu for kids

I

Feb. 21, 2016



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

As a teacher who works with high populations of ELLs, this school's mission & vision are aligned with the needs of the target population.

2/21/16
[REDACTED]



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

I have known Teachers, Students, and Parents of children that have and a few who still attend Charter School(s), there is a difference! The Teachers attitudes are "Its a job"; there interest, expectations, skills applied to their positions make a difference and the Students reap the benefits of this care and appropriate discipline; I support the efforts to bring this choice of education to my neighborhood. [REDACTED]

Example 5: Sampling of surveys completed by youth activist group:
Young Governors

ELM CHARTER SCHOOL SURVEY

Name:	
District/Neighborhood:	
Date:	4-16-16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

I believe this school would be good for Elmhurst because it's ~~a nice addition~~ ^{in a neighborhood} of it's surrounded within good ranges of a few elementary schools and middle schools. It would be nice if they have a after school program, so older students, or those who master subjects can help the students in need of ^{help}

ELM CHARTER SCHOOL SURVEY

Name:	[REDACTED]
District/Neighborhood:	[REDACTED]
Date:	4/26/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No (I don't have kids)
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

Schools are overpacked and there needs to be more places that can take the time to teach students without the students being seen as "just another number".

ELM CHARTER SCHOOL SURVEY

Name:	
District/Neighborhood:	
Date:	4/16/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure

6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

This school can provide students with classes in all areas (Art, Music, Technology, etc.). Students will be able to experience and learn from multiple fields, besides the regular academic courses.

Example 6: Sampling of surveys and petition signatures collected at Christian Testimony Church

Date	11/13/16
Location	Christian Testimony Church
Type	



ELM Elementary Charter School
Sign-Up Sheet

Name	What neighborhood/School District do you live in?	Email Address	Are you interested in learning more?
[Redacted]	Woodside	[Redacted]	Yes No
[Redacted]	Elmhurst	[Redacted]	Yes No
[Redacted]	Elmhurst Pst	[Redacted]	Yes No
[Redacted]	Yonkers	[Redacted]	Yes No
[Redacted]	Boyside	[Redacted]	Yes No

Date	11/13/16
Location	Christian Testimony
Type	Church



ELM Elementary Charter School
Sign-Up Sheet

Name	What neighborhood/School District do you live in?	Email Address	Are you interested in learning more?
[Redacted]	BAYSIDE, QUEENS DISTRICT 26	[Redacted]	Yes/ No
[Redacted]	Bayside, Queens Dist 26	[Redacted]	Yes No
[Redacted]	Oakland Gardens, Queens District 26	[Redacted]	Yes No
[Redacted]	Great Neck	[Redacted]	Yes No
[Redacted]	Elmhurst	[Redacted]	Yes No

Date	11/13/16
Location	Christina Testimon
Type	Church



ELM Elementary Charter School
Sign-Up Sheet

Name	What neighborhood/School District do you live in?	Email Address	Are you interested in learning more?	
[Redacted]	Elmhurst	[Redacted]	Yes	No
[Redacted]	Elmhurst	[Redacted]	Yes	No
[Redacted]	Roslyn	[Redacted]	Yes	No
[Redacted]	Roslyn Hericks	[Redacted]	Yes	No
[Redacted]	Great Neck	[Redacted]	Yes	No

ELM CHARTER SCHOOL SURVEY
November 2016

Name:	
District/Neighborhood:	
Date:	11/13/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. investor
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No NO KID 😊
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

In such a diverse community, a charter school for a diverse youth is perfect for seeing/connecting others from a young age

ELM CHARTER SCHOOL SURVEY
November 2016

Name:	
District/Neighborhood:	
Date:	11/13/16

1. I am a _____ in Elmhurst.
 - a. parent
 - b. resident
 - c. invested
 - d. educator
2. Do you think there is a need for another elementary school in the neighborhood?
 - a. Yes
 - b. No
 - c. I'm not sure
3. What do you think is missing in your local schools?
 - a. Art
 - b. Reading
 - c. Exercise
 - d. Social Studies and History
 - e. Field Studies & Trips
 - f. Other
4. Do you want a school that is focused on:
 - a. College preparation
 - b. Academics with Real-world Application
 - c. Excellent arts program
 - d. Emotional Intelligence
5. Would you enroll your child in ELM Charter School for Fall of 2018 or 2019? (OPTIONAL)
 - a. Yes
 - b. No
 - c. I'm not sure
6. Please write a comment on why you believe this school would be good for Elmhurst. (OPTIONAL)

Example 7: Sampling of comment cards completed at local Boys Scouts group

12/23/16
Boy ~~Scout~~ Scout



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Date: 12/23/16

I agree to attending this school only because my brother would do better but I as a high school student I loved the experience but I approve of this school.

Name: [REDACTED] Neighborhood/District: Elmhurst

12/23/16
Boy ~~Scout~~ Scout



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Date: 12-23-16

My son currently in Catholic School mainly because I can't find a good school for him in Elmhurst.

Name: [REDACTED] Neighborhood/District: SE

Example 8: Sample of communication from local Pre-K schools

2/28/2017

Gmail - Elm Charter School



Priscilla Walton [REDACTED]

Elm Charter School

3 messages

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Wed, Feb 22, 2017 at 1:22 PM

[REDACTED]

[REDACTED]

[REDACTED]

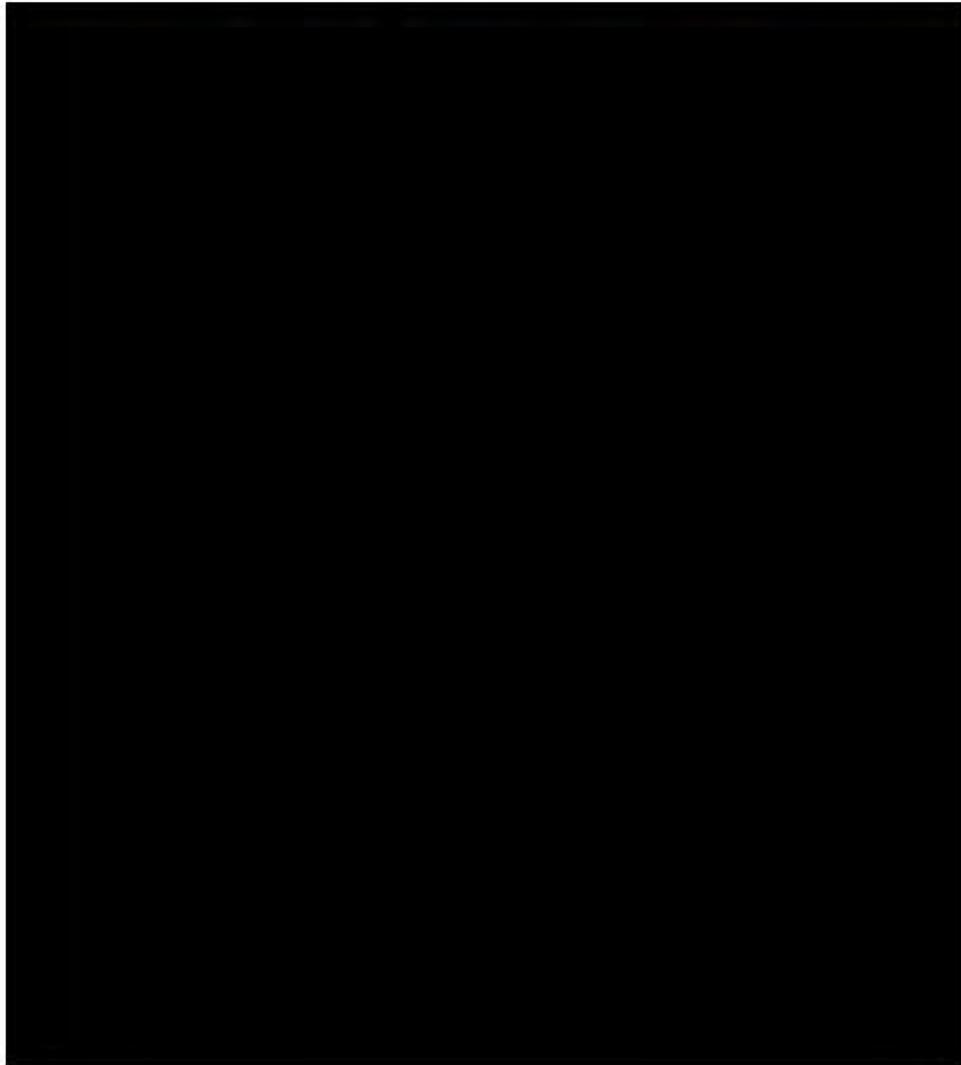
[REDACTED]

Best,

[REDACTED]

[REDACTED]

Example 9: Letter of Support from neighboring charter middle school,
Central Queens Academy Charter School



Example 10: Letter of Support from Parent [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
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[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

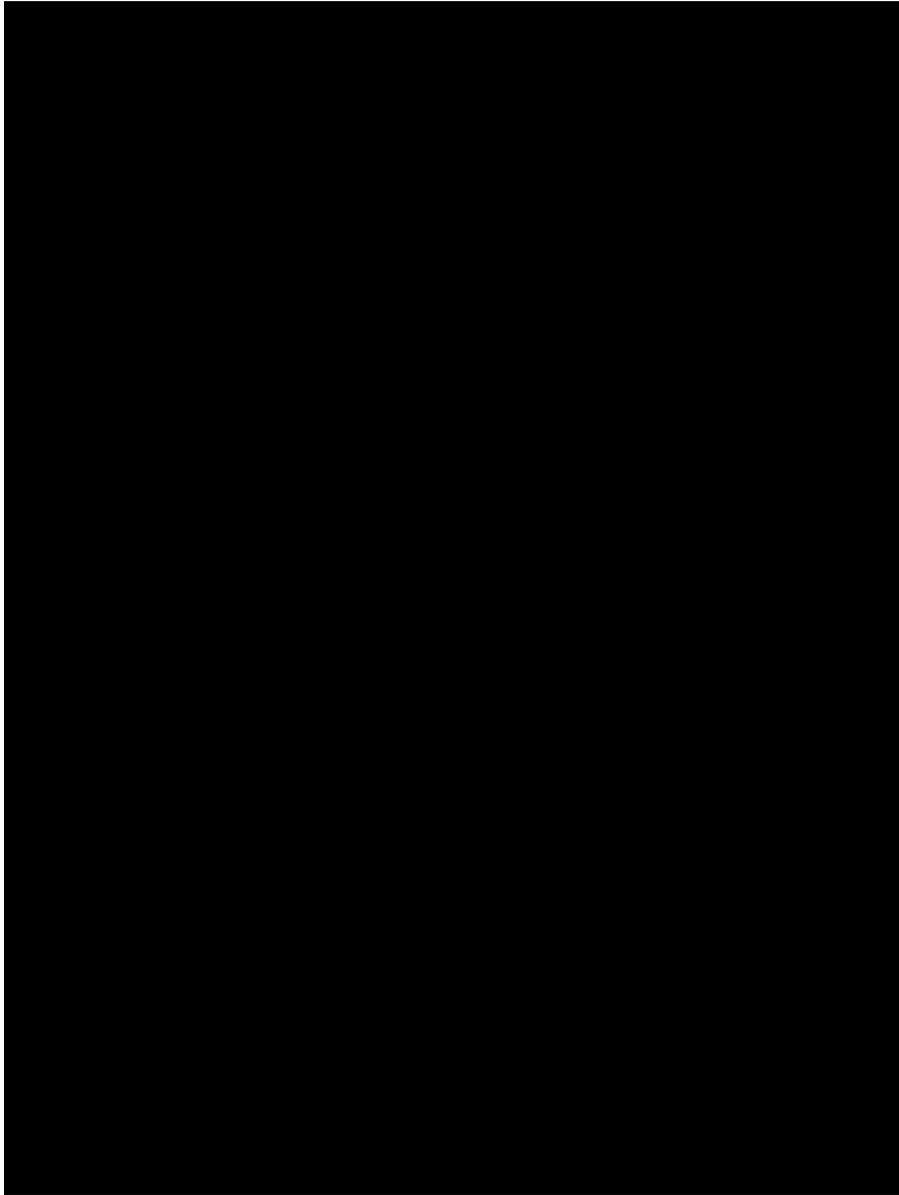
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

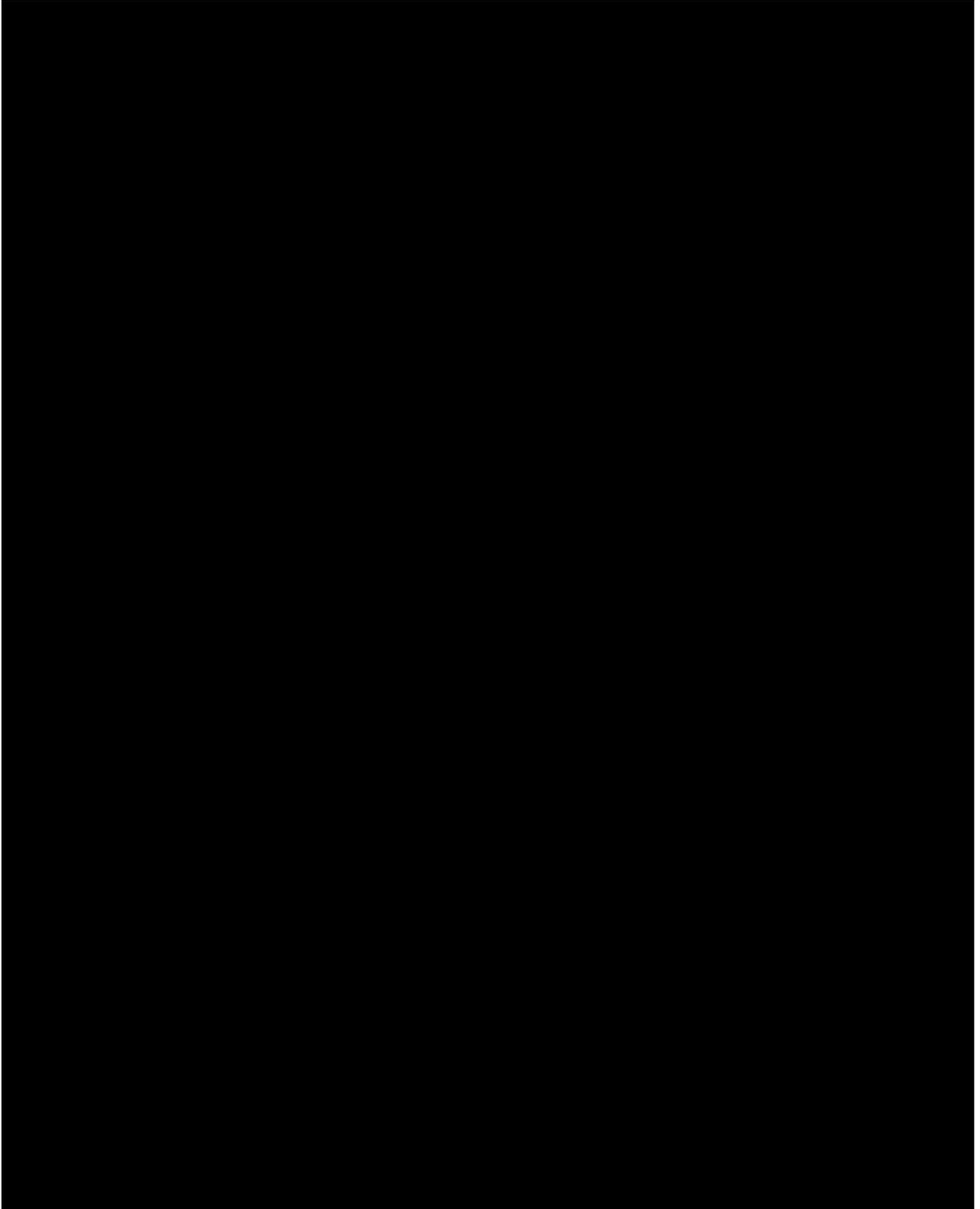
Example 11: Letter of Support from Parent [REDACTED]

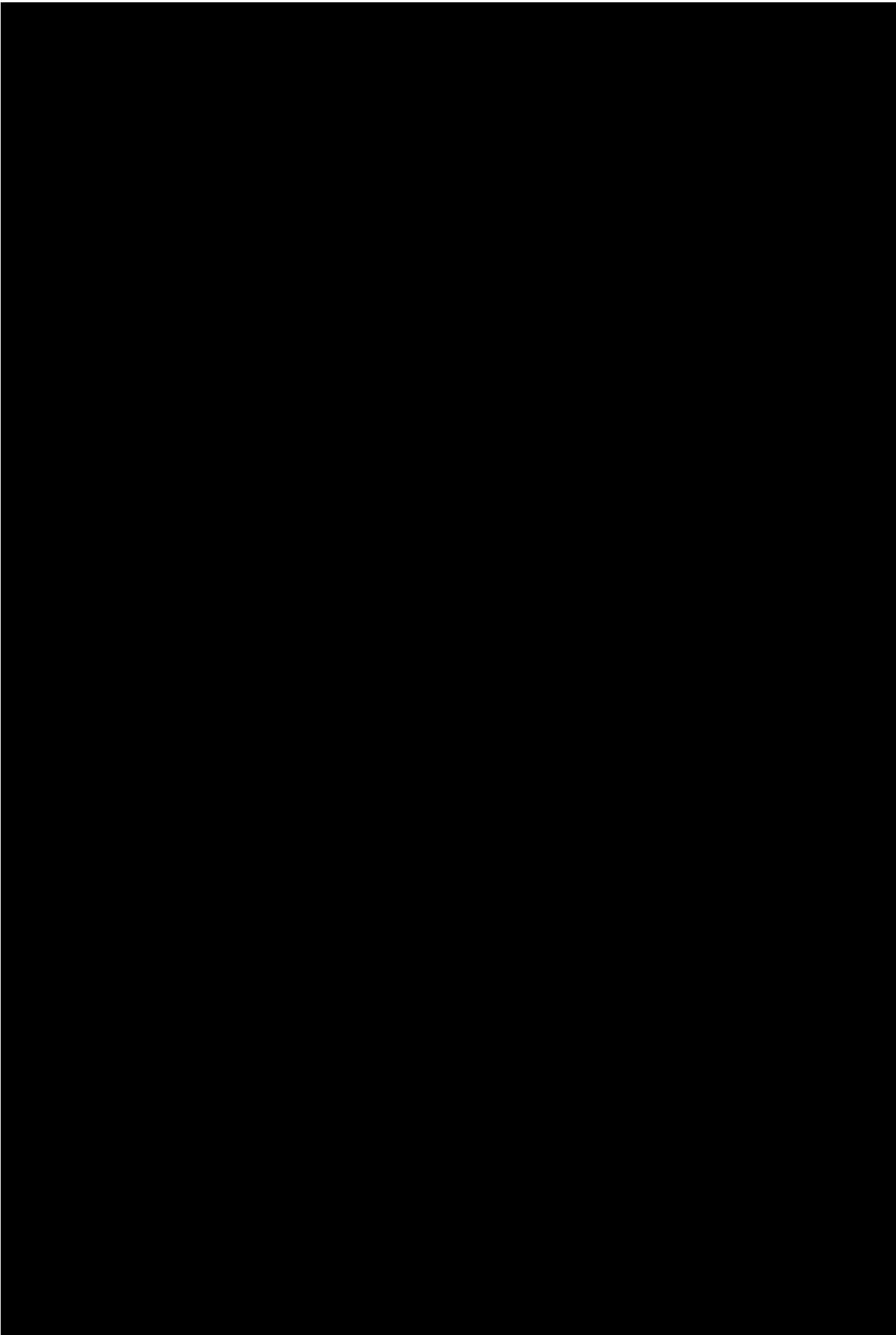


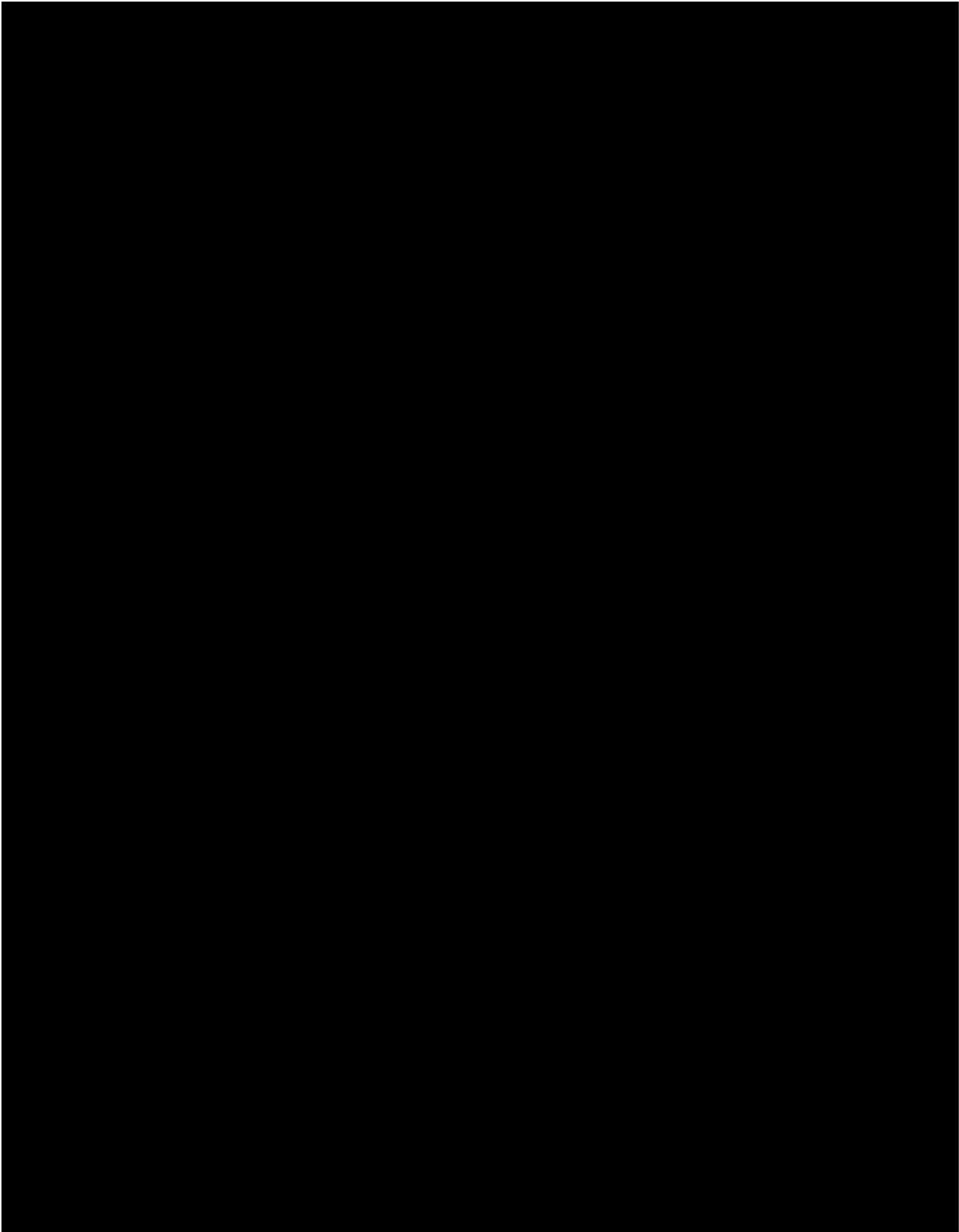
Example 12: Confirmation email for upcoming information session to be held at Little Friends of Elmhurst Pre-K School

See Example 8

Example 13: Sampling of petition signatures and comment cards collected at an after school program located in Elmhurst called









We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Date: 3-7-2017

As a concerned parent, we would love our older children to have the opportunity to be in a charter school with less children per class so she could receive quality attention.

Name: [Redacted] Neighborhood/District: Elmhurst/24



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Date: 3/7/17

My daughter will not attend to this charter school because of her age, however I really feel this charter school will be great for the community. I wish this was opened when my daughter was little.

Name: [Redacted] Neighborhood/District: Elmhurst



We would love to hear from you! Please share any feedback, encouragement, or concerns you have!

Date: March 7, 2016

Having an overcrowded schools in our area,
charter schools will be a great advantage for our
community. Our area have a lot of great and smart
kids that needs more boost in education. Please let us have
Charter schools up to 12th grade. That's

Name: [REDACTED] Neighborhood/District: Elmhurst

Example 14: Letter of Support from Director of Boosters Club



Boosters Club
After School Academic Enrichment Program

Susan Miller Carello
The State University of New York
Charter Schools Institute
41 State St, Suite 700
Albany, NY 12207

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
Program Director



[REDACTED]

R15e – Evidence of Community Support

Table of Contents

Support from Elected Officials, Elected Bodies, Community Associations

- Email confirming vote of approval from CB4's Youth Committee to present at the next Community Board 4 meeting.
- Letter of support from Newtown Civic Association
- Letter of support from Elmhurst United
- Email confirming future partnership with the Executive Assistant District Attorneys office

Support from Community-Based Organizations

- Letter of support from New Life Community Development Corporation
- Letter of support from local community organization and educational center, New York Hall of Science
- Letter of support from New Life Fellowship Church
- Letter of support from Christian Testimony Church
- Letter of support from former community leader [REDACTED]
- Letter of support from Newtown Church
- Letter of support from IFGF
- Letter of support from Connection Alliance Church

Example 1: Email confirming vote of approval from CB4's Youth Committee to present at the next Community Board 4 meeting

2/22/2017

Gmail - Follow Up

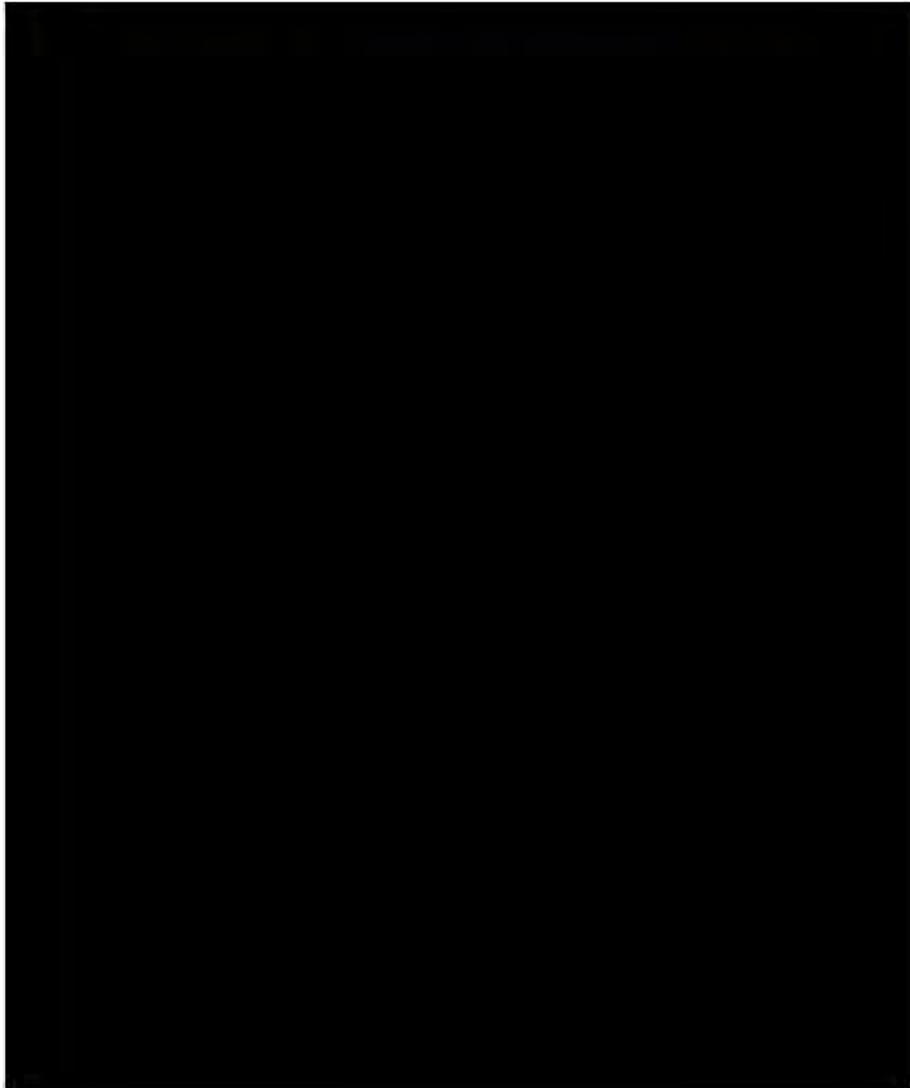


Priscilla Walton [REDACTED]

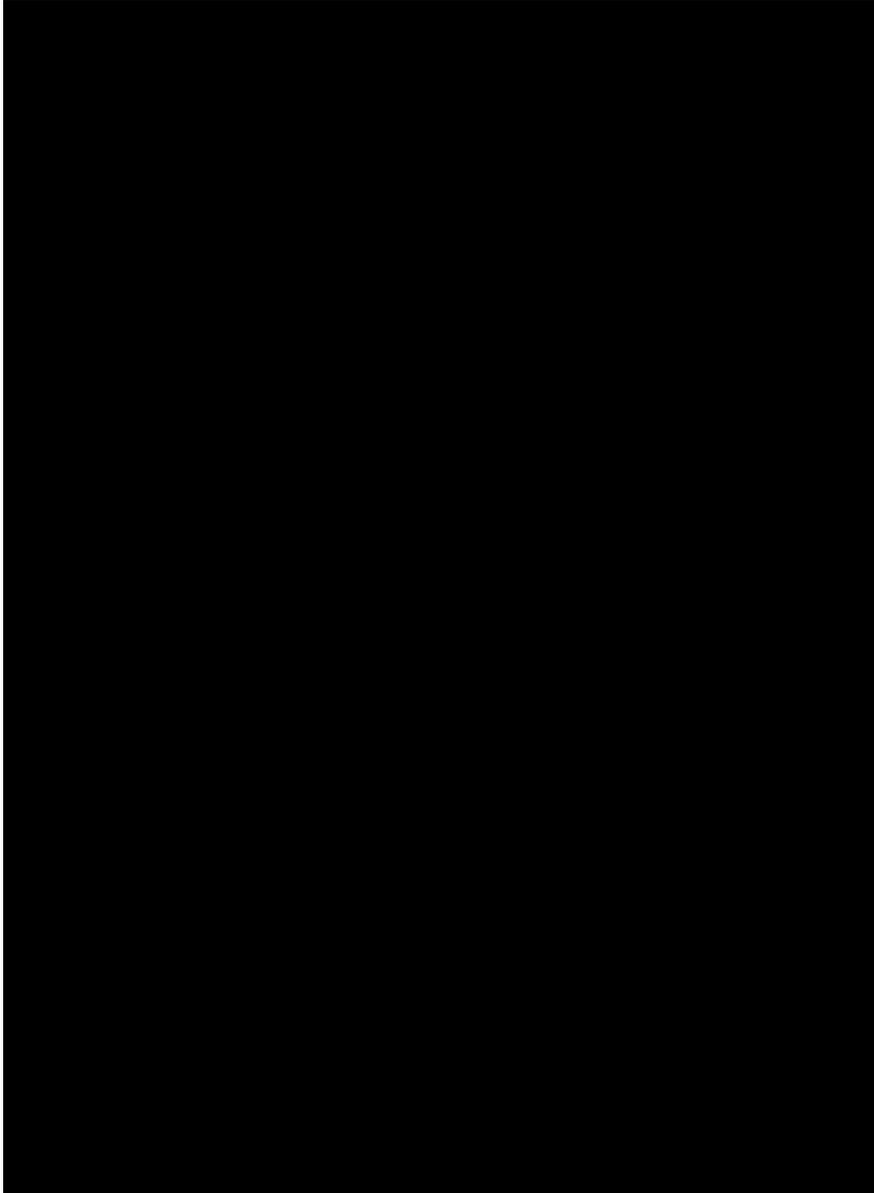
Follow Up
3 messages

[REDACTED]

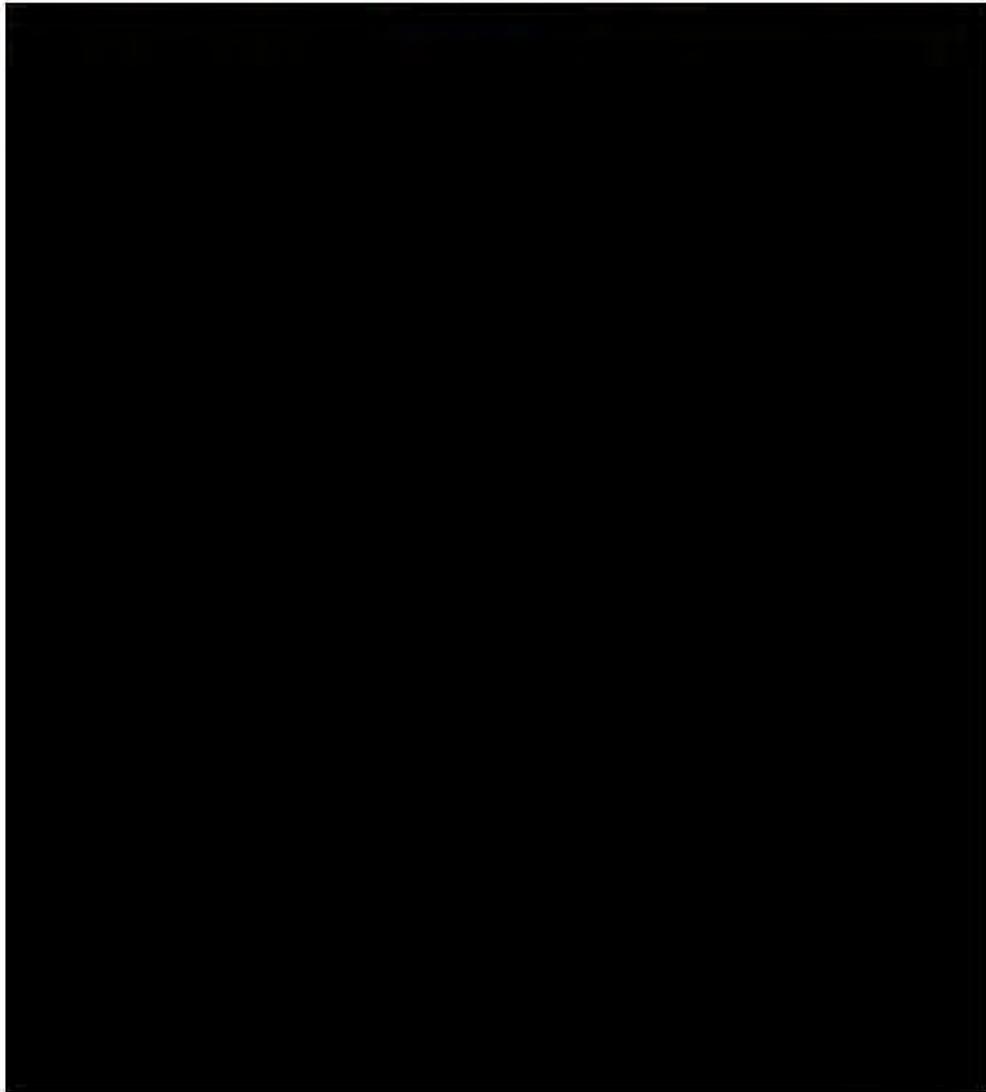
[Example 2: Letter of support from Newtown Civic Association](#)



Example 3: Letter of Support from Elmhurst United



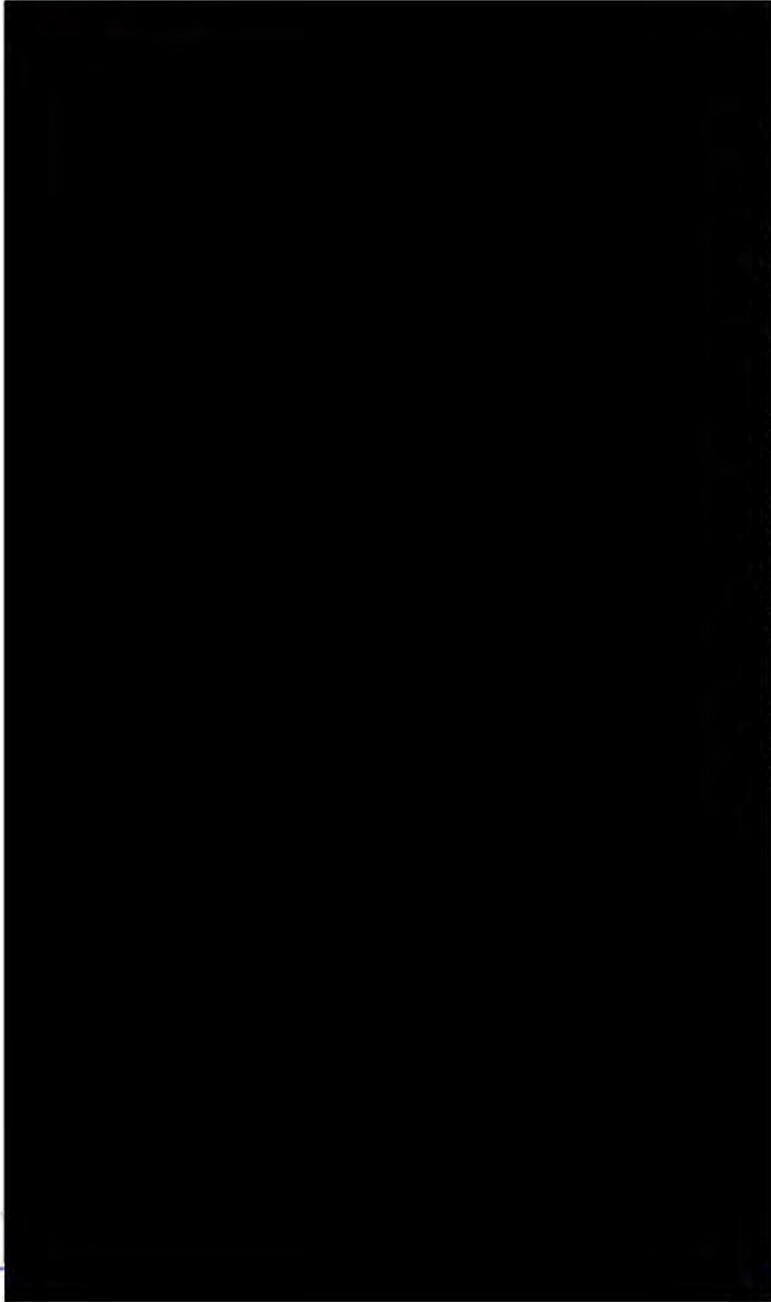
Example 5: Letter of support from New Life Community Development Corporation



Example 6: Letter of support from local community organization and educational center, New York Hall of Science



New York Hall of Science



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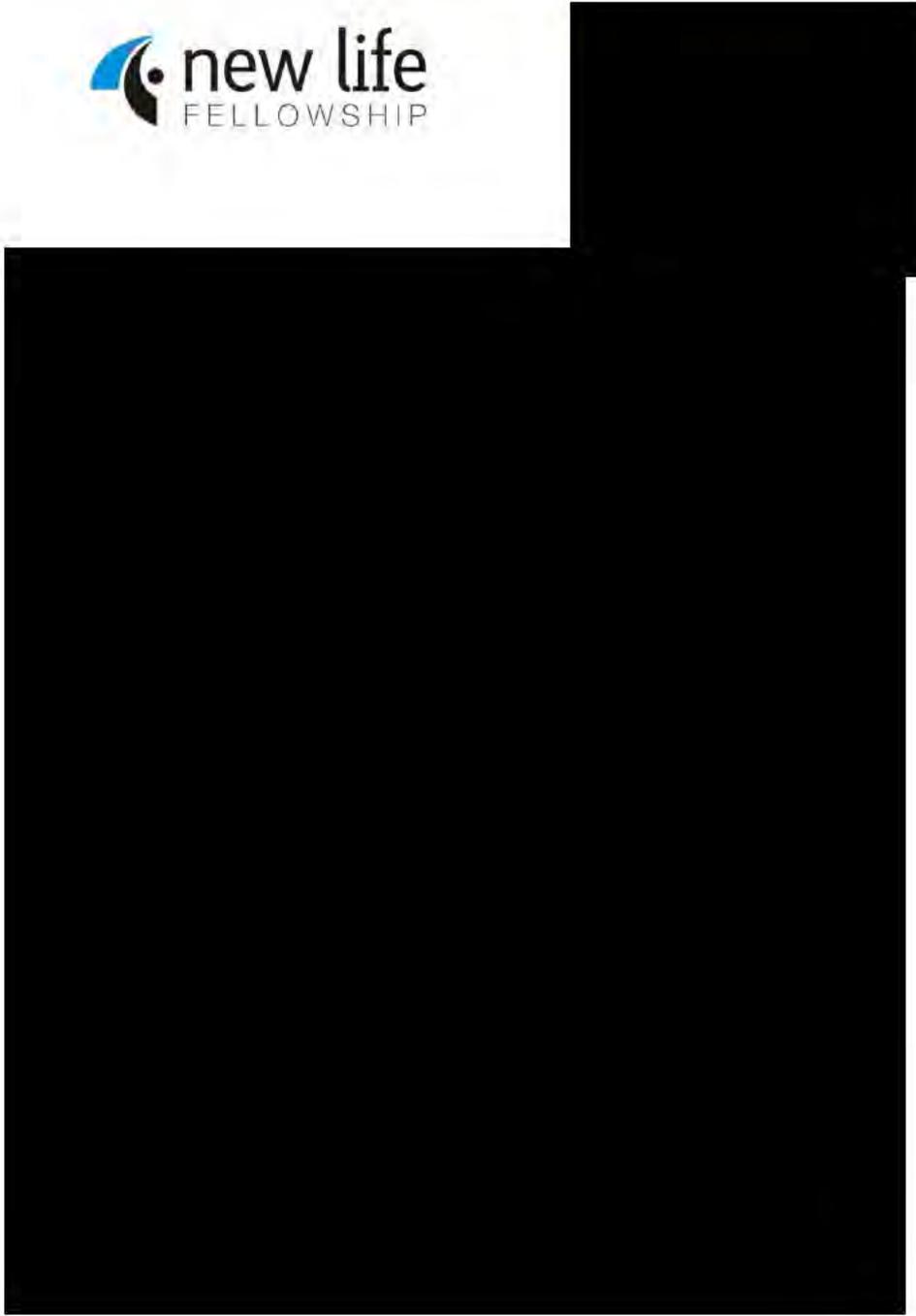
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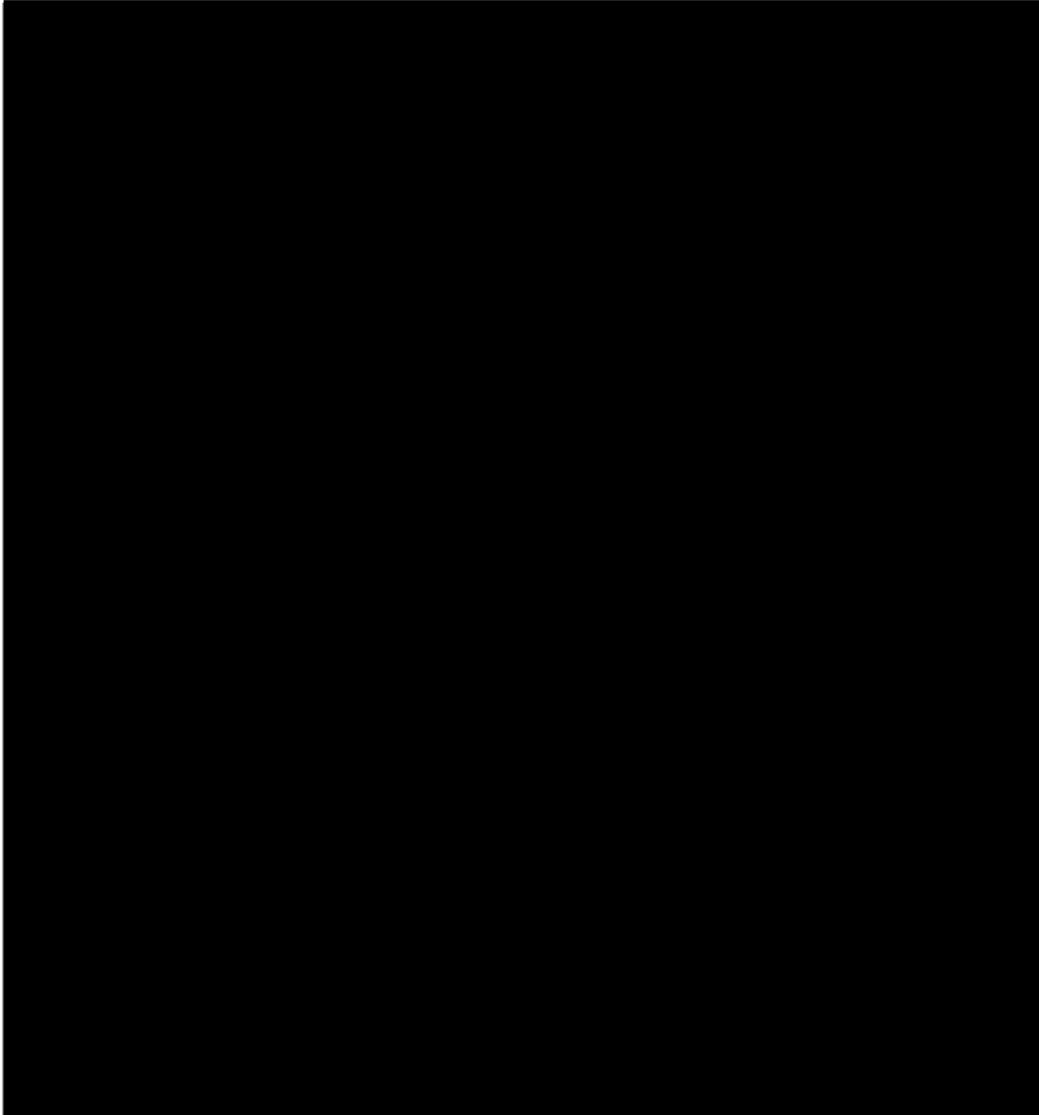
Example 7: Letter of Support from New Life Fellowship Church



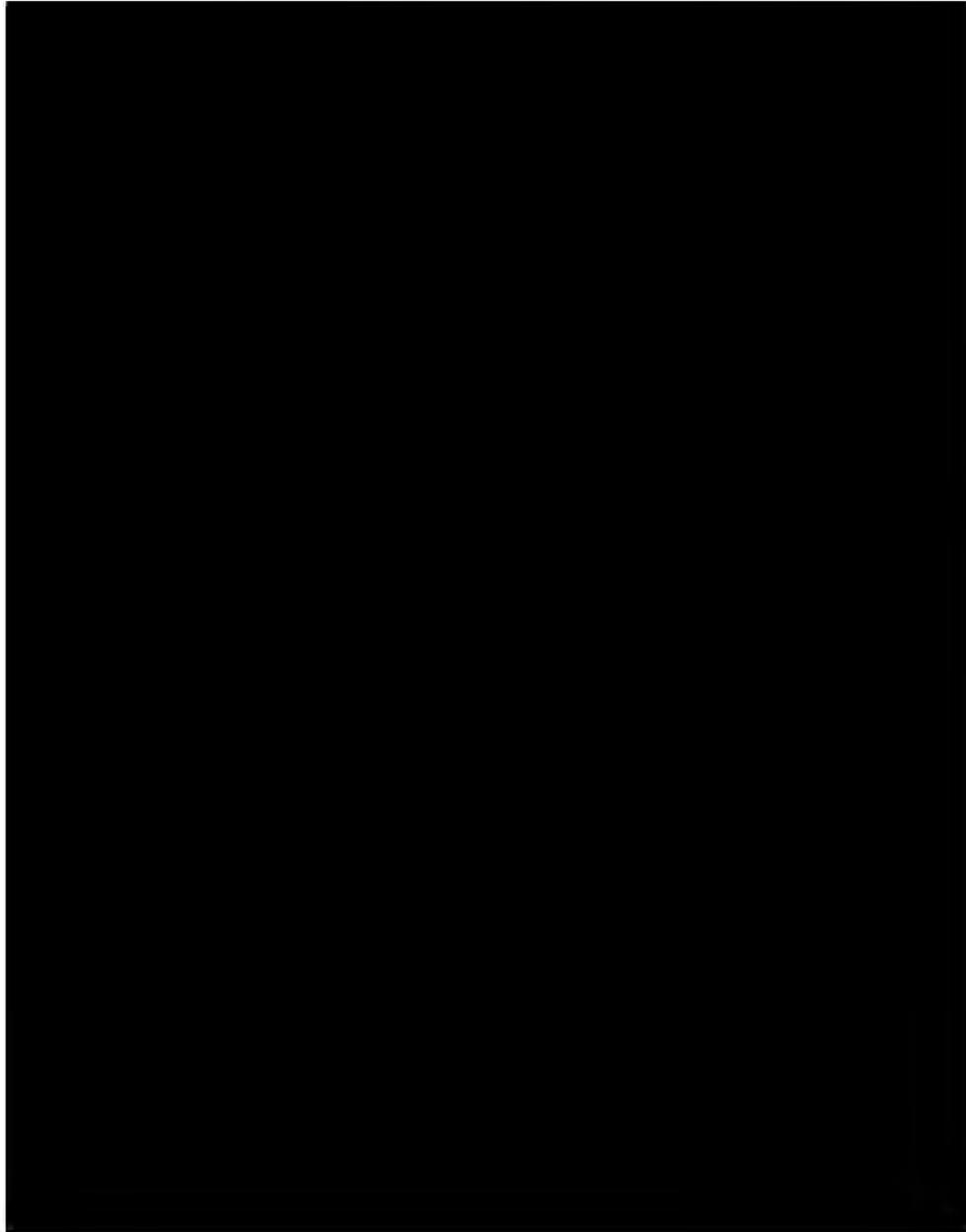
Example 8: Letter of Support from Christian Testimony Church



Example 9: Letter of Support from former community leader Rev. Wendell Wyatt



[Example 10: Letter of Support from Newtown Church](#)



Example 11: Letter of Support from IFGF

IFGF

PEOPLE IS OUR MISSION

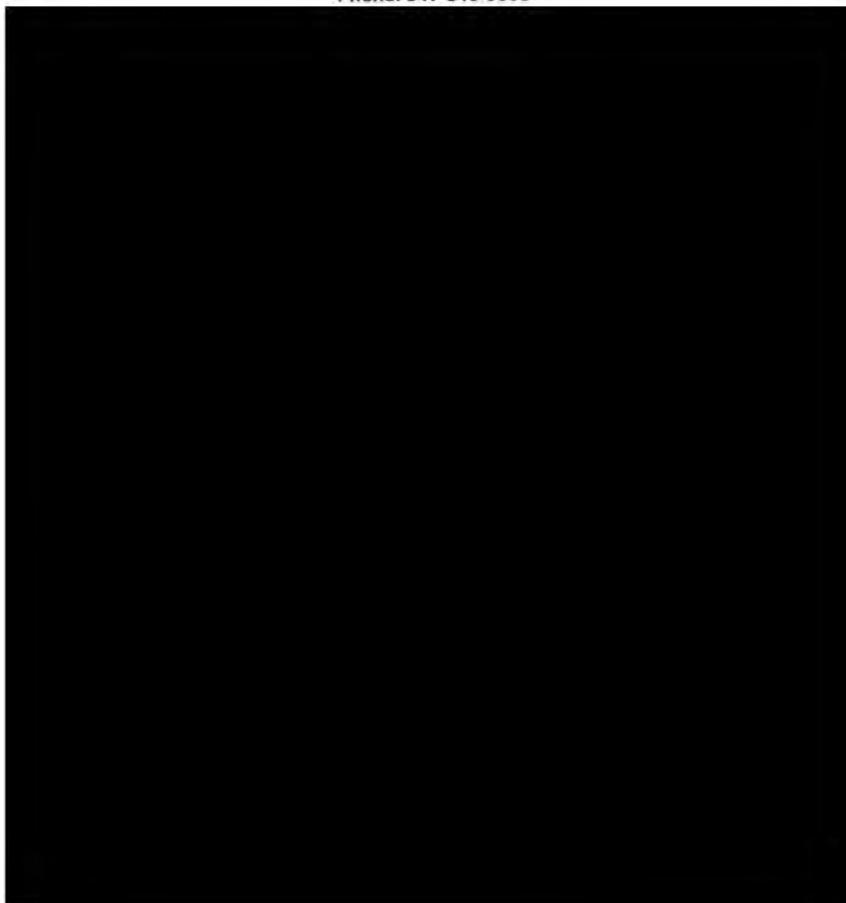
Concert With God, Holy Disciples

International Full Gospel Fellowship

8008 Grand Ave.

Elmhurst, NY 11373

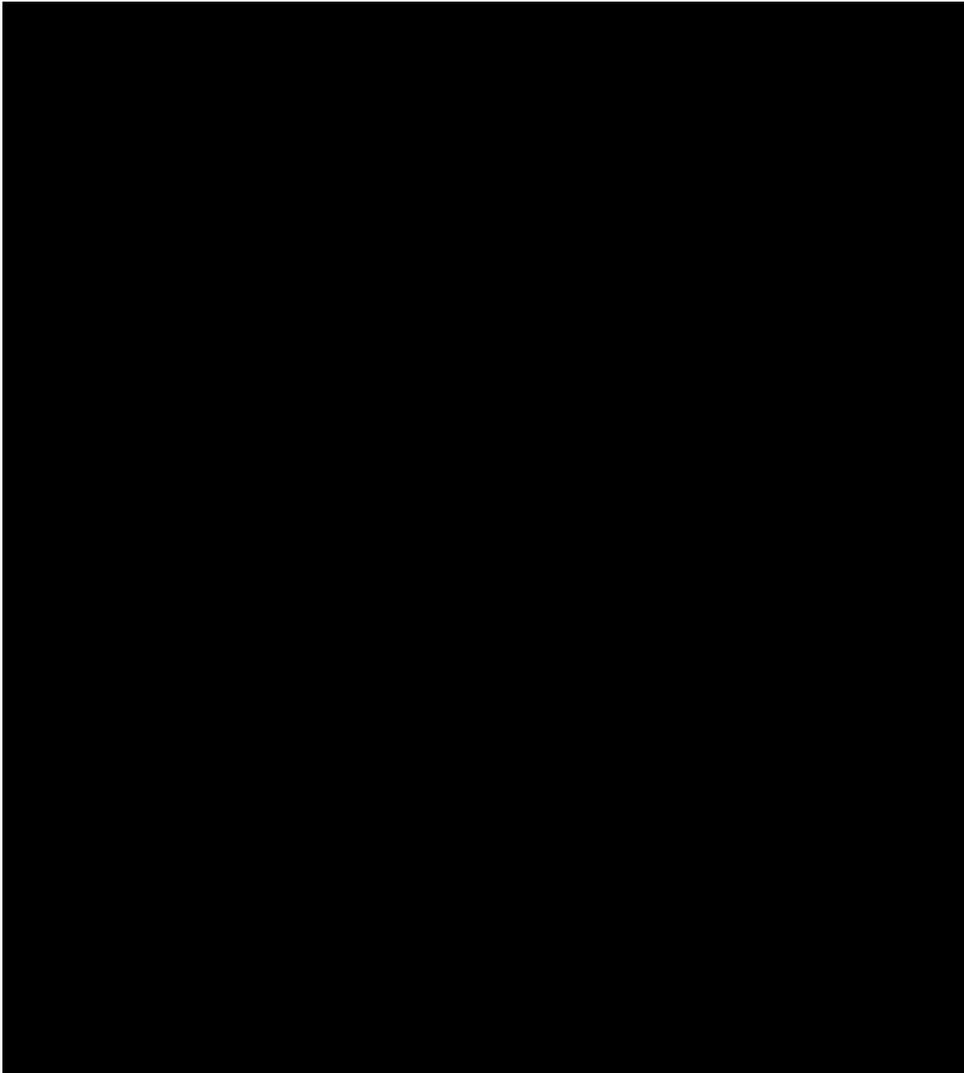
Phone: 347-848-0008



Example 12: Letter of Support from Connection Alliance Church



Connection Alliance Church



R-15f – Admissions Policy

Elm Community Charter School is a public school that will not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, intellectual ability or aptitude, measures of achievement, athletic ability, disability, religion, or on any other basis that would be unlawful for a public school. Elm will welcome any child eligible under the New York State laws for admission to public schools, and will be in compliance with all anti-discrimination laws governing public schools including, Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law. Only children residing in New York State are entitled to apply for, enroll in, or attend the School. During its first year, Elm anticipates enrolling 50 kindergarten and 50 first grade students. Thereafter, Elm seeks to enroll 75 kindergarten students each year until it is at full capacity in its seventh year, with 75 students per grade, kindergarten through fifth grade. Elm anticipates a 10% attrition rate and is prepared to replace students from kindergarten through second grade with students from the waitlist. Detailed in R-04 – Enrollment, Elm will withhold backfilling seats in third through fifth grade. Should Elm experience higher attrition rates than expected, we may enroll additional students according to the school's maximum capacity.

Publicity and Outreach

Elm will hold annual voluntary information sessions and school tours to inform parents of potential students of our school model and academic program. Information sessions and school tours may be hosted by Elm or one of Elm's local community partnerships. Elm's Board of Trustees, in accordance with the School's target enrollment, will determine frequency of sessions and tours. Elm will give preference to students residing in CSD 24, targeting the Elmhurst and Corona neighborhoods, and actively seeking the enrollment of students with special needs and English Language Learners.

Our outreach will include the distribution and posting of flyers in the community's dominant languages: English, Spanish, and Chinese. Concerted efforts will be made to ensure that when possible, materials are also translated in Hindi and Tagalog, also common languages in the neighborhood. At all Elm outreach events and admissions period, we will have at minimum a Spanish and Chinese translator. It is in the School's best interest to provide translation services for as many neighborhood languages as possible. Elm will contact local CBOs, Pre-K, and Daycare centers to support in our efforts to raise awareness and ultimately meet our enrollment targets. In Year 1, Elm's outreach sessions will be limited to information sessions. In following years, families will be encouraged to visit the school during designated school visit days to gain a clear picture of Elm's school model and academic program.

Application and Admission

All families interested in enrolling a child at Elm Community Charter School will be required to submit the New York City Common Charter Application. Printed

applications will be made readily available at information sessions and for pick up at the school, and linked on the school's and NYC Charter Schools Center's websites. Elm will advertise open registration during or before each January of the upcoming academic year, giving families ample time to consider whether Elm is the best fit for their child's needs. No fees or tuition will be applicable to Elm's application or attendance beyond fees permitted to be charged by public schools.

Public Lottery

If there are fewer applicants than seats on the day of lottery drawing, all eligible applicants will be admitted. The school will hold a lottery for each grade level as necessary. If there are more applicants than seats, Elm Community Charter School will use a random selection method, a public lottery. Admission preference shall be granted to applicants in the following manner:

- Siblings of currently enrolled students
- Children of Elm employees, where the total number cannot exceed 15% of Elm's total student enrollment
- Applicants residing in CSD 24
- Applicants residing in New York State, outside of CSD 24

All applications received on or before April 1st, will be entered into the drawing. Letters will be distributed announcing the date and location of the lottery and will be mailed to all applicant families in English, Spanish, and Chinese. The date of the lottery will also be stated in the student application. The lottery will be held between April 2 and April 15, subject to circumstances beyond reasonable control of the school. Elm will document the steps taken throughout the lottery process, and such records will be made available to SUNY (authorizer) and/or the New York State Education Department (NYSED) upon request. Lottery winners will be posted immediately to the school's lottery board, and families will be notified via mail and phone call on whether they have won a seat or have been placed on the waiting list. Families of accepted students will be required to respond via mail or phone a statement of acceptance or resignation of their placement.

A waiting list will be maintained of applicants who were not selected from the lottery, as well as applicants submitted throughout the year. Applicants will be placed on the waiting list by date and time the application was received. When space becomes available, applications will be drawn in order and parents will be contacted via phone on the school's available seat. Families of applicants chosen by lottery or waiting list, must respond with a statement of acceptance or resignation within 48 hours or the seat will be forfeited. The waiting list will expire annually at the lottery drawing following the next year's enrollment period. However, Elm may send an application or other information directly to families who have previously applied.

Enrollment

All students admitted or waitlisted must submit all enrollment forms and required information by the date specified in the notice of admission for the admission to convert to enrollment. Families of admitted students will be encouraged to sit down with school staff to review the required enrollment papers and will be provided with necessary translation services. Admitted students that do not supply completed required forms and information forfeit his/her right to enroll or remain on the waiting list. Students that withdraw or are removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but if eligible, will not be kept from re-applying for a later school year, subject to Elm's Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. The intentional provision of untruthful information at application, admission or enrollment will entitle Elm to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend. Before the annual lottery, Elm will request written statements from families of currently attending children to confirm their "intent to return" to promote and ensure contemplated enrollment in each grade at the school.

Withdrawals and Transfers

Elm will be a public school of choice, both for application and withdrawal. Parents or guardians may withdraw or transfer their child to a different school at any given time of the year. A parent or guardian choosing to transfer or withdraw his or her child will be asked to complete a request for student withdrawal form. Elm personnel will offer to meet with the family to discuss reasons for leaving, and solutions that may best benefit the student. Upon request from the new school, Elm will deliver necessary school records in a timely manner.

Elm will not impose any arbitrary requirements for application beyond completion of the one-page Elm application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application

R16ac – Facilities

(a) Facility Needs

Elm Community Charter School will seek a school facility in the Elmhurst area of Queens, NY, in Community School District (CSD) 24. Within the school's initial term (Years 1-5), Elm will require 16 general education classrooms, 3 science laboratories equipped with sinks, 2 fine arts classrooms with sinks, 2 blocks/shop classes large enough to hold equipment and models, 2 music classrooms, 2 classrooms that will house the language and library/media lab courses.

Additionally, Elm Community Charter School will provide a private office for each social worker on staff for counseling students.

Based on the demographics of the surrounding area, Elm Community Charter School anticipates that approximately 14% of students will require special education services and 30% of students will require ELL services. Thus, our school design ascribes to a completely inclusive school environment, where students of all learning backgrounds collaboratively work and learn together. At each grade level, 2 out of 3 of the classes will have a lead teacher certified in ELL or SpEd. This will require that each grade level have a separate small room where targeted small groups, pullout instruction, Special Education and English Language Learner Services can occur. Below is a table charting our ideal facility needs and what our team has been in the process of identifying:

	Year 1	Year 2	Year 3	Year 4	Year 5
# students	100	175	250	325	400
# sections	4	7	10	13	16
# general ed. classrooms	4	7	10	13	16
# science labs	1	2	3	3	3
# fine arts	1	1	2	2	2
# blocks/shop	1	1	2	2	2
# music class	1	1	2	2	2
# language/library/media class	1	1	2	2	2
# counseling offices	1	1	2	2	2
# pull-out classrooms	2	3	4	5	6

Elm Community Charter School's commitment to building a strong and unified school community and culture necessitates large multipurpose space where the entire staff and student body can gather to share in successes, celebrations, and school traditions. This also includes the ability and opportunity for students to play in larger settings and spaces, including recess, gym, and lunch breaks. To our best ability, Elm will seek spaces that do not compromise the need for elementary-aged students to physically move throughout the day and gather in a larger student body setting. Below is a table detailing the types of large spaces needed in Years 1-5.

	Year 1	Year 2	Year 3	Year 4	Year 5
Cafeteria with Kitchen	1	1	1	1	1
Gym/Whole School Gatherings	1	1	1	1	1
Outdoor Space/ Playground	1	1	1	1	1

Elm’s founder and Board of Trustees are aware of the limited public and private space available in district 24. We anticipate creatively using space to maximize instructional time, while honoring our school design and every teacher’s need for space to effectively prepare lessons.

Elm Community Charter School will also require offices for administrative personnel, who can share offices as needed:

	Year 1	Year 2	Year 3	Year 4	Year 5
Reception	1	1	1	1	1
Offices	3	3	4	5	5
<i>Principal</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>Curriculum and Data Coordinator</i>	<i>1</i>	<i>1</i>	<i>1</i>	-	-
<i>Assistant Director of Instruction</i>	-	-	<i>1</i>	-	-
<i>Director of STEM</i>	-	-	-	<i>1</i>	<i>1</i>
<i>Director of Humanities</i>	-	-	-	<i>1</i>	<i>1</i>
<i>Director of Student Support and Data</i>	-	-	-	<i>1</i>	<i>1</i>
<i>Nurse</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

(b) Facility Selection

The founder and board of Elm Community Charter School are committed to finding a space in Elmhurst (CSD 24), which fits our unique school design. This includes the search for possible public facility space. Accordingly, we will inquire with the New York City Department of Education to see if there is an appropriate public facility in CSD 24 where Elm Community Charter School could co-locate. We will seek to co-locate in New York City Department of Education facilities so long as the space does not compromise our school model and programs. Our founders and Board are deeply committed to the community and will engage fully in the NYC DOE’s public citing hearings and procedures.

In speaking with community stakeholders, it has been shared that it would be difficult identifying co-located DOE space due to the overcrowded schools in district 24. In the event that public facility space is not available, Elm Community Charter School will locate private space aligned to our academic program and student population. We have already begun this process with Civic Builders and Pillar Property Management, both of whom have already identified possible

incubation spaces. According to Civic Builders, whom we have been working with to identify potential private facilities, Elmhurst, Jackson Heights and Corona tend to be more limited markets in Queens when it comes to school sized space (over 20,000 SF). However, those spaces available tend to be in good condition, and affordable space is still possible to find. Elm recognizes the need to begin our search early to allow time and flexibility to find the right space in this area. Our board member, Lawrence Zhou, has experience and expertise in property management and lease negotiations. He comes with a network of willing supporters in property management, real estate, engineering and architect. Lawrence has already begun to look for potential spaces with the help of board member Redd Sevilla [REDACTED]

Our projected enrollment is 450 students, and our anticipated space needs is 40,000 square feet, based on market averages of \$35/sq. foot at 88 square feet per student. In such a scenario, we have prepared a budget that assumes public space is not available in our district, and the 20% facilities stipend will be available to us at \$280,540 in Year one. The cost assumes \$35/sq. foot at 88 sq. feet per student, but we have also budgeted additional funds to include expenses such as pre-operating capital repairs, building maintenance, utility bills, and other facility-related costs. Overall, the estimated 5-year cost of our private facility would total \$1,674,811. The below site option is an indication of the current market. It is not expected that this site will remain on the market until which time the school is ready to pursue space.

- Option: *110-01 Northern Blvd* – Empty lot available for land lease that could allow for new construction by Civic Builders of up to 60,000 SF.

(c) Facility Related Conflicts of Interest

There are currently no members of Elm's Board or founding team associated with the identified facility option. If an actual or perceived conflict with a potential facility should arise, the conflict of interest will be immediately disclosed to the SUNY Charter Schools Institute.

R-16d – Facilities Documents

Request is not applicable.

R-17 - Food Services

If co-located in a public facility or located in a private facility, Elm Community Charter School will apply for and participate in the U.S. Department of Agriculture's free and reduced-price breakfast, lunch and snack programs for eligible students. Elm Community Charter School intends to contract with the New York City Department of Education to provide food service to eligible students. In addition to coordinating the necessary staff and systems for food services, the Director of Operations will seek the necessary local permits to ensure the private facility's kitchen is in compliance. In the future, if appropriate and feasible, Elm's Board of Trustees may seek to contract with another food service provider for healthy breakfast, lunch, and/or snack.

Regardless of vendor, all students eligible for federal free and reduced-price breakfast and lunch programs shall receive the appropriate food services. Students not eligible under the U.S. Department of Agriculture's free and reduced-price food programs will be responsible for bringing their own meals and snacks. In addition, eligible Elm students are free to opt out of the school lunch program and bring their own preferred lunch. Day-to-day implementation of Elm's food services will be the responsibility of the operations team and supervised by the Director of Operations.

Prior to the school year starting, parents will be notified via mail and email on general information regarding school policies, including the School's Food Service Policy. Early in the school year, parents will also be invited to visit the school, see their child's classroom, and receive said information. New staff will also be informed of the School's Food Services policy regarding breakfast, lunch, and snack programs prior to the school's opening as part of their professional development during Summer Institute.

R-18 - Health Services

General

If Elm Community Charter School is co-located in a public facility, the Principal and Director of Operations will coordinate with the appropriate leadership of the co-located district school(s) on the possibility of sharing the on-site nurse. In the event Elm is housed in a private facility, Elm's Board of Trustees will assess outsourcing nursing services to comply with §912 of the Education Law. If appropriate, the option of hiring a nurse who will provide health services equivalent to district schools under the supervision of the Director of Operations will be revisited by Elm's Board of Trustees. The nurse will also be responsible for organizing and storing student health records, immunization records, emergency contacts, and disbursements, which will all be safely located in a locked file as required by law. In the instance the nurse is not on-site, those responsibilities that can be delegated will be assigned to the Director of Operations.

Disbursement of Medication

Students who need prescribed or over the counter medication during school hours, must present a doctor's note and authorization form signed by the student's parent or guardian. Upon collection, all medication labels will be checked to ensure all necessary information is clear, accurate, and matches said student. This includes: student name, name and phone number of pharmacy, licensed prescriber's name, date, name of medication/dosage, frequency of administration, route of administration and/or other directions. All medication will be locked and stored in an appropriate location (e.g. refrigerator or medicine cabinet) and disbursed by the nurse. Medication will be disbursed as closely to the prescribed time as possible. A plan for medication disbursement will be discussed between the teachers, parent or guardian, and student on an individual basis.

Immunization

The school will ensure that all new students adhere to New York State requirements for immunization in accordance to Public Health Law §216. Elm will work to ensure all students have a health certificate within 14 days of entrance into the school, as well as a certificate of immunization upon registration or before the enrollment period is over. Students transferring from out of state or from another country can show a good faith effort to getting necessary documentation of immunization with an extension up until 30 days (compliant with 10NYCRR 66-1.4). Documentation must state that the student has received immunization against poliomyellitis, mumps, measles, diptheria, rubella, varicella, Haemophilus influenzae type b (Hib) and hepatitis B in accordance with the provisions of Public Health Law section 2164. Students who are still in the process of receiving immunizations, may provide documentation stating that the process has been started and that at least one dose has been administered prior to the School's opening day. Exceptions include medical reasons supported by a

doctor's note, or religious beliefs. Additionally, parents may waive immunization, in which Elm in consultation with the Bureau may grant variances from vaccinations in compliance with §2164 of the Public Health Law.

Vision & Hearing Testing

All dental, vision, hearing, and scoliosis tests will be administered by the Department of Health (DOH). The Director of Operations will aid the DOH in providing such services for Elm students annually.

CPR & Defibrillator

Elm Community Charter School, in accordance with §917 of the Education Law, will maintain an on-site AED equipment, which the Principal, Director of Operations, and selected staff members will be trained to operate in the case of emergencies. Additionally, the aforementioned Elm staff will also be trained in cardiopulmonary resuscitation (CPR). Training will likely occur during Elm's Summer Professional Development, before any students enter the building. The Principal and Director of Operations will ensure that trained staff is also present on any School-sponsored events or trips located off-site.

R-19 - Transportation

Elm Community Charter School anticipates that the majority of Elm students will be recruited from the surrounding neighborhood and will not need busing or transportation services. However, any Elm student in need of transportation services will be receive services under the eligibility of §2853(4) (b) and §3635 of the Education law. The Director of Operations and the operations team will coordinate and implement the day-to-day transportation services. The table below¹ explicates the general rules that the Principal and Director of Operations will follow when coordinating transportation services for our K-5 students.

Grade	Distance to School from Residence	Service Provided
K-2	Less than ½ mile	Half-fare MetroCard
K-2	Greater than ½ mile	Yellow bus or free MetroCard
3-6	Less than ½ mile	No transportation provided
3-6	Between ½ mile and 1 mile	Half-fare MetroCard
3-6	Greater than 1 mile	Yellow bus or free MetroCard

In general, Elm Community Charter School will seek to align our academic school year calendar with the DOE calendar, so that there are few instances where transportation will become an issue. Annually, Elm anticipates being in session three additional days outside the DOE calendar, and has anticipated the cost in its budget. In such cases, the School will seek arrangements with the New York City Department of Education to provide transportation, at cost, pursuant to §2853(4) (b) of the Education Law. Parents or guardians of students ineligible for transportation under §2853(4) (b) or §3635 of the Education Law will be responsible for arranging their own transportation.

Students in temporary housing (e.g. homeless shelter) are exempt from the above age and distance requirements. Special education students who require alternative transportation, as indicated by their Individual Education Plan (IEP) will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. Parents or guardians of special education students will be required to annually submit a written request to the CSE no later than April 1st. Parents can check the status of their child's transportation services by contacting the Office of Pupil Transportation's Customer Service Unit. It is highly advised that parents request necessary transportation prior to being admitted to Elm Community Charter School. It is the responsibility of the CSE to update student records in the Department of Education Pupil Information System.

¹ <http://www.nyccharterschools.org/resources/faq-student-eligibility-transportation#q1>

R-20 – Insurance

Elm’s founder had discussions with several insurance brokers experienced with NYS charter schools. We anticipate putting in place the insurance coverage provided by Austin & Co., Inc. (found below), or a comparable coverage, prior to Elm Community Charter School beginning operations to meet any applicable requirements, including those of authorizing agencies. The annual premium quote below is included in the proposal budget.

For: Elm Community Charter School		Date Prepared: 02/27/17	
Coverage		Year 1	
		Limits	Premium
1	<p><u>Property – Choice Form</u> Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value Earthquake & Flood</p> <p>- <u>Property Deductible:</u> <u>Earthquake/Flood Deductible:</u> <u>Wind/Hail Deductible:</u></p> <p>-</p> <p><u>Equipment Breakdown</u></p> <p><u>Business Income with Extra Expense</u> <u>Waiting Period:</u></p> <p><u>Automobile</u> - Hired & Non-Owned Liability - Hired Physical Damage - <u>Ded.: \$500</u></p> <p>-</p> <p><u>Crime</u> Employee Dishonesty including ERISA Forgery Computer Fraud Money & Securities: Inside the Premises Outside the Premises</p> <p><u>Cyber Liability</u> Aggregate Limit</p>		
	2		

	<p>Workplace Violence</p> <p>Employment Practices Liability</p> <p>Third Party Liability</p> <p style="text-align: right;"><i>*Retention:</i></p> <p>Fiduciary Liability</p> <p style="text-align: right;"><i>*Retention:</i></p> <p>Defense Costs are Outside the Limits</p> <p><i>*Applies to Both Indemnity & Defense Costs</i></p>	
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3	<p><u>General Liability</u></p> <p>Any One Occurrence</p> <p>Annual Aggregate</p> <p>Abuse & Molestation Coverage</p> <p>Corporal Punishment</p> <p>Employee Benefits Liability</p> <p style="text-align: right;"><i>Student Enrollment:</i></p> <p><u>Umbrella Liability</u></p> <ul style="list-style-type: none"> - Any One Occurrence - Annual Aggregate - Abuse & Molestation Coverage - Corporal Punishment - - <p style="text-align: right;"><i>Retention:</i></p> <p><u>Excess Educators Legal Liability</u></p> <p>Including Directors & Officers and Employment Practices</p> <p><u>Excess Fiduciary Liability</u></p> <p>Annual Aggregate</p>	
4	<p><u>Workers' Compensation & Employers' Liability</u></p> <p><i>Estimated Payroll</i></p> <p>Class 8868: School - Professional & Clerical</p> <p>Class 9101: School - All Other (Maintenance, Security, Etc...)</p> <p style="text-align: right;"><i>Experience Modification:</i></p> <p><i>Workers' Compensation is Subject to Audit</i></p>	
5	<p><u>New York Statutory Disability</u></p> <p>Teachers Included - Yes</p>	
6	<p><u>Student Accident</u></p> <p>Accident Medical Expense</p> <p>Accident Dental Expense</p>	

	Type of Coverage	<u>Deductible:</u>		
7	<u>Catastrophic Student Accident</u> Accident Medical Expense Accident Dental Expense			
	Type of Coverage	<u>Deductible:</u>		
Total Annual Estimated Premium				

R21 – Fiscal Soundness

a. Budget Narrative

Elm Community Charter School has designed its budgets to be fiscally sound and aligned to the vision of the school. In our Year 1 Budget, we are dedicated to attracting a high quality teaching staff and all academic materials needed to support our interdisciplinary model, creative courses, and rigorous literacy program.

During start-up, we conservatively anticipate Elm Community Charter School will receive \$224,000 through the Charter Schools Program (CSP) grant. Additionally, the Principal, and applicant of this proposal, has been accepted into School Empowerment Network's (SEN) Charter Leader Fellowship, and thus eligible to apply for a \$325,000 startup grant from the Walton Family Foundation; this amount was not considered in the startup budget in order to rigorously follow the conservatism principle. We have also conservatively budgeted for all anticipated costs to ensure a smooth opening with all key start-up staff, equipment, technology, materials, contracted services, and board governance supports.

Following the start-up period, Elm Community Charter School's budget reflects very conservative assumptions for the first five operational years. Elm's financial plan depends entirely on per pupil finding and federal/state entitlements. Below are our conservative revenue estimates, with no increases in received funding:

- Per Pupil of \$14,027 for all five years
- Special education per pupil of \$10,000, assumes 14% of students will receive special education services and conservatively anticipates 40% of these students will fall into 20-60% category
- Title I funding of \$44,500; assumes 89% of student body will receive FRPL
- Title II funding of \$3,560 (\$3,000 regular education program and \$560 special education program)
- Department of Youth and Community Development: \$180,040, a year one funding stream that we will apply for

Elm Community Charter School has created a conservative budget that solely relies on these predictable and certain revenue streams. Private fundraising is not included in the budget to mitigate risk of fiscal soundness.

The school's mission and key design elements will guide the school in allocating resources toward academic achievement and fulfilling our mission. We have collaborated with Charter School Business Management (CSBM) in creating our budget and incorporating all possible costs related to our educational, fiscal, and operational program in the appropriate time period. To ensure academic success, program stability, and organizational viability, Elm has budgeted generously for the following expenses:

Staff Compensation

- Sufficient FTE for leadership, instructional, programmatic, and operational staff
- Competitive salaries (5-8% above NYC DOE pay scales) for all major instructional positions including lead teachers, science teachers, creative courses teachers, leadership staff; a steady 3% annual salary increase to attract and retain top talent
- Competitive salary for Director of Operations, Director of Finance, and Social Worker (5-8% above NYC DOE pay scales)
- Sufficient compensation for select instructional staff to contribute to curriculum writing and development; \$2,500 per teacher
- No substitute teachers required as internal coverage will be provided through associate teachers

Academic Program

- Competitive Salary for Curriculum and Data Coordinator
- Ample funds for curriculum, assessments, consultants, learning materials/ classroom supplies, and service learning/field studies (\$225 per student)
 - *Curriculum: \$9,800 per new grade*
 - *Assessments: \$1,500 per new grade*
 - *Library/Book Collection: \$5000 per new grade*
 - *Lease Copiers: \$5400 a year for 1 copier (\$450 per month, \$200 higher than average costs per month), 2 copiers years 2-3 (\$11,000 per year), 3 copiers years 4-5 (\$17,000 per year)*
 - *Field Studies: \$125 per student*
 - *Creative Courses (Shop Class for 2nd – 5th grade): \$15,000 starting Year 2*
- Sufficient funds for professional development outside of Elm's leadership team, including external workshops, and consultants for curriculum development and implementation (\$1,500 per staff member; total of \$30,000 for the school year)
- Ample special education supplies: \$2,000 per year

Technology

- Essential classroom equipment for differentiation and clear teaching: smart boards (starting Year 2), document readers (starting Year 1), staff computers, student data tracking system, laptops for every student (chrome books) \$22,000 per classroom

Organizational Viability

- Sufficient funds for board meeting supplies: \$2000 per year
- Sufficient funds for additional contracted services including audit, legal support, payroll services, and technology support to support the financial and organizational health of the school

- Contracted services for janitorial staff: \$50,000 in year 1, with an increase per year to the proportion of facility space being occupied, and health services (nurse): \$45,000 per year
- Ample funds for staff and student recruitment
- Sufficient funds for furniture, equipment, office supplies, maintenance, insurance, and other operational expenses

All expenses were estimated through thorough research, including discussions with schools using similar programs/models, average budgets and spending of other independent charter schools in NYC, research of itemized products, quotes from specific vendors with whom Elm Community Charter School intends to purchase items/products from.

Elm Community Charter School has conservatively calculated its annual budget to allow a heavy investment in the infrastructure and academic program during the initial opening of the school. We anticipate that Elm will realize a net income of 6-12% of total revenue, starting in Year 4; this will allow Elm to build a healthy financial reserve over time, in addition to the \$25,000 that will be set aside annually in escrow during Years 1-3 to account for dissolution expenses. This ensures that Elm Community Charter School is prepared in case of shortfalls in revenue, unanticipated expenses, or other deviations from this budget, and ultimately financially sound and viable.

Elm intends on seeking public school facility space. However, given the lack of space in district 24, we have conservatively set aside enough resources (on top of the assumed 20% per pupil rental assistance) to secure and maintain a private facility of 88 square feet per student, assuming a cost of \$35 per square feet in Year 1 and 3% annual inflation. Accordingly, enough funds were set aside for utilities, outsourced security, equipment and furniture, as well as repairs and maintenance of this private facility. If a public co-location is successfully secured, then additional funds will be available and will be repurposed to Elm's strategic priorities, such as teacher development (including incorporation of technology) and curriculum development and materials.

b. Financial Planning

Elm Community Charter School's Board of Trustees and Principal will develop and monitor the annual school budget. Board members, including Chris Kong, the Board Chair, Diane Kahng, the Board Treasurer, and Prijo Thomas, member of the Board's Finance Committee, have extensive experience preparing and managing budgets, and monitoring spending. Elm's Board Chair and Finance Committee will lead Elm's Board in sound financial planning for the school, working alongside the Principal and Director of Operations in Year 1-3, a Director of Finance starting in Year 4, and an external finance management organization (likely, Charter School Business Management) to create the annual budget and monitor the organization's financial health and stability.

In Years 1-3, the external finance management organization, under the leadership of the Principal and Director of Operations, will be responsible for drafting the budget and cash flow projections. Feedback from the Leadership Team and Board Finance Committee will be incorporated accordingly. The Finance Committee will present the final budget draft to Elm Community Charter School's Board for approval.

The school's needs and priorities will be identified and weighed first, according to the school's mission and key design elements, second, according to student success and teacher quality and development, and financial and organizational viability. Particularly in the first few operational years, Elm's Board will focus on creating a healthy and successful academic program (i.e. curriculum, professional development, staff recruitment and retention), as well as facility needs (i.e. equipment, maintenance and repairs). Sufficient time will be allotted for proper review and discussion of programmatic priorities in light of the school's academic program and goals.

Elm Community Charter School will adopt an annual budget and cash flow projection, which will establish the school's spending priorities and the spending authority needed to operate the school. The annual schedule for establishing the budget will be:

- The staff finance lead drafts first budget: by April 1
- Elm's Leadership Team and Board Finance Committee reviews and provides feedback: by May 1
- The staff finance lead incorporates feedback and completes final draft of budget: by June 1
- Elm's Board reviews and adopts budget: by July 1
- Elm's staff provides quarterly financial report to Elm's Board: September Board meeting, December Board meeting, March Board meeting, June Board meeting

Quarterly reports will be communicated to the Leadership Team, Finance Committee, and Elm Community Charter School Board. The following reports and tasks will be executed on a quarterly basis, and written into quarterly board meeting agendas:

- Budget-to-actual report led by the staff finance lead to ensure that the budget remains in balance throughout the year
- Expense analysis report led by the staff finance lead
- Forecasting revenue and expenses for the remaining balance of each year

Collaboration between all parties will ensure that Elm's annual actual and projected budget is regularly monitored, reviewed, and adjusted if necessary. The staff finance lead will report quarterly on projected budget vs. actual results

at board meetings. This ensures a proactive and sustainable outlook on revenue and expenditure management.

c. Fiscal Audits

Financial Controls

With the assistance of our partner organization [REDACTED] the board of Elm Community Charter School 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, namely the Board Chair and Treasurer, will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000. Approval of the Board of Trustees is required to open a bank account. Clear procedures will be established to ensure:

- Clear segregation of duties to assure that funds are safeguarded and properly deposited.
- Establishments of controls to ensure accurate accounting records are recorded with all receipts and expenditures.
- Identification of payments and receipts in sufficient detail to ensure proper and accurate preparation of the monthly financial reports.

The Director of Operations (Years 1-3) and the Director of Finance (Years 4-5) will oversee Elm Community Charter's School's procurement practices. She or he must approve all school-related purchases up to \$200. The Director of Operations/Finance and the Principal must approve expenditures exceeding \$200. Whenever feasible, the school, led by the Director of Operations/Finance, will research the most competitive prices from different vendors. Finally, purchases exceeding \$20,000 will require a competitive bidding process or sole-source justification demonstrating a vendor's unique qualifications, along with the approval of the Finance Committee of the Board, in consultation with the full Board as necessary. The Board and Finance Committee will convene monthly to review the monthly financial reports of the school, inquire about any major variances to the budget, and provide any necessary feedback.

Fiscal Audits

Elm Community Charter School's Board of Trustees will be responsible for overseeing and identifying an independent auditor to conduct an annual fiscal audit of the financial statements prepared by the management. Elm's first audit will be performed during the audit period beginning at the startup period through the end of the first fiscal year, ending June 30th. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Following the audit, the Board Finance Committee will meet with the independent auditor to discuss the report and any findings. If necessary, a corrective plan will be created and executed by the Finance Committee to correct any findings by the independent auditor. Sufficient funds have been set aside for audit expenses every year in Elm Community Charter School's five-year

budget. Annual audits will be completed using the Institute’s mandatory audit templates, with a copy of the audit report and the auditor’s Management Letter provided to the full Board and SUNY-CSI/NYSED by stated deadlines, and published along with the school’s Annual Report.

Financial Systems

Elm Community Charter School intends to contract with a finance service consultant such as Charter School Business Management (CSBM) for financial management in the first three years of operation. We have collaborated with CSBM during our planning year, and have found that the experience and expertise of such an organization will ensure Elm’s financial health and stability. In addition to financial systems support, such organizations can also offer professional development to the school’s staff in regards to setting up and maintenance of systems for accounting, student and staff records, and payroll. In Year 4, Elm Community Charter School will hire a Director of Finance, who will take over responsibility for the school’s financial management, while also overseeing the relationship with the financial services organization during the transition. Below, are key services provided by CSBM, a potential and likely option:

Planning Year	Operational Years
<p>Payroll</p> <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 prepare/distribute 1099s • File payroll related documents <p>Finance/Accounting</p> <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 • Create/recommend edits for Financial Policies and Procedures (FPP) manual • Coordinate grant reporting and assess whether grant restrictions are fulfilled • Reconcile monthly bank statements in the accounting system • Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team • Post revenues & expenses and process deposits & disbursements • File all financial documentation in CSBM’s Binder System <p>Audit Preparation</p> <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 	<p>Human Resources</p> <ul style="list-style-type: none"> • Handle the administration related to HR files • Enroll/withdraw staff members in benefits including insurance and retirement plans <p>Payroll</p> <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 prepare/distribute 1099s • File payroll related documents <p>Finance/Accounting</p> <ul style="list-style-type: none"> • Create/recommend edits for budgets • Coordinate grant reporting and assess whether grant restrictions are fulfilled • Reconcile monthly bank statements • Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team • Present financial reports to Finance Committee and/or Board of Trustees • Post revenues & expenses and process deposits & disbursements • File all financial documentation in Binder System <p>Audit Preparation</p> <ul style="list-style-type: none"> • Support completion of the 990 by the auditors • Prepare for on-site testing by auditors • Close books for the fiscal year • Prepare 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

d. Dissolution Procedures

Should closure or dissolution of Elm Community Charter School occur, the Board of Trustees and Principal will manage the dissolution process in accordance with Education Law § 2851(2)(t) and the school's closure plan outlined by the Institute. If necessary, the Board may assign one or more trustees and/or school employees to specific tasks related to the closure of the school. The Board Chair and Principal shall provide immediate notification to parents of enrolled children of Elm Community Charter School's closing. Led by the Principal, information sessions will be provided to support parents with school closing information, transfer options and process, and copies of student records. The Principal and Director of Operations will send a list of enrolled students at Elm Community Charter School, along with all necessary student records, to the school district in which it is located. The Board Chair and Principal will manage the process of transferring the school's fixed assets to the school district where Elm Community Charter School is located. Elm Community Charter School will set aside \$25,000 in each Years 1-3 into an escrow account for dissolution expenses, including legal cost, final audit expenses, fixed asset transportation, and other expenses. This commitment is reflected in Request 21e – Budget Template.



**GENERAL INSTRUCTIONS FOR NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS**

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
570101	ADDISON CSD	11,613	11,763
410401	ADIRONDACK CSD	12,021	12,171
80101	AFTON CSD	14,150	14,300
142101	AKRON CSD	10,484	10,634
10100	ALBANY CITY SD	14,422	14,572
450101	ALBION CSD	10,930	11,080
140101	ALDEN CSD	10,212	10,362
180202	ALEXANDER CSD	11,685	11,835
220202	ALEXANDRIA CSD	12,450	12,600
20101	ALFRED-ALMOND CSD	10,978	11,128
40302	ALLEGANY-LIMESTONE CSD	10,712	10,862
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,813	11,963
580303	AMAGANSETT UFSD	57,998	58,148
140201	AMHERST CSD	11,071	11,221
580106	AMITYVILLE UFSD	17,777	18,277
270100	AMSTERDAM CITY SD	9,793	9,943
120102	ANDES CSD	21,457	21,607
20601	ANDOVER CSD	12,703	12,853
660405	ARDSLEY UFSD	20,821	20,971
640101	ARGYLE CSD	11,752	11,902
571901	ARKPORT CSD	10,030	10,180
131601	ARLINGTON CSD	11,819	11,969
670201	ATTICA CSD	9,902	10,052
50100	AUBURN CITY SD	10,845	10,995
90201	AUSABLE VALLEY CSD	13,535	13,685
491302	AVERILL PARK CSD	10,386	10,536
570201	AVOCA CSD	13,553	13,703
240101	AVON CSD	10,815	10,965
580101	BABYLON UFSD	17,278	17,428
80201	BAINBRIDGE-GUILFORD CSD	11,784	11,934
280210	BALDWIN UFSD	16,008	16,158
420901	BALDWINSVILLE CSD	11,072	11,222
521301	BALLSTON SPA CSD	12,147	12,297
401301	BARKER CSD	13,245	13,395
180300	BATAVIA CITY SD	12,643	12,793
570302	BATH CSD	10,130	10,280
580501	BAY SHORE UFSD	15,707	15,857
580505	BAYPORT-BLUE POINT UFSD	17,916	18,066
130200	BEACON CITY SD	11,443	11,593
231301	BEAVER RIVER CSD	10,223	10,373
660102	BEDFORD CSD	20,906	21,056
90301	BEEKMANTOWN CSD	12,058	12,208
20801	BELFAST CSD	11,969	12,119
220909	BELLEVILLE HENDERSON CSD	10,380	10,530
280207	BELLMORE UFSD	19,988	20,138
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,114	14,264
61001	BEMUS POINT CSD	12,160	12,310
490101	BERLIN CSD	13,240	13,390
10201	BERNE-KNOX-WESTERLO CSD	13,721	13,871
10306	BETHLEHEM CSD	12,863	13,013
280521	BETHPAGE UFSD	17,700	17,850
30200	BINGHAMTON CITY SD	10,570	10,720
661905	BLIND BROOK-RYE UFSD	20,668	20,818
22902	BOLIVAR-RICHBURG CSD	11,235	11,385
630101	BOLTON CSD	20,885	21,035
570401	BRADFORD CSD	13,616	13,766
510101	BRASHER FALLS CSD	10,522	10,672
580512	BRENTWOOD UFSD	13,833	13,983
480601	BREWSTER CSD	17,158	17,308
661402	BRIARCLIFF MANOR UFSD	23,211	23,361
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,798	12,948

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
171102	BROADALBIN-PERTH CSD	8,986	9,136
261801	BROCKPORT CSD	11,095	11,245
62301	BROCTON CSD	12,787	12,937
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,521	11,671
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,848	13,998
490202	BRUNSWICK CSD (BRITTONKILL)	10,851	11,001
161601	BRUSHTON-MOIRA CSD	11,409	11,909
140600	BUFFALO CITY SD	12,355	12,505
520101	BURNT HILLS-BALLSTON LAKE CSD	10,518	10,668
661201	BYRAM HILLS CSD	20,404	20,554
180701	BYRON-BERGEN CSD	11,697	11,847
190301	CAIRO-DURHAM CSD	10,695	10,845
240201	CALEDONIA-MUMFORD CSD	10,568	10,718
641610	CAMBRIDGE CSD	12,700	12,850
410601	CAMDEN CSD	11,005	11,155
570603	CAMPBELL-SAVONA CSD	10,881	11,031
270301	CANAJOHARIE CSD	11,195	11,345
430300	CANANDAIGUA CITY SD	11,178	11,328
21102	CANASERAGA CSD	12,679	12,829
250901	CANASTOTA CSD	10,187	10,337
600301	CANDOR CSD	11,637	11,787
571502	CANISTEO-GREENWOOD CSD	14,147	14,297
510201	CANTON CSD	11,602	11,752
280411	CARLE PLACE UFSD	20,537	20,687
480102	CARMEL CSD	15,759	15,909
222201	CARTHAGE CSD	8,822	8,472
60401	CASSADAGA VALLEY CSD	11,709	11,859
50401	CATO-MERIDIAN CSD	11,003	11,153
190401	CATSKILL CSD	14,480	14,630
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,718	11,868
250201	CAZENOVIA CSD	10,963	11,113
580233	CENTER MORICHES UFSD	15,197	15,347
580513	CENTRAL ISLIP UFSD	19,964	20,114
460801	CENTRAL SQUARE CSD	9,921	10,071
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,603	9,753
661004	CHAPPAQUA CSD	19,391	19,541
120401	CHARLOTTE VALLEY CSD	11,257	11,407
160801	CHATEAUGAY CSD	11,229	11,379
101001	CHATHAM CSD	13,327	13,477
60503	CHAUTAUQUA LAKE CSD	14,807	14,957
90601	CHAZY UFSD	12,066	12,216
140701	CHEEKTOWAGA CSD	10,585	10,735
140702	CHEEKTOWAGA-MARYVALE UFSD	10,783	10,933
140709	CHEEKTOWAGA-SLOAN UFSD	12,296	12,446
30101	CHENANGO FORKS CSD	10,853	11,003
30701	CHENANGO VALLEY CSD	11,020	11,170
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,024	13,174
440201	CHESTER UFSD	13,520	13,670
251601	CHITTENANGO CSD	11,333	11,483
261501	CHURCHVILLE-CHILI CSD	10,472	10,622
110101	CINCINNATUS CSD	13,041	13,191
140801	CLARENCE CSD	9,351	9,501
500101	CLARKSTOWN CSD	13,660	13,810
140703	CLEVELAND HILL UFSD	10,778	10,928
510401	CLIFTON-FINE CSD	17,457	17,607
411101	CLINTON CSD	11,879	12,029
650301	CLYDE-SAVANNAH CSD	13,326	13,826
60701	CLYMER CSD	14,775	14,925
541102	COBLESKILL-RICHMONDVILLE CSD	11,152	11,302
10500	COHOES CITY SD	12,141	12,291
580402	COLD SPRING HARBOR CSD	20,936	21,086

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
510501	COLTON-PIERREPONT CSD	18,731	18,881
580410	COMMACK UFSD	15,856	16,006
580507	CONNETQUOT CSD	16,297	16,447
471701	COOPERSTOWN CSD	12,267	12,417
230201	COPENHAGEN CSD	10,285	10,435
580105	COPIAGUE UFSD	15,711	15,361
520401	CORINTH CSD	11,269	11,419
571000	CORNING CITY SD	10,987	11,137
440301	CORNWALL CSD	11,612	11,762
110200	CORTLAND CITY SD	10,492	10,642
190501	COXSACKIE-ATHENS CSD	12,238	12,388
660202	CROTON-HARMON UFSD	16,083	16,233
150203	CROWN POINT CSD	16,025	15,675
22302	CUBA-RUSHFORD CSD	12,838	12,988
241101	DALTON-NUNDA CSD (KESHEQUA)	13,457	13,607
241001	DANVILLE CSD	10,663	10,813
580107	DEER PARK UFSD	16,035	16,185
120501	DELAWARE ACADEMY CSD AT DELHI	14,280	14,430
140707	DEPEW UFSD	10,759	10,909
31301	DEPOSIT CSD	14,654	14,804
250301	DERUYTER CSD	13,419	13,569
660403	DOBBS FERRY UFSD	19,277	19,427
211003	DOLGEVILLE CSD	10,877	11,027
130502	DOVER UFSD	11,595	11,745
120301	DOWNSVILLE CSD	17,493	17,643
610301	DRYDEN CSD	11,362	11,512
530101	DUANESBURG CSD	9,584	9,734
680801	DUNDEE CSD	10,348	10,498
60800	DUNKIRK CITY SD	13,335	13,485
140301	EAST AURORA UFSD	10,555	10,705
430501	EAST BLOOMFIELD CSD	11,467	11,617
490301	EAST GREENBUSH CSD	12,009	12,159
580301	EAST HAMPTON UFSD	24,079	24,229
260801	EAST IRONDEQUOIT CSD	11,907	12,057
580503	EAST ISLIP UFSD	15,009	15,159
280203	EAST MEADOW UFSD	16,072	16,222
580234	EAST MORICHES UFSD	17,372	17,872
580917	EAST QUOGUE UFSD	22,466	22,616
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,935	13,085
280219	EAST ROCKAWAY UFSD	18,733	18,883
420401	EAST SYRACUSE-MINOA CSD	14,024	14,174
280402	EAST WILLISTON UFSD	21,134	21,284
660301	EASTCHESTER UFSD	18,182	18,332
580912	EASTPORT-SOUTH MANOR CSD	13,626	13,776
141201	EDEN CSD	10,024	10,174
660406	EDGEMONT UFSD	18,164	18,314
520601	EDINBURG COMMON SD	21,246	21,396
470501	EDMESTON CSD	11,593	11,743
513102	EDWARDS-KNOX CSD	10,886	11,036
180901	ELBA CSD	11,773	11,923
590801	ELDRED CSD	13,920	14,070
150301	ELIZABETHTOWN-LEWIS CSD	13,708	13,858
622002	ELLENVILLE CSD	15,500	15,650
40901	ELLCOTTVILLE CSD	11,841	11,991
70600	ELMIRA CITY SD	11,012	11,512
70902	ELMIRA HEIGHTS CSD	10,486	10,636
280216	ELMONT UFSD	14,747	14,897
660409	ELMSFORD UFSD	22,561	22,711
580401	ELWOOD UFSD	15,123	15,273
141401	EVANS-BRANT CSD (LAKE SHORE)	11,968	12,118
420601	FABIUS-POMPEY CSD	12,829	12,979

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
261301	FAIRPORT CSD	10,997	11,147
61101	FALCONER CSD	9,872	10,022
590501	FALLSBURG CSD	19,752	19,902
280522	FARMINGDALE UFSD	17,181	17,331
421001	FAYETTEVILLE-MANLIUS CSD	11,003	11,153
22001	FILLMORE CSD	9,506	9,656
580514	FIRE ISLAND UFSD	108,153	107,803
581004	FISHERS ISLAND UFSD	42,821	42,971
280222	FLORAL PARK-BELLEROSE UFSD	15,287	15,437
442115	FLORIDA UFSD	14,357	14,507
270601	FONDA-FULTONVILLE CSD	11,458	11,608
61503	FORESTVILLE CSD	10,834	10,984
640502	FORT ANN CSD	14,197	14,347
640601	FORT EDWARD UFSD	11,843	11,993
270701	FORT PLAIN CSD	13,191	13,341
210402	FRANKFORT-SCHUYLER CSD	9,560	9,710
120701	FRANKLIN CSD	13,106	13,606
280217	FRANKLIN SQUARE UFSD	13,762	13,912
41101	FRANKLINVILLE CSD	11,701	11,851
62201	FREDONIA CSD	12,357	12,507
280209	FREEPORT UFSD	16,053	16,203
60301	FREWSBURG CSD	10,556	10,706
21601	FRIENDSHIP CSD	12,385	12,885
141604	FRONTIER CSD	9,109	9,259
460500	FULTON CITY SD	11,966	12,116
520701	GALWAY CSD	10,507	10,657
650902	GANANDA CSD	10,107	10,257
280218	GARDEN CITY UFSD	17,970	18,120
480404	GARRISON UFSD	22,063	22,213
260401	GATES-CHILI CSD	12,709	12,859
220401	GENERAL BROWN CSD	8,930	9,080
20702	GENESEE VALLEY CSD	11,363	11,513
240401	GENESEO CSD	12,607	12,757
430700	GENEVA CITY SD	13,038	13,188
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,221	13,371
100902	GERMANTOWN CSD	14,964	15,114
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,669	11,819
540801	GILBOA-CONESVILLE CSD	16,057	16,207
280100	GLEN COVE CITY SD	18,535	18,685
630300	GLENS FALLS CITY SD	11,819	11,969
630918	GLENS FALLS COMN SD	12,350	12,500
170500	GLOVERSVILLE CITY SD	10,215	10,365
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,222	12,372
440601	GOSHEN CSD	13,123	13,273
511101	GOUVERNEUR CSD	10,605	10,755
42801	GOWANDA CSD	11,676	11,826
141501	GRAND ISLAND CSD	10,265	10,415
640701	GRANVILLE CSD	10,710	10,860
280407	GREAT NECK UFSD	22,818	22,968
260501	GREECE CSD	11,329	11,479
10701	GREEN ISLAND UFSD	13,012	13,162
660407	GREENBURGH CSD	22,693	22,843
80601	GREENE CSD	10,915	11,065
581010	GREENPORT UFSD	17,050	17,200
190701	GREENVILLE CSD	13,804	13,954
640801	GREENWICH CSD	12,481	12,631
442111	GREENWOOD LAKE UFSD	18,661	18,811
610501	GROTON CSD	10,756	10,906
10802	GUILDERLAND CSD	11,704	11,854
630801	HADLEY-LUZERNE CSD	14,095	14,245
480401	HALDANE CSD	16,837	16,987
580405	HALF HOLLOW HILLS CSD	15,246	15,396

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District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
141601	HAMBURG CSD	10,066	10,216
250701	HAMILTON CSD	13,247	13,397
511201	HAMMOND CSD	13,077	13,227
572901	HAMMONDSPORT CSD	15,116	15,266
580905	HAMPTON BAYS UFSD	16,443	16,593
120906	HANCOCK CSD	14,617	14,767
460701	HANNIBAL CSD	10,528	10,678
580406	HARBORFIELDS CSD	14,123	14,273
30501	HARPURSVILLE CSD	10,237	10,387
660501	HARRISON CSD	23,807	23,957
230301	HARRISVILLE CSD	12,722	12,872
641001	HARTFORD CSD	12,555	12,705
660404	HASTINGS-ON-HUDSON UFSD	19,754	19,904
580506	HAUPPAUGE UFSD	16,785	16,935
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,471	17,621
280201	HEMPSTEAD UFSD	18,202	18,202
660203	HENDRICK HUDSON CSD	18,524	18,674
210601	HERKIMER CSD	9,875	10,025
511301	HERMON-DEKALB CSD	12,996	13,146
280409	HERRICKS UFSD	17,379	17,529
512404	HEUVELTON CSD	11,054	11,204
280214	HEWLETT-WOODMERE UFSD	22,758	22,908
280517	HICKSVILLE UFSD	15,292	15,442
620803	HIGHLAND CSD	12,807	12,957
440901	HIGHLAND FALLS CSD	14,933	15,083
261101	HILTON CSD	10,550	10,700
41401	HINSDALE CSD	10,302	10,452
141701	HOLLAND CSD	11,382	11,532
412201	HOLLAND PATENT CSD	10,738	10,888
450704	HOLLEY CSD	10,625	10,775
110701	HOMER CSD	11,442	11,592
431401	HONEOYE CSD	12,491	12,641
260901	HONEOYE FALLS-LIMA CSD	10,785	10,935
491401	HOOSIC VALLEY CSD	10,688	10,838
490501	HOOSICK FALLS CSD	12,132	12,282
571800	HORNELL CITY SD	10,208	10,358
70901	HORSEHEADS CSD	10,538	10,688
101300	HUDSON CITY SD	13,572	13,722
641301	HUDSON FALLS CSD	10,371	10,521
190901	HUNTER-TANNERSVILLE CSD	16,832	16,982
580403	HUNTINGTON UFSD	17,862	18,012
130801	HYDE PARK CSD	12,405	12,555
200401	INDIAN LAKE CSD	24,404	24,554
220301	INDIAN RIVER CSD	6,996	7,496
200501	INLET COMN SD	26,397	26,547
141301	IROQUOIS CSD	10,101	10,251
660402	IRVINGTON UFSD	20,500	20,650
280231	ISLAND PARK UFSD	28,335	28,485
280226	ISLAND TREES UFSD	15,855	16,005
580502	ISLIP UFSD	14,638	14,788
610600	ITHACA CITY SD	13,020	13,170
61700	JAMESTOWN CITY SD	10,514	10,664
420411	JAMESVILLE-DEWITT CSD	11,294	11,444
572702	JASPER-TROUPSBURG CSD	10,940	11,090
540901	JEFFERSON CSD	12,795	12,945
280515	JERICHO UFSD	24,261	24,411
630601	JOHNSBURG CSD	18,715	18,865
31502	JOHNSON CITY CSD	12,416	12,566
170600	JOHNSTOWN CITY SD	10,758	10,908
420501	JORDAN-ELBRIDGE CSD	11,973	12,123
660101	KATONAH-LEWISBORO UFSD	20,857	21,007
150601	KEENE CSD	20,011	20,161

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450607	KENDALL CSD	12,940	13,090
142601	KENMORE-TONAWANDA UFSD	9,827	9,977
101401	KINDERHOOK CSD	11,589	11,739
580805	KINGS PARK CSD	14,278	14,428
620600	KINGSTON CITY SD	14,811	14,961
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,808	9,958
141800	LACKAWANNA CITY SD	12,319	12,469
420807	LAFAYETTE CSD	16,116	16,266
630701	LAKE GEORGE CSD	12,871	13,021
151102	LAKE PLACID CSD	15,292	15,442
200601	LAKE PLEASANT CSD	25,681	25,831
662401	LAKELAND CSD	15,359	15,509
141901	LANCASTER CSD	8,792	8,942
610801	LANSING CSD	11,205	11,355
490601	LANSINGBURGH CSD	9,702	9,852
470801	LAURENS CSD	10,984	11,134
280215	LAWRENCE UFSD	23,002	23,002
181001	LE ROY CSD	11,140	11,290
670401	LETCHWORTH CSD	11,687	11,837
280205	LEVITTOWN UFSD	17,630	17,780
400301	LEWISTON-PORTER CSD	12,229	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,603	14,753
511602	LISBON CSD	12,672	12,822
210800	LITTLE FALLS CITY SD	11,821	11,971
421501	LIVERPOOL CSD	12,879	13,029
591302	LIVINGSTON MANOR CSD	16,435	16,585
240801	LIVONIA CSD	11,706	11,856
400400	LOCKPORT CITY SD	10,265	10,415
280503	LOCUST VALLEY CSD	22,857	23,007
280300	LONG BEACH CITY SD	22,698	22,848
200701	LONG LAKE CSD	42,198	42,698
580212	LONGWOOD CSD	14,730	14,880
230901	LOWVILLE ACADEMY & CSD	9,953	10,103
221301	LYME CSD	13,371	13,521
280220	LYNBROOK UFSD	18,030	18,180
421504	LYNCOURT UFSD	15,849	15,999
451001	LYNDONVILLE CSD	10,869	11,019
650501	LYONS CSD	11,040	11,190
251101	MADISON CSD	11,088	11,238
511901	MADRID-WADDINGTON CSD	10,841	10,991
480101	MAHOPAC CSD	14,275	14,425
31101	MAINE-ENDWELL CSD	10,547	10,697
161501	MALONE CSD	10,870	11,020
280212	MALVERNE UFSD	20,055	20,205
660701	MAMARONECK UFSD	18,766	18,916
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,770	10,920
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	12,411
421101	MARCELLUS CSD	10,125	10,275
121401	MARGARETVILLE CSD	13,726	13,876
650701	MARION CSD	11,768	11,918
621001	MARLBORO CSD	15,512	16,012
280523	MASSAPEQUA UFSD	16,402	16,552
512001	MASSENA CSD	10,547	10,697
581012	MATTITUCK-CUTCHOGUE UFSD	16,317	16,467
170801	MAYFIELD CSD	10,444	10,594
110304	MCGRAW CSD	11,598	11,748
521200	MECHANICVILLE CITY SD	10,630	10,280
450801	MEDINA CSD	11,177	11,327
10615	MENANDS UFSD	16,220	16,370

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280225	MERRICK UFSD	18,286	18,436
460901	MEXICO CSD	12,052	12,202
580211	MIDDLE COUNTRY CSD	13,469	13,619
541001	MIDDLEBURGH CSD	12,803	12,953
441000	MIDDLETOWN CITY SD	13,109	13,259
471101	MILFORD CSD	12,567	12,717
132201	MILLBROOK CSD	13,252	13,402
580208	MILLER PLACE UFSD	13,272	13,422
280410	MINEOLA UFSD	24,059	24,209
150801	MINERVA CSD	25,987	26,137
441101	MINISINK VALLEY CSD	10,902	11,052
441201	MONROE-WOODBURY CSD	13,439	13,589
580306	MONTAUK UFSD	31,609	31,759
591401	MONTICELLO CSD	14,456	14,606
51301	MORAVIA CSD	10,552	10,702
150901	MORIAH CSD	12,205	12,355
471201	MORRIS CSD	10,786	10,936
512101	MORRISTOWN CSD	14,030	14,180
250401	MORRISVILLE-EATON CSD	12,464	12,614
212001	MOUNT MARKHAM CSD	11,581	11,731
240901	MT MORRIS CSD	12,470	12,620
660801	MT PLEASANT CSD	18,940	19,090
580207	MT SINAI UFSD	15,191	15,341
660900	MT VERNON SCHOOL DISTRICT	17,144	17,294
500108	NANUET UFSD	18,881	19,031
431201	NAPLES CSD	13,485	13,635
411501	NEW HARTFORD CSD	11,781	11,931
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,121	15,271
101601	NEW LEBANON CSD	16,142	16,292
621101	NEW PALTZ CSD	13,634	13,784
661100	NEW ROCHELLE CITY SD	16,488	16,638
581015	NEW SUFFOLK COMN SD	15,631	15,781
650101	NEWARK CSD	11,450	11,600
600402	NEWARK VALLEY CSD	10,637	10,787
441600	NEWBURGH CITY SD	15,146	15,296
151001	NEWCOMB CSD	43,580	43,580
400601	NEWFANE CSD	10,436	10,586
610901	NEWFIELD CSD	10,182	10,332
400800	NIAGARA FALLS CITY SD	11,275	11,425
400701	NIAGARA-WHEATFIELD CSD	10,793	10,943
530301	NISKAYUNA CSD	12,140	12,290
580103	NORTH BABYLON UFSD	14,640	14,790
280204	NORTH BELLMORE UFSD	17,843	17,993
142201	NORTH COLLINS CSD	13,373	13,523
10623	NORTH COLONIE CSD	11,058	11,208
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,091	12,241
280229	NORTH MERRICK UFSD	18,175	18,325
651501	NORTH ROSE-WOLCOTT CSD	12,380	12,530
661301	NORTH SALEM CSD	20,630	20,780
280501	NORTH SHORE CSD	23,673	23,823
420303	NORTH SYRACUSE CSD	11,059	11,209
400900	NORTH TONAWANDA CITY SD	10,943	11,093
630202	NORTH WARREN CSD	15,825	15,975
131101	NORTHEAST CSD	15,692	15,842
90501	NORTHEASTERN CLINTON CSD	11,893	12,043
90901	NORTHERN ADIRONDACK CSD	12,944	13,094
580404	NORTHPORT-EAST NORTHPORT UFSD	18,358	18,508
170901	NORTHVILLE CSD	13,790	13,940
81200	NORWICH CITY SD	10,306	10,456
512201	NORWOOD-NORFOLK CSD	11,002	11,152
411504	NY MILLS UFSD	12,184	12,334
500304	NYACK UFSD	18,590	18,740

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300000	NYC CHANCELLOR'S OFFICE	13,877	14,027
181101	OAKFIELD-ALABAMA CSD	10,344	10,494
280211	OCEANSIDE UFSD	16,417	16,567
550101	ODESSA-MONTOUR CSD	11,363	11,363
512300	OGDENSBURG CITY SD	14,303	14,453
42400	OLEAN CITY SD	11,326	11,476
251400	ONEIDA CITY SD	11,429	11,579
471400	ONEONTA CITY SD	12,140	12,290
421201	ONONDAGA CSD	12,482	12,632
621201	ONTEORA CSD	18,921	19,071
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,847	12,997
142301	ORCHARD PARK CSD	10,873	11,023
412901	ORISKANY CSD	11,342	11,492
661401	OSSINING UFSD	18,296	18,296
461300	OSWEGO CITY SD	12,620	12,770
471601	OTEGO-UNADILLA CSD	11,831	11,981
600601	OWEGO-APALACHIN CSD	11,874	12,024
81501	OXFORD ACADEMY & CSD	12,208	12,358
280506	OYSTER BAY-EAST NORWICH CSD	22,883	23,033
581002	OYSTERPONDS UFSD	33,281	33,431
650901	PALMYRA-MACEDON CSD	11,005	11,155
61601	PANAMA CSD	12,176	12,326
512501	PARISHVILLE-HOPKINTON CSD	10,959	11,109
580224	PATCHOGUE-MEDFORD UFSD	13,164	13,314
181201	PAVILION CSD	11,032	11,182
131201	PAWLING CSD	15,921	16,071
500308	PEARL RIVER UFSD	15,208	15,358
661500	PEEKSKILL CITY SD	16,780	16,930
661601	PELHAM UFSD	16,537	16,687
181302	PEMBROKE CSD	12,178	12,328
261201	PENFIELD CSD	12,696	12,846
680601	PENN YAN CSD	11,904	12,054
671201	PERRY CSD	11,391	11,541
91101	PERU CSD	12,199	12,349
431301	PHELPS-CLIFTON SPRINGS CSD	11,726	11,876
462001	PHOENIX CSD	12,576	12,726
440401	PINE BUSH CSD	11,920	12,070
131301	PINE PLAINS CSD	14,915	15,065
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,939	12,089
261401	PITTSFORD CSD	13,072	13,222
280518	PLAINEDGE UFSD	16,054	16,204
280504	PLAINVIEW-OLD BETHPAGE CSD	18,292	18,442
91200	PLATTSBURGH CITY SD	13,954	14,104
660809	PLEASANTVILLE UFSD	16,908	17,058
660802	POCANTICO HILLS CSD	46,683	46,833
211103	POLAND CSD	12,040	12,190
51101	PORT BYRON CSD	11,215	11,365
661904	PORT CHESTER-RYE UFSD	13,742	13,892
580206	PORT JEFFERSON UFSD	21,549	21,699
441800	PORT JERVIS CITY SD	12,254	12,404
280404	PORT WASHINGTON UFSD	20,378	20,528
42901	PORTVILLE CSD	10,408	10,558
512902	POTSDAM CSD	11,740	11,890
131500	POUGHKEEPSIE CITY SD	12,874	13,024
572301	PRATTSBURGH CSD	10,976	11,126
461801	PULASKI CSD	11,930	12,080
641401	PUTNAM CSD	24,316	24,466
480503	PUTNAM VALLEY CSD	17,238	17,388
630902	QUEENSBURY UFSD	9,888	10,038
580903	QUOGUE UFSD	47,273	47,423
500401	RAMAPO CSD (SUFFERN)	17,269	17,419
43001	RANDOLPH CSD	11,070	11,220

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10402	RAVENA-COEYMANS-SELKIRK CSD	13,639	13,789
651503	RED CREEK CSD	11,266	11,416
131701	RED HOOK CSD	13,552	13,702
411701	REMSEN CSD	15,148	15,298
580901	REMSENBURG-SPEONK UFSD	36,764	36,914
491200	RENSELAER CITY SD	9,234	9,384
131801	RHINEBECK CSD	17,031	17,181
472001	RICHFIELD SPRINGS CSD	11,266	11,416
62401	RIPLEY CSD	16,291	16,441
580602	RIVERHEAD CSD	16,426	16,576
261600	ROCHESTER CITY SD	12,440	12,590
280221	ROCKVILLE CENTRE UFSD	19,117	19,267
580209	ROCKY POINT UFSD	13,164	13,314
411800	ROME CITY SD	11,763	11,913
560603	ROMULUS CSD	14,917	15,067
620901	RONDOUT VALLEY CSD	17,939	18,089
280208	ROOSEVELT UFSD	16,925	16,925
591301	ROSCOE CSD	18,176	18,326
280403	ROSLYN UFSD	21,248	21,398
530515	ROTTERDAM-MOHONASEN CSD	9,339	9,489
121502	ROXBURY CSD	17,313	17,463
401201	ROYALTON-HARTLAND CSD	10,557	10,707
261701	RUSH-HENRIETTA CSD	12,680	12,830
661800	RYE CITY SD	19,267	19,417
661901	RYE NECK UFSD	18,707	18,857
580205	SACHEM CSD	13,601	13,751
221001	SACKETS HARBOR CSD	10,454	10,604
580305	SAG HARBOR UFSD	25,075	25,225
580910	SAGAPONACK COMN SD	15,631	15,781
43200	SALAMANCA CITY SD	11,582	12,082
641501	SALEM CSD	13,432	13,582
161201	SALMON RIVER CSD	13,926	14,076
461901	SANDY CREEK CSD	13,261	13,411
91402	SARANAC CSD	11,683	11,833
161401	SARANAC LAKE CSD	14,349	14,499
521800	SARATOGA SPRINGS CITY SD	10,882	11,032
621601	SAUGERTIES CSD	12,172	12,322
411603	SAUQUOIT VALLEY CSD	11,306	11,456
580504	SAYVILLE UFSD	16,810	16,960
662001	SCARSDALE UFSD	22,498	22,648
530501	SCHALMONT CSD	14,212	14,362
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,916	13,066
491501	SCHODACK CSD	12,519	12,669
541201	SCHOHARIE CSD	12,497	12,647
151401	SCHROON LAKE CSD	15,718	15,868
521701	SCHUYLERVILLE CSD	11,822	11,972
22401	SCIO CSD	12,318	12,468
530202	SCOTIA-GLENVILLE CSD	11,363	11,513
280206	SEAFORD UFSD	16,010	16,160
560701	SENECA FALLS CSD	11,366	11,516
280252	SEWANHAKA CENTRAL HS DISTRICT	12,872	13,022
541401	SHARON SPRINGS CSD	14,504	14,654
580701	SHELTER ISLAND UFSD	28,363	28,513
520302	SHENENDEHOWA CSD	11,269	11,419
82001	SHERBURNE-EARLVILLE CSD	11,062	11,212
62601	SHERMAN CSD	10,546	10,696
412000	SHERRILL CITY SD	10,001	10,151
580601	SHOREHAM-WADING RIVER CSD	16,076	16,226
121601	SIDNEY CSD	11,987	12,137
61501	SILVER CREEK CSD	11,573	11,723
421601	SKANEATELES CSD	12,687	12,837

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580801	SMITHTOWN CSD	14,319	14,469
651201	SODUS CSD	12,973	13,123
420702	SOLVAY UFSD	12,110	12,260
662101	SOMERS CSD	17,175	17,325
10601	SOUTH COLONIE CSD	12,487	12,637
580235	SOUTH COUNTRY CSD	16,301	16,451
521401	SOUTH GLENS FALLS CSD	11,017	11,167
580413	SOUTH HUNTINGTON UFSD	16,108	16,258
220101	SOUTH JEFFERSON CSD	9,533	9,683
121702	SOUTH KORTRIGHT CSD	13,731	13,881
231101	SOUTH LEWIS CSD	13,863	14,013
500301	SOUTH ORANGETOWN CSD	15,853	16,003
560501	SOUTH SENECA CSD	13,924	14,074
580906	SOUTHAMPTON UFSD	23,764	23,914
50701	SOUTHERN CAYUGA CSD	13,769	13,919
581005	SOUTHOLD UFSD	17,750	17,900
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,552	10,702
131602	SPACKENKILL UFSD	16,368	16,518
261001	SPENCERPORT CSD	10,883	11,033
600801	SPENCER-VAN ETTEN CSD	11,158	11,308
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,697	11,847
161801	ST REGIS FALLS CSD	14,236	14,386
121701	STAMFORD CSD	14,265	14,415
401001	STARPOINT CSD	10,139	10,289
522001	STILLWATER CSD	9,619	9,769
251501	STOCKBRIDGE VALLEY CSD	10,988	11,138
591502	SULLIVAN WEST CSD	15,358	15,508
30601	SUSQUEHANNA VALLEY CSD	12,506	12,656
140207	SWEET HOME CSD	12,304	12,454
280502	SYOSSET CSD	20,613	20,763
421800	SYRACUSE CITY SD	12,280	12,430
100501	TACONIC HILLS CSD	13,972	14,122
220701	THOUSAND ISLANDS CSD	12,377	12,527
580201	THREE VILLAGE CSD	16,237	16,387
151501	TICONDEROGA CSD	13,805	13,955
600903	TIOGA CSD	9,801	9,951
142500	TONAWANDA CITY SD	10,401	10,551
211901	TOWN OF WEBB UFSD	20,493	20,643
591201	TRI-VALLEY CSD	18,674	18,824
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,577	10,727
580913	TUCKAHOE COMN SD	28,550	28,700
660302	TUCKAHOE UFSD	20,359	20,509
421902	TULLY CSD	10,386	10,536
160101	TUPPER LAKE CSD	11,811	11,961
441903	TUXEDO UFSD	17,820	17,970
660401	UFSD-TARRYTOWNS	16,799	16,949
81003	UNADILLA VALLEY CSD	11,743	11,893
51901	UNION SPRINGS CSD	12,409	12,559
280202	UNIONDALE UFSD	20,214	20,364
31501	UNION-ENDICOTT CSD	11,398	11,548
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	21,333	21,483
441301	VALLEY CSD (MONTGOMERY)	11,572	11,722
280213	VALLEY STREAM 13 UFSD	15,837	15,987
280224	VALLEY STREAM 24 UFSD	20,394	20,544
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,208	15,358
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,341	12,491
31601	VESTAL CSD	12,516	12,666
431701	VICTOR CSD	9,868	10,018

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
11003	VOORHEESVILLE CSD	13,092	13,242
580302	WAINSCOTT COMN SD	15,631	15,781
621801	WALLKILL CSD	11,347	11,497
121901	WALTON CSD	11,068	11,218
280223	WANTAGH UFSD	13,943	14,093
132101	WAPPINGERS CSD	11,237	11,387
631201	WARRENSBURG CSD	15,186	15,336
671501	WARSAW CSD	11,993	12,143
442101	WARWICK VALLEY CSD	12,548	12,698
440102	WASHINGTONVILLE CSD	12,281	12,431
522101	WATERFORD-HALFMOON UFSD	13,194	13,344
561006	WATERLOO CSD	10,613	10,763
222000	WATERTOWN CITY SD	9,335	9,485
411902	WATERVILLE CSD	11,250	11,400
11200	WATERVLIET CITY SD	9,754	9,904
550301	WATKINS GLEN CSD	10,839	10,989
600101	WAVERLY CSD	9,413	9,563
573002	WAYLAND-COHOCTON CSD	11,119	11,269
650801	WAYNE CSD	11,384	11,534
261901	WEBSTER CSD	11,222	11,372
50301	WEEDSPORT CSD	12,170	12,320
200901	WELLS CSD	22,173	22,323
22601	WELLSVILLE CSD	12,021	12,171
580102	WEST BABYLON UFSD	15,199	15,349
210302	WEST CANADA VALLEY CSD	12,073	12,223
420101	WEST GENESEE CSD	10,549	10,699
280227	WEST HEMPSTEAD UFSD	17,109	17,259
260803	WEST IRONDEQUOIT CSD	10,763	10,913
580509	WEST ISLIP UFSD	14,149	14,299
142801	WEST SENECA CSD	10,529	10,679
40204	WEST VALLEY CSD	13,973	14,123
280401	WESTBURY UFSD	18,287	18,787
62901	WESTFIELD CSD	12,241	12,391
580902	WESTHAMPTON BEACH UFSD	18,704	18,854
420701	WESTHILL CSD	10,985	11,135
412801	WESTMORELAND CSD	12,288	12,438
151601	WESTPORT CSD	13,941	14,091
262001	WHEATLAND-CHILI CSD	15,609	15,759
170301	WHEELERVILLE UFSD	18,785	18,935
662200	WHITE PLAINS CITY SD	19,793	19,943
641701	WHITEHALL CSD	12,586	12,736
412902	WHITESBORO CSD	10,236	10,386
22101	WHITESVILLE CSD	11,254	11,404
31401	WHITNEY POINT CSD	11,674	11,824
580232	WILLIAM FLOYD UFSD	14,519	14,669
651402	WILLIAMSON CSD	12,463	12,613
140203	WILLIAMSVILLE CSD	11,254	11,404
151701	WILLSBORO CSD	15,705	15,855
401501	WILSON CSD	10,736	10,886
191401	WINDHAM-ASHLAND-JEWETT CSD	19,188	19,338
31701	WINDSOR CSD	10,465	10,615
472506	WORCESTER CSD	12,702	12,852
580109	WYANDANCH UFSD	17,016	17,166
490804	WYNANTSKILL UFSD	11,593	11,743
671002	WYOMING CSD	15,726	15,876
662300	YONKERS CITY SD	14,873	14,523
241701	YORK CSD	11,044	11,194
43501	YORKSHIRE-PIONEER CSD	11,756	11,906
662402	YORKTOWN CSD	17,093	17,243



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Elm Community Charter School

Contact Name: Priscilla Walton
Contact Title: Principal
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2018-19

Pre-Opening Period: January 1, 2018 - June 30, 2018

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

ELM COMMUNITY CHARTER SCHOOL
2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	50	75	75	75	75	4-5
1st Grade	Elementary School	50	50	75	75	75	5-6
2nd Grade	Elementary School		50	50	75	75	6-7
3rd Grade	Elementary School			50	50	75	7-8
4th Grade	Elementary School				50	50	8-9
5th Grade	Elementary School					50	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	175	250	325	400	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	2	3	3	3	3
1st Grade	Elementary School	2	2	3	3	3
2nd Grade	Elementary School		2	2	3	3
3rd Grade	Elementary School			2	2	3
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	7	10	13	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Elementary School	0	0	0	0	25
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		100	175	250	325	400
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		100	175	250	325	400
Change in Net Enrollment from Prior Year (Count)		100	75	75	75	75
Change in Net Enrollment from Prior Year (Percent)		100.0%	75.0%	42.9%	30.0%	23.1%
Anticipated rate of attrition (Percent)		10.0%	10.0%	10.0%	10.0%	10.0%

ADDITIONAL NOTES/COMMENTS	
Planning to backfill K-2 only. By 3rd grade students have been fully integrated into the school and have project based portfolios that they are expected to be able to debate.	

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		100	175	250	325	400
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 22,900,000,000	\$ 22,900,000,000	\$ 22,900,000,000	\$ 22,900,000,000	\$ 22,900,000,000
ENROLLMENT (Charter School)		100	175	250	325	400
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/DFPM_Home_Page/cec_fsf_deck.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

ELM COMMUNITY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100	175	250	325	400

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators	1.0	1.0	2.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	4.0	6.0	8.0	8.0

Description of Assumptions
Principal
Curriculum & Data Coordinator (years 1-3 only), Asst Director of Instruction (in year 3 only). Starting year 4: Director of Student & Data Support, Director of STEM, Director of Humanities
Director of Finance beginning in year 4
Director of Operations
Operations Associate

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	1.0	3.0	5.0	6.0	7.0
Teachers - SPED	4.0	6.0	8.0	10.0	12.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	4.0	7.0	10.0	13.0	17.0
Specialty Teachers	6.0	6.0	12.0	12.0	12.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	16.0	23.0	36.0	43.0	50.0

Gen Ed and Science Teachers
SPED and Emergent Bilingual Teachers
Associate Teachers
Shop/Blocks, Music/Vocal, Fine Arts, Language, PE Teachers, and Librarian/Media Specialist (1 for years 1-3, 2 for years 4-5)
Social Worker

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

School will be outsourcing
School will be outsourcing
School will be outsourcing

TOTAL PERSONNEL SERVICE FTE	20.0	27.0	42.0	51.0	58.0
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STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	100.00	175.00	250.00	325.00	400.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ELM COMMUNITY CHARTER SCHOOL

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	WAGES				
		0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 120,000	\$ 120,000	\$ 128,750	\$ 132,613	\$ 136,591	\$ 140,689
Instructional Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deans, Directors & Coordinators	\$ 70,000	\$ 70,000	\$ 72,100	\$ 149,263	\$ 246,000	\$ 253,380
CFO / Director of Finance	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000	\$ 87,550
Operation / Business Manager	\$ 85,000	\$ 85,000	\$ 87,550	\$ 90,177	\$ 92,882	\$ 95,668
Administrative Staff	\$ 45,000	\$ 45,000	\$ 46,350	\$ 92,741	\$ 95,523	\$ 98,388
TOTAL ADMINISTRATIVE STAFF		\$ 320,000	\$ 334,750	\$ 464,793	\$ 655,995	\$ 675,675

Description of Assumptions
Principal
Curriculum & Data Coord (years 1-3 only), Asst Director of Instruction (in year 3 only with a 75K salary). Starting year 4: Dir of Student & Data Support, Dir of STEM, Dir of Humanities with a salary of 82K each
Director of Finance beginning in year 4
Director of Operations
Operations Associates

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Teachers - Regular	\$ 62,000	\$ 62,000	\$ 190,860	\$ 323,586	\$ 398,293	\$ 475,242
Teachers - SPED	\$ 62,000	\$ 248,000	\$ 379,440	\$ 514,823	\$ 654,268	\$ 797,896
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 42,000	\$ 168,000	\$ 299,040	\$ 434,011	\$ 573,032	\$ 758,222
Specialty Teachers	\$ 52,000	\$ 312,000	\$ 321,360	\$ 643,001	\$ 662,291	\$ 682,160
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 63,000	\$ 63,000	\$ 64,890	\$ 66,837	\$ 131,842	\$ 135,797
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 853,000	\$ 1,255,590	\$ 1,982,258	\$ 2,419,725	\$ 2,849,317

Gen Ed and Science Teachers, includes
SPED and Emergent Bilingual Teachers
Associate Teachers
Shop/Blocks, Music/Vocal, Fine Arts, Language, PE Teachers, and Research & Media Specialist (1 for years 1-3, 2 for years 4-5)
Social Workers, 1 for Years 1 and 2, 2 every year thereafter.

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ -	\$ -	\$ -	\$ -	\$ -

School will be outsourcing
School will be outsourcing
School will be outsourcing

TOTAL PERSONNEL SERVICE WAGES		\$ 1,173,000	\$ 1,590,340	\$ 2,447,050	\$ 3,075,721	\$ 3,524,992
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ELM COMMUNITY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2018 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
 The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	218,000	
Total Expenses	217,530	
Net Income	470	
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	218,000	218K for start-up, 300K for year 1, and 34K for year 2
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	218,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	218,000	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	FTE No. of Positions	
Executive Management	0.50	60,000
Instructional Management	-	-
Deans, Directors & Coordinators	0.17	11,666
CFO / Director of Finance	-	-
Operation / Business Manager	0.42	35,415
Administrative Staff	0.50	11,250
TOTAL ADMINISTRATIVE STAFF	1.59	118,331
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-

ELM COMMUNITY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2018 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
 The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue	218,000		
Total Expenses	217,530		
Net Income	470		
		START-UP PERIOD	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	<u>1.59</u>	<u>118,331</u>	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		10,649	9% of total salaries
Fringe / Employee Benefits		14,200	12% of total salaries
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		<u>24,849</u>	
TOTAL PERSONNEL SERVICE COSTS	<u>1.59</u>	<u>143,180</u>	
CONTRACTED SERVICES			
Accounting / Audit		3,000	Initial Audit Statements, CSP Audit, and 990 filing
Legal		5,000	501c3 and other filings
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,200	\$100 per payroll
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		35,000	Financial Services
TOTAL CONTRACTED SERVICES		<u>44,200</u>	
SCHOOL OPERATIONS			
Board Expenses		3,000	Board training and development
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		2,000	Staff computers
Telephone		1,050	Reimbursement of staff cell phones
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		600	Supplies, postage, printing
Staff Development		-	
Staff Recruitment		10,000	Job fairs and postings
Student Recruitment / Marketing		10,000	Student mailings and marketing supplies

ELM COMMUNITY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2018 - June 30, 2018

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
 The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	218,000	
Total Expenses	217,530	
Net Income	470	
	START-UP PERIOD	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	26,650	
FACILITY OPERATION & MAINTENANCE		
Insurance	3,500	Directors & Officers Insurance
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	3,500	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	217,530	
NET INCOME	470	

PRE-OPENING CASH FLOW 6-MONTH		ELM COMMUNITY CHARTER SCHOOL						
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
		January 1, 2018 - June 30, 2018						
Total Revenue		43,600	-	87,200	-	87,200	-	218,000
Total Expenses		18,344	23,414	35,414	36,414	35,472	68,472	217,530
Net Income		25,256	(23,414)	51,786	(36,414)	51,728	(68,472)	470
Cash Flow Adjustments		-	-	-	-	-	-	-
Beginning Cash Balance		-	25,256	1,842	53,628	17,214	68,942	-
Net Income		25,256	1,842	53,628	17,214	68,942	470	470
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE								
REVENUES FROM STATE SOURCES								
Grants								
Stimulus		-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING								
Grants								
Charter School Program (CSP) Planning & Implementation		43,600	-	87,200	-	87,200	-	218,000
Other		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		43,600	-	87,200	-	87,200	-	218,000
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-
TOTAL REVENUE		43,600	-	87,200	-	87,200	-	218,000
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS								
	FTE No. of Positions							
Executive Management	0.50	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	0.17	-	-	-	-	5,833	5,833	11,666
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	0.42	-	7,083	7,083	7,083	7,083	7,083	35,415
Administrative Staff	0.50	1,875	1,875	1,875	1,875	1,875	1,875	11,250
TOTAL ADMINISTRATIVE STAFF	1.59	11,875	18,958	18,958	18,958	24,791	24,791	118,331
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.59	11,875	18,958	18,958	18,958	24,791	24,791	118,331

PRE-OPENING CASH FLOW 6-MONTH	ELM COMMUNITY CHARTER SCHOOL						
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
	January 1, 2018 - June 30, 2018						
Total Revenue	43,600	-	87,200	-	87,200	-	218,000
Total Expenses	18,344	23,414	35,414	36,414	35,472	68,472	217,530
Net Income	25,256	(23,414)	51,786	(36,414)	51,728	(68,472)	470
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	25,256	1,842	53,628	17,214	68,942	-
Net Income	25,256	1,842	53,628	17,214	68,942	470	470
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	1 069	1 706	1 706	1 706	2 231	2 231	10 649
Fringe / Employee Benefits	1,425	2,275	2,275	2,275	2,975	2,975	14,200
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	2 494	3 981	3 981	3 981	5 206	5 206	24 849
TOTAL PERSONNEL SERVICE COSTS	1.59	14,369	22,939	22,939	29,997	29,997	143,180
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	3,000	3,000
Legal	-	-	-	-	5 000	-	5 000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	200	200	200	200	200	200	1,200
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	35,000	35,000
TOTAL CONTRACTED SERVICES	200	200	200	200	5,200	38,200	44,200
SCHOOL OPERATIONS							
Board Expenses	-	-	-	3,000	-	-	3,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	2 000	-	-	-	2 000
Telephone	175	175	175	175	175	175	1,050
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	100	100	100	100	100	100	600
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	5,000	5,000	-	-	10,000
Student Recruitment / Marketing	-	-	5 000	5 000	-	-	10 000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	275	275	12,275	13,275	275	275	26,650
FACILITY OPERATION & MAINTENANCE							
Insurance	3,500	-	-	-	-	-	3,500
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	3 500	-	-	-	-	-	3 500
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	18,344	23,414	35,414	36,414	35,472	68,472	217,530
NET INCOME	25,256	(23,414)	51,786	(36,414)	51,728	(68,472)	470

PRE-OPENING CASH FLOW 6-MONTH	ELM COMMUNITY CHARTER SCHOOL						
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
	January 1, 2018 - June 30, 2018						
Total Revenue	43,600	-	87,200	-	87,200	-	218,000
Total Expenses	18,344	23,414	35,414	36,414	35,472	68,472	217,530
Net Income	25,256	(23,414)	51,786	(36,414)	51,728	(68,472)	470
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	25,256	1,842	53,628	17,214	68,942	-
Net Income	25,256	1,842	53,628	17,214	68,942	470	470
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	25,256	(23,414)	51,786	(36,414)	51,728	(68,472)	470
Beginning Cash Balance	-	25,256	1,842	53,628	17,214	68,942	-
ENDING CASH BALANCE	25,256	1,842	53,628	17,214	68,942	470	470

PRE-OPENING CASH FLOW 1-YEAR	ELM COMMUNITY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "5) Pre-OP Cash Flow 6-Mo."												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION	ELM COMMUNITY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	2,223,515	158,963	-	-	-	2,382,478	
Total Expenses	1,053,954	450,444	-	4,356	852,283	2,361,038	
Net Income	1,169,561	(291,482)	-	(4,356)	(852,283)	21,440	
Budgeted Student Enrollment	100	-	-	-	-	100	
		PROGRAM SERVICES		SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	683,964	348,436	-	3,600	142,000	1,178,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		61,557	31,359	-	324	12,780	106,020
Fringe / Employee Benefits		82,076	41,812	-	432	17,040	141,360
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		143,632	73,172	-	756	29,820	247,380
TOTAL PERSONNEL SERVICE COSTS	20.00	827,596	421,608	-	4,356	171,820	1,425,380
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	125,000	125,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	3,000	3,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		10,320	1,680	-	-	-	12,000
Other Purchased / Professional / Consulting		38,700	6,300	-	-	31,000	76,000
TOTAL CONTRACTED SERVICES		49,020	7,980	-	-	164,000	221,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials		22,500	-	-	-	-	22,500
Special Ed Supplies & Materials		-	2,000	-	-	-	2,000
Textbooks / Workbooks		10,000	-	-	-	-	10,000
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		68,370	280	-	-	20,000	88,650
Telephone		3,600	1,200	-	-	4,440	9,240
Technology		-	-	-	-	6,000	6,000
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		10,750	1,750	-	-	-	12,500
Transportation (student)		2,580	420	-	-	-	3,000
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	12,000	12,000
Staff Development		17,418	8,874	-	-	3,708	30,000
Staff Recruitment		-	-	-	-	10,000	10,000
Student Recruitment / Marketing		8,600	1,400	-	-	-	10,000
School Meals / Lunch		3,218	-	-	-	-	3,218
Travel (Staff)		-	-	-	-	500	500
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	500	500
TOTAL SCHOOL OPERATIONS		147,036	15,924	-	-	59,148	222,108
FACILITY OPERATION & MAINTENANCE							
Insurance		25,658	4,177	-	-	3,315	33,150
Janitorial		-	-	-	-	45,000	45,000
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	308,000	308,000
Repairs & Maintenance		-	-	-	-	12,000	12,000
Equipment / Furniture		4,644	756	-	-	-	5,400
Security		-	-	-	-	40,000	40,000
Utilities		-	-	-	-	24,000	24,000
TOTAL FACILITY OPERATION & MAINTENANCE		30,302	4,933	-	-	432,315	467,550
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	25,000	25,000
TOTAL EXPENSES		1,053,954	450,444	-	4,356	852,283	2,361,038
NET INCOME		1,169,561	(291,482)	-	(4,356)	(852,283)	21,440
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District		100	-	-	-	-	100
NYC CHANCELLOR'S OFFICE		-	-	-	-	-	-
Other District 1		-	-	-	-	-	-
Other District 2		-	-	-	-	-	-
Other District 3		-	-	-	-	-	-
Other District 4		-	-	-	-	-	-
Other District 5		-	-	-	-	-	-
Other District 6		-	-	-	-	-	-
Other District 7		-	-	-	-	-	-
Other District 8		-	-	-	-	-	-
Other District 9		-	-	-	-	-	-

*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.

9% of gross salaries

12% of gross salaries

Financial Services and Audit

86% GenEd / 14% SpEd
Outsourced Nursing services (\$45K), Erate Consultant (\$7K), Tech Support (\$2K monthly)

2K for meeting supplies and training
\$225 per student
Consumable classroom supplies
Curriculum Materials and text

Desks, chairs, rugs, etc. (\$225/student and 1K/staff),
Macbooks for each teacher(\$750/teacher), document
readers (\$500/class), chromebooks (\$500/student)
Staff cellphones, building telephone system
Internet service and software

\$125 per student
Buses for 3 days extra on calendar vs DOE

Consumable office supplies
\$1,500 per staff
100% M&G

\$1.50/student for 11% ineligible for FRPL for 195 days
local travel/ meetings/ visit other schools

bank fees

75% GenEd / 15% SpEd/ 10% M&G

\$35/sqft times 88sqft per student

Copier Lease to support heavy printing for curriculum
needs

Assumes 2K/month

Not an expense

YEAR 1 BUDGET AND ASSUMPTION	ELM COMMUNITY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	2,223,515	158,963	-	-	-	2,382,478	<i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
Total Expenses	1,053,954	450,444	-	4,356	852,283	2,361,038	
Net Income	1,169,561	(291,482)	-	(4,356)	(852,283)	21,440	
Budgeted Student Enrollment	100	-				100	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other District 10	-					-	
Other District 11	-					-	
Other District 12	-					-	
Other District 13	-					-	
Other District 14	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	100					100	
REVENUE PER PUPIL	22,235					23,825	
EXPENSES PER PUPIL	10,540					23,610	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	ELM COMMUNITY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	303,572	-	305,072	61,500	305,072	81,500	314,684	89,190	312,761	287,178	312,761	9,190	2,382,478
Total Expenses	134,799	204,152	205,253	178,091	180,174	180,174	178,091	184,758	196,841	196,841	190,174	331,689	2,361,038
Net Income	168,772	(204,152)	99,818	(116,591)	124,897	(98,674)	136,593	(95,568)	115,920	90,337	122,587	(322,500)	21,440
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	0
Beginning Cash Balance	470	169,242	(34,909)	64,909	(51,682)	73,215	(25,459)	111,134	15,566	131,486	221,823	344,410	21,910
Ending Cash Balance	169,242	(34,909)	64,909	(51,682)	73,215	(25,459)	111,134	15,566	131,486	221,823	344,410	21,910	43,351
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	26,667	98,167	98,167	98,167	98,167	98,167	98,167	98,167	98,167	98,167	169,667	1,178,000
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	2,400	8,835	8,835	8,835	8,835	8,835	8,835	8,835	8,835	8,835	8,835	15,270	106,020
Fringe / Employee Benefits	3,200	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	20,360	141,360
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	5,600	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	20,615	35,630	247,380
TOTAL PERSONNEL SERVICE COSTS	20.00	32,267	118,782	118,782	118,782	118,782	118,782	118,782	118,782	118,782	118,782	205,297	1,425,380
CONTRACTED SERVICES													
Accounting / Audit	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	33,333	125,000
Legal	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	12,000
Other Purchased / Professional / Consulting	2,583	2,583	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	76,000
TOTAL CONTRACTED SERVICES	11,583	11,583	16,083	16,083	16,083	16,083	16,083	16,083	16,083	16,083	16,083	53,083	221,000
SCHOOL OPERATIONS													
Board Expenses	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Classroom / Teaching Supplies & Materials	7,875	7,875	675	675	675	675	675	675	675	675	675	675	22,500
Special Ed Supplies & Materials	1,000	1,000	-	-	-	-	-	-	-	-	-	-	2,000
Textbooks / Workbooks	-	5,000	5,000	-	-	-	-	-	-	-	-	-	10,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	44,325	22,163	22,163	-	-	-	-	-	-	-	-	-	88,650
Telephone	370	370	850	850	850	850	850	850	850	850	850	850	9,240
Technology	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	2,083	2,083	-	-	2,083	2,083	2,083	2,083	12,500
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	3,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Staff Development	-	-	-	-	-	-	-	-	10,000	10,000	10,000	-	30,000
Staff Recruitment	-	-	-	-	-	-	-	3,333	3,333	3,333	-	-	10,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	3,333	3,333	3,333	-	-	10,000
School Meals / Lunch	-	-	322	322	322	322	322	322	322	322	322	322	3,218
Travel (Staff)	42	42	42	42	42	42	42	42	42	42	42	42	500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	42	42	42	42	42	42	42	42	42	42	42	42	500
TOTAL SCHOOL OPERATIONS	55,320	38,158	30,759	3,597	5,680	5,680	3,597	10,263	22,347	22,347	15,680	8,680	222,108
FACILITY OPERATION & MAINTENANCE													
Insurance	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	33,150
Janitorial	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Building and Land Rent / Lease / Facility Finance Interest	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	308,000
Repairs & Maintenance	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Equipment / Furniture	450	450	450	450	450	450	450	450	450	450	450	450	5,400
Security	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Utilities	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL FACILITY OPERATION & MAINTENANCE	35,629	35,629	39,629	39,629	39,629	39,629	39,629	39,629	39,629	39,629	39,629	39,629	467,550
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	134,799	204,152	205,253	178,091	180,174	180,174	178,091	184,758	196,841	196,841	190,174	331,689	2,361,038
NET INCOME	168,772	(204,152)	99,818	(116,591)	124,897	(98,674)	136,593	(95,568)	115,920	90,337	122,587	(322,500)	21,440
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
NET INCOME	168,772	(204,152)	99,818	(116,591)	124,897	(98,674)	136,593	(95,568)	115,920	90,337	122,587	(322,500)	21,440

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	ELM COMMUNITY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	303,572	-	305,072	61,500	305,072	81,500	314,684	89,190	312,761	287,178	312,761	9,190	2,382,478
Total Expenses	134,799	204,152	205,253	178,091	180,174	180,174	178,091	184,758	196,841	196,841	190,174	331,689	2,361,038
Net Income	168,772	(204,152)	99,818	(116,591)	124,897	(98,674)	136,593	(95,568)	115,920	90,337	122,587	(322,500)	21,440
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	470	169,242	(34,909)	64,909	(51,682)	73,215	(25,459)	111,134	15,566	131,486	221,823	344,410	21,910
Ending Cash Balance	169,242	(34,909)	64,909	(51,682)	73,215	(25,459)	111,134	15,566	131,486	221,823	344,410	21,910	43,351
Beginning Cash Balance	470	169,242	(34,909)	64,909	(51,682)	73,215	(25,459)	111,134	15,566	131,486	221,823	344,410	21,910
ENDING CASH BALANCE	169,242	(34,909)	64,909	(51,682)	73,215	(25,459)	111,134	15,566	131,486	221,823	344,410	21,910	43,351

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		ELM COMMUNITY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,382,478	3,347,916	4,729,345	6,144,773	7,560,201	
Total Expenses		2,361,038	3,307,052	4,722,680	5,764,543	6,658,800	
Net Income (Before Cash Flow Adjustments)		21,440	40,864	6,664	380,230	901,402	
Budgeted Student Enrollment		100	175	250	325	400	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	
Basic Tuition (2016-17)							
Per Pupil Revenue		14,027					
PRIMARY School District	NYC CHANCELLOR'S OFFICE	1,402,700	2,454,725	3,506,750	4,558,775	5,610,800	
Other District 1		-	-	-	-	-	
Other District 2		-	-	-	-	-	
Other District 3		-	-	-	-	-	
Other District 4		-	-	-	-	-	
Other District 5		-	-	-	-	-	
Other District 6		-	-	-	-	-	
Other District 7		-	-	-	-	-	
Other District 8		-	-	-	-	-	
Other District 9		-	-	-	-	-	
Other District 10		-	-	-	-	-	
Other District 11		-	-	-	-	-	
Other District 12		-	-	-	-	-	
Other District 13		-	-	-	-	-	
Other District 14		-	-	-	-	-	
Other School Districts' Revenue	(We ghted Avg.)	280,540	490,945	701,350	911,755	1,122,160	Facility Funding at 20% of total Per Pupil
TOTAL Per Pupil Revenue	(We ghted Avg.)	1,683,240	2,945,670	4,208,100	5,470,530	6,732,960	
Special Education Revenue		138,190	241,832	345,475	449,117	552,759	Assumes 14% of student population is SpEd
Grants		-	-	-	-	-	
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		180,040	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,001,470	3,187,502	4,553,575	5,919,647	7,285,719	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		10,000	17,150	24,500	31,850	39,200	Assumes \$1k per student receiving services over 20% of time
Title I		44,500	77,875	111,250	144,625	178,000	Assumes 89% FRPL, \$500 per FRPL student
Title Funding - Other		3,560	6,230	8,900	11,570	14,240	Assumes 89% FRPL, \$40 per FRPL student
School Food Service (Free Lunch)		-	-	-	-	-	
Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		300,000	34,000	-	-	-	Assumes \$216,000 in Pre-Op Year, \$300,000 in Year 1, and \$34,000 in Year 2 (\$550,000 total)
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		358,060	135,255	144,650	188,045	231,440	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		15,000	11,250	11,250	11,250	11,250	Assumes \$150 per newly enrolled student
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		7,948	13,909	19,870	25,831	31,792	Assumes \$79.48 per student
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		22,948	25,159	31,120	37,081	43,042	
TOTAL REVENUE		2,382,478	3,347,916	4,729,345	6,144,773	7,560,201	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					*NOTE: For all 5-Years of FTE/Staffing detail please see the Staffing' tab of this file.
Executive Management	1.00	120,000	128,750	132,613	136,591	140,689	Principal, 7% increase year 2 then standard 3% increase thereafter
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	70,000	72,100	149,263	246,000	253,380	Curriculum & Data Coordinator (years 1-3 only), Asst Director of Instruction (in year 3 only), Starting year 4 Director of Student & Data Support, Director of STEM, Director of Humanities
CFO / Director of Finance	-	-	-	-	85,000	87,550	Director of Finance beginning in year 4
Operation / Business Manager	1.00	85,000	87,550	90,177	92,882	95,668	Director of Operations
Administrative Staff	1.00	45,000	46,350	92,741	95,523	98,388	Operations Associate
TOTAL ADMINISTRATIVE STAFF	4.00	320,000	334,750	464,793	655,995	675,675	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	1.00	62,000	190,860	323,586	398,293	475,242	Gen Ed and Science Teachers
Teachers - SPED	4.00	248,000	379,440	514,823	654,268	797,896	SPED and Emergent Bilingual Teachers
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	4.00	168,000	299,040	434,011	573,032	758,222	Associate Teachers

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		ELM COMMUNITY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,382,478	3,347,916	4,729,345	6,144,773	7,560,201	
Total Expenses		2,361,038	3,307,052	4,722,680	5,764,543	6,658,800	
Net Income (Before Cash Flow Adjustments)		21,440	40,864	6,664	380,230	901,402	
Budgeted Student Enrollment		100	175	250	325	400	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
Specialty Teachers	6.00	312,000	321,360	643,001	662,291	682,160	Shop/Blocks, Music/Vocal, Fine Arts, Language, PE Teachers, and Librarian/Media Specialist (1 for years 1-3, 2 for years 4-5)
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	63,000	64,890	66,837	131,842	135,797	Social Worker includes Curriculum Writing stipends for 1 lead teacher per grade (\$2,500 each)
Other	-	5,000	2,500	2,500	2,500	2,500	
TOTAL INSTRUCTIONAL	16.00	858,000	1,258,090	1,984,758	2,422,225	2,851,817	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	Will be outsourced
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	Will be outsourced
Security	-	-	-	-	-	-	Will be outsourced
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,178,000	1,592,840	2,449,550	3,078,221	3,527,492	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		106,020	143,356	220,460	277,040	317,474	9% of Total Compensation (FICA SS / FICA MED/ SUI/ NYSDIs)
Fringe / Employee Benefits		141,360	191,141	293,946	369,386	423,299	12% of Total Compensation (Health, Dental, LTD, STD, Workers Comp)
Retirement / Pension		-	27,300	56,441	91,190	103,770	2% match after year 2 with a 1% increase each year up to 4% (70% participation)
TOTAL PAYROLL TAXES AND BENEFITS		247,380	361,796	570,846	737,617	844,543	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,425,380	1,954,636	3,020,396	3,815,837	4,372,036	
CONTRACTED SERVICES							
Accounting / Audit		125,000	125,000	125,000	52,000	52,000	Financial Services (years 1-3, then internal hire for years 4-5) and Audit
Legal		5,000	5,000	5,000	5,000	5,000	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		3,000	5,800	7,000	7,000	7,000	Assumes \$125 per payroll plus quarterly fees. Increases proportional to increased staffing Year 2-5
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		12,000	12,000	12,000	12,000	12,000	Title I & IIA / Annual Report
Other Purchased / Professional / Consulting		76,000	78,280	80,628	83,047	85,539	Outsourced Nursing services (\$45K), Erate Consultant (\$7K), Tech Support (\$2000 monthly) plus annual increase of 3%
TOTAL CONTRACTED SERVICES		221,000	226,080	229,628	159,047	161,539	
SCHOOL OPERATIONS							
Board Expenses		2,000	2,000	2,000	2,000	2,000	
Classroom / Teaching Supplies & Materials		22,500	54,375	71,250	88,125	105,000	\$225 per student plus additional 15K for shop class materials starting year 2
Special Ed Supplies & Materials		2,000	3,500	4,000	4,500	5,500	Increase per year reflects increase in SpEd population
Textbooks / Workbooks		10,000	17,500	25,000	32,500	40,000	Curriculum Materials and text (\$100/student)
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		88,650	129,875	89,875	88,875	88,875	Desks, chairs, rugs, etc. (\$225/student and 1K/staff), Macbooks for each teacher(\$750/teacher), document readers (\$500/class), chromebooks (\$500/student), Smartboards for each class starting Year 2 (10K each)
Telephone		9,240	9,517	9,803	10,097	10,400	
Technology		6,000	6,180	6,365	6,556	6,753	
Student Testing & Assessment		-	-	-	-	-	
Field Trips		12,500	21,875	31,250	40,625	50,000	Assumes \$125/student
Transportation (student)		3,000	3,500	4,000	4,500	5,000	Assumes an additional 3 days vs DOE calendar
Student Services - other		-	-	-	-	-	
Office Expense		12,000	12,360	12,731	13,113	13,506	Assumes annual increase of 3%
Staff Development		30,000	40,500	63,000	76,500	87,000	\$1,500/staff, reduces to \$1,200/ staff in year 5
Staff Recruitment		10,000	10,300	10,609	10,927	11,255	
Student Recruitment / Marketing		10,000	10,300	10,609	10,927	11,255	
School Meals / Lunch		3,218	5,631	8,044	10,457	12,870	\$1.50/student for 11% ineligible for FRPL for 195 days
Travel (Staff)		500	500	500	500	500	local travel/ meetings/ visit other schools
Fundraising		-	-	-	-	-	
Other		500	500	500	500	500	bank fees
TOTAL SCHOOL OPERATIONS		222,108	328,413	349,536	400,702	450,414	
FACILITY OPERATION & MAINTENANCE							
Insurance		33,150	35,802	38,666	41,759	45,100	Assumes 8% annual increase
Janitorial		45,000	88,827	126,896	164,965	203,034	Assumes increase proportionate to increase in leased space and growth
Building and Land Rent / Lease / Facility Finance Interest		308,000	555,170	793,100	1,031,030	1,268,960	Assumes \$35/sqft and 88 sqft per student in year 1, each year increases proportionate to student enrollment plus 3% increase in rent rates

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		ELM COMMUNITY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,382,478	3,347,916	4,729,345	6,144,773	7,560,201		
Total Expenses	2,361,038	3,307,052	4,722,680	5,764,543	6,658,800		
Net Income (Before Cash Flow Adjustments)	21,440	40,864	6,664	380,230	901,402		
Budgeted Student Enrollment	100	175	250	325	400		
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23		
Repairs & Maintenance	12,000	12,000	12,000	12,000	12,000	Assumes \$12K per year (supplies, repairs, painting)	
Equipment / Furniture	5,400	11,124	11,458	17,201	17,717	Assumes 1 leased copier year 1, 2 in years 2-3, and 2 copiers in yrs 4-5 plus 3% increase	
Security	40,000	40,000	80,000	80,000	80,000	Outsourced security. Assumes 1 Security in yrs 1-2, and 2 in yrs 3-5.	
Utilities	24,000	30,000	36,000	42,000	48,000	Assumes 2K/month in year 1 and annual increases proportionate to growth	
TOTAL FACILITY OPERATION & MAINTENANCE	467,550	772,923	1,098,120	1,388,956	1,674,811		
DEPRECIATION & AMORTIZATION	-	-	-	-	-		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-		
TOTAL EXPENSES	2,361,038	3,307,052	4,722,680	5,764,543	6,658,800		
NET INCOME	21,440	40,864	6,664	380,230	901,402		
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District	100	175	250	325	400		
NYC CHANCELLOR'S OFFICE	-	-	-	-	-		
Other District 1	-	-	-	-	-		
Other District 2	-	-	-	-	-		
Other District 3	-	-	-	-	-		
Other District 4	-	-	-	-	-		
Other District 5	-	-	-	-	-		
Other District 6	-	-	-	-	-		
Other District 7	-	-	-	-	-		
Other District 8	-	-	-	-	-		
Other District 9	-	-	-	-	-		
Other District 10	-	-	-	-	-		
Other District 11	-	-	-	-	-		
Other District 12	-	-	-	-	-		
Other District 13	-	-	-	-	-		
Other District 14	-	-	-	-	-		
All Other School Districts	-	-	-	-	-		
TOTAL ENROLLMENT	100	175	250	325	400		
REVENUE PER PUPIL	23,825	19,131	18,917	18,907	18,901		
EXPENSES PER PUPIL	23,610	18,897	18,891	17,737	16,647		
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-		
Other	-	-	-	-	-		
Total Operating Activities	-	-	-	-	-		
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-		
Other	-	-	-	-	-		
Total Investment Activities	-	-	-	-	-		
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-		
Other	0	-	-	-	-		
Total Financing Activities	0	-	-	-	-		
Total Cash Flow Adjustments	0	-	-	-	-		
NET INCOME	21,440	40,864	6,664	380,230	901,402		
Beginning Cash Balance	21,910	43,351	84,215	90,879	471,109		
ENDING CASH BALANCE	43,351	84,215	90,879	471,109	1,372,511		

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	100	14,027	1,402,700	-	1,402,700	22,900,000,000	0.006%
Year 2 (2019-20)	175	14,027	2,454,725	-	2,454,725	22,900,000,000	0.011%
Year 3 (2020-21)	250	14,027	3,506,750	-	3,506,750	22,900,000,000	0.015%
Year 4 (2021-22)	325	14,027	4,558,775	-	4,558,775	22,900,000,000	0.020%
Year 5 (2022-23)	400	14,027	5,610,800	-	5,610,800	22,900,000,000	0.025%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/DFPM_Home_Page/cec_fsf_deck.pdf
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	100	14,027	1,402,700	418,730	1,821,430	22,900,000,000	0.008%
Year 2 (2019-20)	175	14,027	2,454,725	732,777	3,187,502	22,900,000,000	0.014%
Year 3 (2020-21)	250	14,027	3,506,750	1,046,825	4,553,575	22,900,000,000	0.020%
Year 4 (2021-22)	325	14,027	4,558,775	1,360,872	5,919,647	22,900,000,000	0.026%
Year 5 (2022-23)	400	14,027	5,610,800	1,674,919	7,285,719	22,900,000,000	0.032%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-21f - Letters of Commitment

Request is not applicable.

R21g – Non-SUNY Financials

Request is not applicable.

R22 – Action Plan

Domain	Task	Start Date	Projected Completion Date	Person Responsible
Academic	Create and adapt teacher and leader evaluation rubrics, learning cycles, peer observation protocol	Jan-17	18-Feb	Principal
Finances	Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	Jan-17	18-Feb	Principal
Finances	Establish a billing system for school districts	Jan-17	18-Mar	Board of Trustees and Principal
Management and Operations	Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	Jan-17	18-Mar	Principal and Director of Operations
Administration	Finalize Staff Handbook	Jan-17	18-Apr	Principal and Board of Trustees
Organizational Viability	Revise/Finalize the school's discipline policies, including special education students, and include in Family/Student Handbook	Jan-17	18-Apr	Principal
Organizational Viability	Revise/Finalize School's complaint/grievance policy as needed and include in Family/Student and Staff Handbook	Jan-17	18-Apr	Principal
Organizational Viability	Write the school's FERPA policy	Jan-17	18-Apr	Principal
Organizational Viability	Revise and enhance the school's Open Meetings Law policy to make it a working policy	Jan-17	18-Apr	Principal

Organizational Viability	Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	Jan-17	18-Apr	Principal
Academic	Coordinate with assessment, curricula, and education technology vendors to obtain educational materials	Jan-17	18-Jul	Principal
Academic	Develop curriculum and programming; update and collaborate with the Curriculum and Data Coordinator	Jan-17	18-Jul	Principal
Academic	Coordinate with Consultants of Expeditionary Learning, NY Hall of Science, CGI, RULER, Responsive Classroom, on Professional Development programs/partnerships: Summer Institute, Year's PD; Create 2018-2019 PD Calendar	Jan-17	18-Jul	Principal
Organizational Viability	Distribute the code of ethics from the Charter Application to school trustees, officers and employees	Jan-17	18-Jul	Principal
Facilities	Obtain certificates of insurance	Jan-17	18-Jul	Principal and Facilities Committee
Staff Recruitment	Recruit and hire appropriately qualified staff, including key leadership positions	Jan-17	18-May	Principal
Academic	Purchase classroom furniture, supplies, and technology	Jan-17	18-Aug	Principal and Director of Operations
Administrative	Enroll in insurance plans, 403b/401K	Jan-17	18-Mar	Principal and Director of Operations
Organizational Viability	Give annual notice to families regarding the school's FERPA policy, preferably within the	Feb-17	18-May	Principal

	charter school's student/family handbook			
Administration	Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary	Feb-17	18-Aug	Principal
Administration	Create and distribute school calendars to families and new hires	Mar-17	18-Jun	Principal
Management and Operations	Arrange for supplemental transportation services	Mar-17	18-May	Principal and Director of Operations
Academic	Develop Summer Institute Professional Development Calendar	Mar-17	18-Jun	Principal
Finances	Adopt Year 1 budget	Mar-17	18-Jun	Board of Trustees and Principal
Organizational Viability	Ratify school by-laws within 30 days of charter issuance	Apr-17	17-Jun	Principal
Organizational Viability	Coordinate safe locked storage for students' academic and health records	Apr-17	18-Apr	Principal
Student Recruitment	Conduct the lottery	Apr-17	18-Apr	Principal and Director of Operations
Student Recruitment	Notify parents and guardians of the results of the lottery	Apr-17	18-Apr	Principal and Director of Operations
Management and Operations	Ensure that appropriate food and beverage storage is available at the school	Apr-17	18-Jun	Principal and Director of Operations
Management and Operations	Contact and establish vendors for nurse, janitorial staff	Apr-17	18-Jun	Principal and Director of Operations
Management and Operations	Secure food services program and lunch routine; secure snack program and routine	Apr-17	18-Jun	Principal and Director of Operations
Student Recruitment	Call families admitted off the waitlist	Apr-17	18-Oct	Principal and Director of Operations

Facilities	Petition NYC DOE for public co-located facility; consider public facility offered	May-17	17-Nov	Principal
Facilities	If public option offered not pursued, locate a private school facility and notify Institute and SED within 10 days of identification	May-17	18-Feb	Principal and Facilities Committee
Finances	Create annual cash flow projection and submit to Institute; submit revised budget if necessary	May-17	18-Jun	Accounting Consultant/Vendor under direction of Principal
Administration	Create and distribute class schedules to families and teachers	May-17	18-Aug	Principal
Student Recruitment	Conduct enrollment meetings with families	May-17	18-Aug	Principal and Director of Operations
Organizational Viability	Request student records from students' Pre-K centers (if applicable)	May-17	18-Aug	Principal
Facilities	Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	May-17	18-Aug	Principal and Facilities Committee
Facilities	Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	May-17	18-Aug	Principal and Facilities Committee
Management and Operations	Ensure that all students are appropriately immunized, or are excused from so being	May-17	18-Aug	Principal and Director of Operations
Academic	Coordinate school years' service learning and field studies projects with local community partnerships (e.g. NY Parks and Rec, NY Hall of Science, Queens Museum)	May-17	18-Sep	Principal and Curriculum and Data Coordinator
Organizational Viability	Apply for 501(c)3 status	Jun-17	17-Jun	Principal

Finances	Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	Jun-17	Jun-17	Principal
Academic	Provide written notice to institute Principal has been identified and selected within 5 days of the hire date	Jun-17	17-Jul	Board of Trustees
Finances	Develop the school's fiscal policies and procedures and draft Initial Statement	Jun-17	17-Sep	Board of Trustees and Principal
Finances	Set up bank accounts and accounting system	Jun-17	17-Sep	Board of Trustees and Principal
Facilities	Write security plan for entering and leaving building; Hire security personnel if necessary	Jun-17	18-Jul	Principal
Facilities	Ensure that there is adequate signage and that the building is numbered for emergency response	Jun-17	18-Jul	Principal
Management and Operations	Plan and conduct first leadership meeting: Director of Operations, Social Worker, Curriculum and Data Coordinator	Jun-17	18-Jul	Principal
Organizational Viability	Set up student files with proper FERPA protections and procedures	Jun-17	18-Aug	Principal
Management and Operations	Develop a medications administration plan	Jun-17	18-Aug	Principal and Director of Operations
Management and Operations	Develop health services plan	Jun-17	18-Aug	Principal and Director of Operations
Management and Operations	Ensure that the school will have the proper number of defibrillators and trained staff	Jun-17	18-Aug	Principal and Director of Operations
Academic	Coordinate with creative courses teachers on arts integration curriculum	Jul-17	18-Sep	Principal

Facilities	Create life safety procedures and train teachers accordingly	Jul-17	18-Aug	Principal
Facilities	Create a draft SAVE plan and submit it to NYSED and Institute	Jul-17	18-Aug	Principal
Facilities	Finalize and follow up on SAVE plan, including meeting with parents, and, if necessary, modification per parents' or NYSED's comments.	Jul-17	18-Aug	Principal
Finances	Submit unaudited statements of income and expense to the Institute	Jul-17	18-Aug	Board of Trustees and Principal
Management and Operations	Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	Jul-17	18-Aug	Principal and Director of Operations
Organizational Viability	If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.	Jul-17	18-Sep	Principal
Student Recruitment	Write the Student Application for Admission and submit it to the Institute; sign up for NYC Charter Center Common Application	Oct-17	17-Oct	Principal
Administration	Compare and sign up for benefits and 403B plans	Oct-17	17-Dec	Principal
Finances	Adopt Pre-Opening budget	Oct-17	17-Dec	Board of Trustees and Principal
Governance	Elect Officers, appoint committee chairs, set annual board meeting calendar, create meeting agendas, establish school goals, establish leader evaluation process	Oct-17	17-Dec	Board of Trustees and Principal
Staff Recruitment	Recruit Director of Operations and Operations Associate for January 2018 Hire	Oct-17	18-Jan	Principal

Student Recruitment	Plan, conduct, and document student recruitment and school marketing efforts	Nov-17	17-Apr	Principal and Director of Operations
Staff Recruitment	Draft job descriptions and post job openings	Nov-17	18-May	Principal and Director of Operations
Staff Recruitment	Recruit Curriculum and Data Coordinator	Dec-17	18-May	Principal
Finances	Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	Dec-17	18-Jan	Board Chair
Student Recruitment	Partner with local organizations, businesses, and pre-k centers to hold info and registration sessions	Dec-17	18-Apr	Principal and Director of Operations
Student Recruitment	Set lottery date, location, and coordinate accordingly	Dec-17	18-Jan	Principal and Director of Operations
Finances	Establish a payroll system	Dec-17	18-Jan	Board of Trustees and Principal
Facilities	Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it to the Institute	Dec-17	18-May	Principal and Facilities Committee

R-23a – Supplemental Narrative

Request is not applicable.

R-23b – Supplemental Attachments

Request is not applicable.