



PROPOSAL TRANSMITTAL AND SUMMARY FORM

Proposed School Information

Charter School Name:	The Savanna Community Charter School		
Education Corp. Name:			
Education Corp. Status:			Proposal Type:
School District (or NYC CSD):	CSD 2 + District 79	Opening Date:	2020

Proposed Grades and Enrollment			Proposed Affiliations (if any)
Charter Year	Grades	Enrollment	
Year 1	9	48	Charter Management Company ("CMO"):
Year 2	9-10	83	CMO Public Contact Info (Name, Phone):
Year 3	9-11	115	Partner Organization:
Year 4	9-12	148	Partner Public Contact Info (Name, Phone):
Year 5	9-12	148	

Lead Applicant Contact Information

First Lead Applicant Name:	Ria Fay-Berquist		
Applicant is a:	<input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Organization Name:			
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	
Second Lead Applicant Name:			
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		
Organization Name:			
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:	Ria Fay-Berquist	Phone #:		Email:	
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Lead Applicant Signature

Signature:

Date:

1/9/2019

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 with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)****KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)****BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)**

School Management

MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

School Facility Plans (If different from Intent to Apply Form)

Board Member Names and Biographical Summaries (If different from Intent to Apply Form)

Martha Haakmat (Board Chair), Head of School, Brooklyn Heights Montessori

Andrew O'Connor (Treasurer), Portfolio manager at Weiss Multi-Strategy Advisors in New York City; former analyst at Kingdon Capital.

Chike Croslin (Secretary), Associate, Sidley Austin, LLP

Hernan Carvente (Community Representative), National Youth Partnership Strategist at Youth First; former program analyst for Vera's Center on Youth Justice.

Blanca Ruiz-Williams (Board Member), Senior Program Director at School Empowerment Network

Other

00b - Statistical Overview

Request Not Applicable



R-00c - Replication Checklist * REQUEST NOT APPLICABLE

1a. Community Description and Need

The Savanna Community Charter School will serve students exiting the juvenile justice system in New York City. We will therefore recruit and receive students aged sixteen and under who are currently enrolled in NYC Alternative School District 79's Passages Academy at Horizons Juvenile Detention Center in the Bronx, or Crossroads Juvenile Detention Center in Brooklyn. Passages Academy administrators have noted that there is not one school in New York City that has consistently and reliably admitted their students once they are released back into the community, and when they do are rarely set up to meet the high programmatic, transitional, and social-emotional needs of formerly incarcerated students. There is therefore a real need for a school that serves young people once they have exited the juvenile justice system. The Savanna design team includes a founding Director who is a former teacher in the justice system; a former clinician for high-risk offenders in the justice system, and seasoned school and youth leaders who are concerned with the lack of opportunities for court-involved young people. Several members of the design team have also had contact with the justice system as youth.

Demographic data collected by District 79 shows that, while there is strong overrepresentation of students who are referred to the justice system from schools within Special Education District 75, there is not one single Community School District (CSD) that detained students arrive from. As a Transfer High School, Savanna expects to draw students from several of the most justice-impacted parts of New York City, including but not limited to Brownsville, East New York, and Cypress Hills in Brooklyn; Jamaica and Far Rockaway in Queens; and several regions of the Bronx, Staten Island, and Manhattan.

Passages Academy Student Demographics, Age 15 and under

	14-15 SY	15-16 SY	16-17 SY
Female	25%	22%	20%
Male	75%	78%	80%
Asian	1%	2%	1%
Black	58%	56%	56%
Latino	31%	33%	34%
White	9%	8%	8%
Race/Ethnicity Other	1%	1%	1%
SWD	56%	59%	63%
ELL	7%	7%	8%
Gap in Enrollment	15%	15%	14%
Age at End of School Year (Mean)	16.3	16.3	16.2

Background:

Incarcerated students represent some of the most vulnerable in New York City. Almost all children in the justice system are living below the poverty line (twice the rate of all students in the New York City Public Schools), and are much more likely than their non-incarcerated peers to experience housing scarcity or



homelessness both before and after incarceration.¹ 63% of incarcerated young people in NYC are students with disabilities (SWD), almost four times the rate of New York City Public Schools' enrollment. Incarcerated ELL students accounted for slightly less than the city average (8% within Passages vs. 9% NYC-wide) during the 2016-2017 school year. Contrary to what one might assume about students in the justice system, New York City youth who have been arrested and detained are by and large arrested for property crimes and violations of probation. Assaults and other violent crimes collectively account for less than 15% of top arrest charges.² Finally, incarcerated young people in New York City, like most of their counterparts in the greater United States, experience higher than average rates of adverse childhood experiences, also known as ACEs or complex trauma.

Delivering a meaningful education, especially to an at-risk student, depends on educating and developing the whole child. Often, students' behavioral struggles inside and outside of school are manifestations of deeper issues. Because at-risk and in-crisis students are facing a host of burdens, to truly educate and address Keep Out, youth need educational institutions that support their holistic needs, including mental health counseling, mentoring, and academic interventions.³

Because the NYCDOE oversees both the juvenile justice schools and community schools, District 79 is able to return students leaving Passages to the roster of the school they last attended immediately upon release. That, however, does not mean that students will return to school—in most cases, the greatest predictor of a student's attendance is their attendance prior to incarceration.⁴

The average rate of attendance for students under sixteen prior to incarceration is 37%. Once released, the same students' averages trend upwards, to 50%. While attendance data for students sixteen and older is within a similar range when they enter the system (34% in SY 2016-17), once released, the average attendance drops to 30%. The number of school days attended also decreases significantly, with only 20% of students attending school 70% of the time, and 10% attending 80% of the time. The current six-year graduation rate for NYC students who have been 9th graders at Passages Academies is 16% - only 6% of which receive a Regents Diploma.⁵ This dropout rate of 84% is seven times that of NYC students with disabilities, nine times that of all economically disadvantaged New York City public school students, and a staggering fourteen times that of the New York City public school system at large.⁶

¹ *Homeless, Not Hopeless: A Report on Homeless Youth and the Justice System in New York City*. The Center for Court Innovation, 2017. http://www.courtinnovation.org/sites/default/files/documents/YJB_Report2017.pdf.

² NYC Juvenile Detention Experience Fiscal Year 2018. (2018, September 20). Retrieved December 27, 2018, from NYC Administration for Children's Services website:

<https://www1.nyc.gov/assets/acs/pdf/data-analysis/2018/October2018/AnnualDemographicDataForDetentionFY2018.pdf>

³ Askew, Badu-Nimako, Bauer, Gibson, Intriери, Kaleem, Sirianni, M. (2012). *Kept Out: Barriers to Meaningful Education in the School-to-Prison Pipeline*. Georgetown Law Human Rights Institute Fact-Finding Mission.

⁴ Passages, East River Academies Report Cards (2016-17 School Year, pp. 1-7). (2018). New York, NY: New York City Department of Education & District 79.

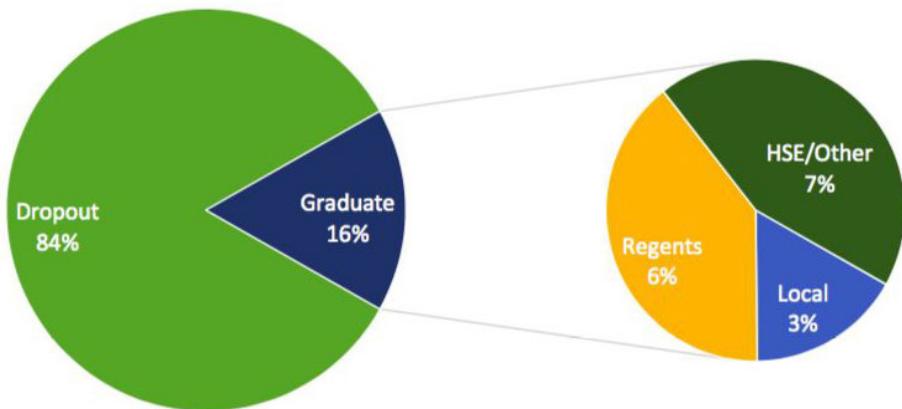
⁵ *District 79 Program Report Card, 2016-2017*

⁶ NY State Graduation Rate Data: 4 Year Outcomes June 2016 & 2017: <https://data.nysed.gov/graduate.php?year=2017&state=yes>



District 79: Six-year Graduation Rate for 9th Grade Students at Passages Academy in 2010-11 SY

n = 457



These data are particularly troubling in light of the fact that attendance, academic gains, and students' self-reports of feeling supported academically while in custody should point to different outcomes. In spite of incarcerated students' regular school absences (estimated at 15-20%)⁷ due to court appointments and medical care, student attendance is almost 80% at Passages Academy.⁸ Yet, formerly incarcerated students returning or attempting to return to their community schools report feeling unwanted, scrutinized, and excluded. For many of these students, experiences in school were never aligned with their interests, aptitudes, or needs, and therefore they have little desire to return.

At Passages, students attribute their ability and desire to catch up and engage academically to many positive elements of the school's design, including small class size, collaborative teachers, guidance, trust, and academic personalization.⁹ Passages teachers, like many teachers in juvenile justice facilities nationwide, often identify student needs that have been overlooked within larger comprehensive high schools. Rarely do Passages teachers have the capacity to meet these needs within students' relatively short lengths of stay, particularly in regards to accommodations for students with disabilities, and a level of rigor and continuity that resembles a school in the community.¹⁰

Savanna's model includes many of the same positive design elements found at Passages, with the addition of research-backed components only possible in a community school setting: purposeful and explicit

⁷ Bernstein, N. (2015). *Burning Down the House: The End of Juvenile Prison*. New York, NY: New Press.

⁸ While one may be tempted to attribute this to the restrictive nature of the setting, attendance drops significantly in the over-sixteen group, to 52%.

⁹ *Passages, East River Academies Report Cards (2016-17 School Year, pp. 1-7)*. (2018). New York, NY: New York City Department of Education & District 79.

¹⁰ Gabay, L. A. (2016). *I hope I Don't See You Tomorrow: A Phenomenological Ethnography of the Passages Academy School Program*. Rotterdam, NL: Sense.

transition planning;¹¹ distributed, reinforced, and long-term student supports; small, team-taught classes with content area and special educator teams collaborating from curriculum design onward; trauma-informed instruction; and authentic community engagement via projects and fieldwork. Savanna will be a successful bridge and a restorative community for justice-involved students, leading to expanded achievement and opportunities.

Savanna has met with and run co-design and focus groups with families, stakeholders, and youth. These groups continue to surface curiosity, investment, and genuine enthusiasm for Savanna, and their input has informed and reinforced elements of the school's design. Savanna has worked closely with District 79, with special guidance from Superintendent Tim Lisante, and met with formerly incarcerated students and many members of the juvenile justice community. The Savanna School will continue to work closely with District 79 and community members as thought partners, collaborators, and advisors once the school has opened.

1b. Programmatic Impact

As mentioned in 1ac, formerly incarcerated students in New York City come from a wide distribution of communities throughout all five boroughs. District 79 has stated outright that the lines between zip code, community school district, and their incarcerated students are not always neatly drawn. Specifically, with an overrepresentation of students from Special Education School District 75, many students may not attend school in the district of their primary residence. However, even when extrapolating from the New York City Administration for Children's Services *Detention Demographic Data (Fiscal Year Report for 2018)*, if Savanna filled every one of its annually available 45 seats from any of incarcerated students' top five CSDs in Brooklyn and Queens, the impact remains negligible.¹²

Zip Code	Neighborhood	Students Detained Horizons JDC, 2018	Community School District	Total Students in CSD Grades 9-10	Maximum Anticipated Impact
11212	Brownsville	60	CSD 22	5,552	< .01%
11208	Cypress Hills	46	CSD 18	2,267	.02%
11207	East New York	42	CSD 19	2,928	.01%
11691	Far Rockaway	41	CSD 27	5,789	< .01%
11233	Stuyvesant Heights	31	CSD 16	982	.03%

¹¹ Bilchik, S., Stephens, R. D., & Arnette, J. L. (2000). *From the Courthouse to the Schoolhouse: Making Successful Transitions*. OJJDP Juvenile Justice Bulletin, (February), 1–16.

¹² NYC Juvenile Detention Experience Fiscal Year 2018. (2018, September 20). NYC Administration for Children's Services website: <https://www1.nyc.gov/assets/acs/pdf/data-analysis/2018/October2018/AnnualDemographicDataForDetentionFY2018.pdf>



Additionally, students who are sixteen and under and reentering the community from Passages in District 79 have few options available to them, and students under sixteen have only one transfer school option. Therefore, we believe there will be a no programmatic impact on the various Community School Districts. In fact, because we are in close partnership with D79, we believe there will be a strong collaborative impact with this District. This is particularly true for students returning to Brooklyn and Queens, whose commute to Judith S. Kaye High School—one of D79's most welcoming transfer high schools, located on the Upper East Side—can require up to three legs of travel.

By offering similar academic and vocational options as Judith S. Kaye, but delivered by way of high-interest and authentic project-based work, the Savanna School will provide students opportunities to regain academic footing lost during prior school absence, disengagement, or incarceration. The smaller school and class sizes will ensure that each Savanna student is known well by more than one adult on site. In addition to Savanna's career pathways and academic offerings, we anticipate that these human connections and the focused attention, support, and skill-building that result from them will create more incentives for students to attend school, thus positively impacting attendance, attainment, and graduation rates.

1c. Fiscal Impact

With an anticipated total enrollment of 148 students over five years and a budget of \$4,793,955 at maximum capacity in a city with a budget of over \$20 Billion (0.029% projected impact), we do not believe Savanna will have any negative financial impact on the District or the Borough. Because we expect to achieve improved outcomes for our students, the investment of dollars already made in their high school education will yield a better return when they transfer to Savanna.



2a. Mission

Through high-interest projects scaffolded and co-designed by students and teachers, the Savanna student will regain academic footing lost during prior incarceration, school absence, or disengagement. Savanna students will engage in 21st-century design-based project work that fuses rigorous liberal arts education and design-based technical instruction. Each graduate will leave the school after four years with both marketable design certifications and opportunities to continue their education at a four-year college or university if that is their choice.

Vision

“Despite the high incidence of learning disabilities among youth in placement and their below modal grade performance, more than two-thirds of [incarcerated] youth aspire to higher education. The [Survey of Youth in Residential Placement] asks youth how far they would go in school if they could go as far as they wanted. About one-fifth of youth in placement (21%) say that they would like to go to graduate school, medical school, or law school. Nearly another one-half (47%, CI 46–49%) have the goal of college, including those who want just to have some college (7%) and those who want to actually graduate college (40%)... When asked how far they thought they would actually go in school, the majority say they expect they will go at least as far as they want (57%).”

- *Survey of Youth in Residential Placement, 2016*

*“The time has come to acknowledge our failures and demonstrate the courage to try something new -- the same courage we demand of young people whose terms of probation require them to avoid all that **they** know and begin new lives from scratch.”*

- *Nell Bernstein*

Why the Savanna?

The Savanna is a grassland ecosystem. There are many savannas throughout the African continent, the Americas, and the Caribbean. They are ecologically diverse—tropical and subtropical, temperate, flooded, Mediterranean, and mountainous—but all share an important characteristic: their trees shield but do not enclose their inhabitants, allowing sunlight to penetrate. This is a central tenet in our vision for the education of emerging adults – we will protect our youth while allowing them the freedom to explore multiple paths of meaning and career preparation, ensuring that their many gifts and accomplishments are brought to light.

This is carried out through our five guiding principles: **Respect, Restoration, Connectedness, Agency, and Authenticity.**

It is through these five guiding principles that Savanna students will develop the capacity to serve their community in direct and visible ways, resulting in outcomes that will serve as signs of success for both our students and our school as a whole. This development is carried out as students cycle through their four years as **learners, researchers, advocates, leaders**, and (as graduates) - **architects** within the design process. In their final year, students will have exercised and refined a theory of leadership, including skills around negotiation, judgment, and decision-making. Upon graduation, students will possess a working



theory of the capacity and needs of their community, and criterion to determine how they can best utilize the creative problem-solving skills they have honed at Savanna.

YEAR 1: LEARNERS

(RESPECT)

Our work as a place-based institution will give students training and opportunities to listen deeply to the members of their greater community as they develop projects, hypotheses, and potential solutions. Our model of learning will rely on and grow students' cognitive flexibility, emotional intelligence, and a community stewardship orientation.

YEAR 2: RESEARCHERS

(AUTHENTICITY)

Students will learn to conduct original research on topics relevant to the livelihood of their communities and themselves. Research will be carried out through accessing original sources as well as solo and group fieldwork. Research methods classes integrated into Savanna's humanities coursework will include high-interest units (e.g., *Design Your Own Conspiracy Theory*, or *Fact or Urban Legend? Snooping our Way Through History*) as a means to empower students to be critical researchers and consumers of information. Students will develop critical thinking skills, media literacy, and a sense of global connectedness.

YEAR 3: ADVOCATES

(CONNECTEDNESS)

As students grow in their capacity to coordinate with others with like interests, they will have opportunities inside the school and out to advocate on behalf of the community.

YEAR 4: LEADERS

(AGENCY)

As advocates, students will have exercised and refined a theory of leadership, including skills around negotiation, judgment, and decision-making. At this stage, each student will have the capacity to take on a leadership challenge either inside or outside of the school in partnership with an outside organization.

POST-GRADUATION: ARCHITECTS

(RESTORATION)

Upon graduation, students will have a working theory of the capacity and needs of their community. As they choose their next path, Savanna graduates will determine how they can best serve and build using their creativity and complex problem-solving skills.

It is our intention to be a exemplar school that is in constant conversation with traditional juvenile justice and alternative schools throughout greater New York and the United States. Through our participation in research-practice partnerships (including the Partnership for Just Educators at Harvard's Graduate School of Education, of which Savanna Director Ria Fay-Berquist is a founding member), convening of juvenile justice and alternative school leaders, and regular engagement with child-serving agencies and school districts, we will make it possible to study, replicate, and iterate key elements of our model.

2b. Key Design Elements

Savanna's design is grounded in a focus on justice-impacted families, high-interest projects, liberal arts,



design-based Career Technical Education (CTE) integration, distributed and reinforced students supports, and healing-centered engagement.¹

Design Principle 1: Focus on Justice-impacted Families

100% of our students will have been justice-involved prior to enrolling at The Savanna School, or are the sibling of a justice-involved student.² It is our belief that justice involvement constitutes formative, not summative experiences in our students' educational and life trajectories, and that the understandings gleaned from these experiences must be honored, addressed, and deployed in order for our young people to form healthy identities and generate the next chapter of their lives. Our model will capitalize on many of the competencies students from struggling communities bring to the table (such as improvisation, resourcefulness, and innovation), and facilitate a hands-on, collaborative approach that formerly incarcerated students report a preference for.³

Research shows that justice-involved students are no different than their non-incarcerated peers with regard to their aspirations for educational attainment.⁴ If afforded the requisite supports and opportunities to direct their learning, Savanna students will take on challenging and complex work, build professional and support networks, and ultimately have a multiplier effect by modeling sustainable pathways for young people who might otherwise have contact with the justice system.

Design Principle 2: High-interest Projects

In addition to the relevance of project-based learning (PBL) to the 21st Century workforce, PBL has shown efficacy as a method that supports dynamic, fully-inclusive classrooms, as well as bolstering the confidence and metacognition of students with learning disabilities.⁵ Project work at Savanna will be interdisciplinary in nature, and will require students to pull from multiple sources and fields to solve problems, and manage and allocate resources such as time, budgets, and materials. Fieldwork experiences will be grounded in Youth Participatory Action Research (Y-PAR) and project-based civic learning frameworks (Y-PLAN), and guided by 21st century iterative design cycles: empathize, define, ideate, prototype, and test.⁶

The Savanna School will function as a student-teacher laboratory, where Common Core-aligned semester-long projects will be meticulously-planned and collaboratively designed with input from students, core content teachers, and special educators. This practice will lend itself to personalization and

¹ Ginwright, S., Ph.D. (2018, May 31). *The Future of Healing: Shifting From Trauma-Informed Care to Healing Centered Engagement*. Retrieved June 1, 2018, from <https://medium.com/@ginwright/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

² Nicoletti, C., & Rabe, B. (2014). *Sibling Spillover Effects in School Achievement*. ISER Working Paper Series, Institute for Social and Economic Research, University of Essex, Colchester.

³ Sediak, A.J. and Bruce, C. (2016). *Survey of Youth in Residential Placement: Youth's Characteristics and Backgrounds*. SYRP Report. Rockville, MD: Westat.

⁴ *Ibid.*

⁵ Belland, B. R., Glazewski, K. D., & Ertmer, P. A. (2009). *Inclusion and Problem-Based Learning: Roles of Students in a Mixed-Ability Group*. *RMLE Online*, 32(9), 1-19. doi:10.1080/19404476.2009.11462062

⁶ Kirshner, B. (2010). *Productive tensions of youth participatory action research*. *Yearbook of the National Society for the Study of Education*, 109(1), 238-251. <http://nsse.pressible.org.ezp-prod1.hul.harvard.edu/files/2010/03/Kirshner1.pdf>

⁷ Brown, T.M., & Rodriguez, L.F. (Eds.). (2009, Fall). *Youth in participatory action research*. New directions for youth development (Vol. 123). San Francisco, CA: Jossey-Bass.



student agency in terms of subject area foci, and highly-scaffolded using learning and/or IEP goals as framed by our inclusion team and subject area teachers.

Projects will be designed to contribute directly to students and families' communities in tangible ways and will be made visible to authentic and professional audiences when Savanna students share their processes publicly (e.g., through cohort-based and school-wide presentations of learning, portfolio development, and ultimately, exhibitions) for authentic audiences.

Design Principle 3: Liberal Arts & Design-based CTE Instruction

Savanna's focus on liberal arts is grounded in the New York State Next Generation English Language Arts Learning Standards and Social Studies Frameworks, and is a direct response to Passages students' stated desire for rigorous schoolwork steeped in critical thinking and meaning-making, rather than discrete tasks assigned for credit recovery and attainment.

Our design foci and certifications are aligned with the fastest growing segments of New York City's creative economy (architecture, landscape architecture, graphic design, and applied design), all of which have exceeded the growth of the city's various employment sectors in recent years.⁸ Our aim with integrated CTE instruction is to equip our students with a skilled, entry-level earning capacity that will exceed typical youth-eligible jobs, leading to greater agency, earning power, and the ability to be self-sustaining as soon as possible.

Design Principle 4: Distributed and Reinforced Student Supports

Projects will be planned by teaching partnerships consisting of one content-area teacher and one special educator, and will be assessed and refined through a process of collegial oversight, critique, and feedback. Special educators on each team will use the project-planning and curriculum design process to embed structured interventions for students with IEPs and align project outcomes with IEP goals, contributing to time optimization and greater inclusion throughout Savanna.

Savanna will rely on a combination of school social workers, guidance counseling, and advisory to ensure that each student at Savanna is known well by multiple adults at the school. Research lauds the "distributed counseling" nature of advisory, and points out that a student being known well translates into "secure and reciprocal attachments with peers, adults, and the school itself."⁹ Advisory has also been shown to be a protective factor in emotional well-being, and a mitigating factor in violence, substance use, and other risky adolescent behavior.¹⁰

School social workers with expertise in trauma and related mental health issues will work collaboratively with all of the adults in the building. Our social workers will be positioned to offer educators both general and specific direction on the mental health needs of their students, and give direction on how to respond to resistance or trauma adaptations in appropriate and effective ways. Social workers will also serve as leads in de-escalating crises and emergencies when student needs outstrip teachers and advisors' ability

⁸ Forman, A. (2015). *Creative New York* (Rep.). New York City, NY: Center for an Urban Future. <http://www.nycfuture.org>

⁹ Poliner, R. A., & Lieber, C. M. (2004). *The advisory guide: Designing and implementing effective advisory programs in secondary schools*. Cambridge, MA: Educators for Social Responsibility.

¹⁰ Jennings, P. A., & Greenberg, M. T. (2009). *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. Review of Educational Research, 79(1), 491-525.

to meet them. We anticipate that some youth returning from incarceration will need additional mental health support and time with their social workers to engage in therapeutic sessions, as well as connections to non-academic resources.

As over-age and under-credited students, Savanna students will likely enter the school with less than eight credits. Modeled after the best practices of supportive academic and social-emotional connections one encounters in college, Savanna students will move together as a cohort through their four years at the school. Those who are in excess of their grade-level credits will be given earlier opportunities to begin internships and/or additional CTE training. Between core coursework and CTE instruction, students will complete a surplus of credit-hours within each semester. This schedule is deliberately designed to be 'inattendance-tolerant'¹¹ so that students who may require a longer on-ramp to full engagement will still make gains academically even if attendance or tardiness is initially irregular. The additional time and opportunities to build academic and professional competencies will strengthen students who have experienced gaps in school enrollment, many of whom have also been diagnosed with learning disabilities.

Design Principle 5: Healing-centered Engagement

"Where there is shame there is secrecy; where there is secrecy there is silence."
Dr. Ken Hardy, Director, Eikenberg Institute for Relationships, NYC

While all adolescents are engaged in developing an identity separate from the adults in their lives, justice-involved youth have mastered many identities in order to navigate the various child-serving systems they have been a part of.¹² If and when justice-involved students return to community schools, few (if any) of these schools include specific supports in their culture or programming to acknowledge justice experiences, deploy students' knowledge of the courts and legal systems in service of their learning, or buffer transitions during reentry-- factors that may contribute to a citywide dropout rate of 84%.

Savanna's culture will be determined and carried out in alignment with our guiding principles, with particular emphasis on the tenets of *Restoration* and *Connectedness*. We will lead with these two principles as we style a long-range process of reincorporation for students returning from secure care facilities. Within the tenet of *Restoration*, we include strengths-based and trauma-informed instruction, and teachers take a "coaching stance" that builds students' confidence, repairs educational trauma, and recreates a love of learning. Classroom activities at Savanna will promote attention, build working memory, and lower stress—students take breaks as needed, and are not on a bell schedule.¹³ In addition to student participation in small, five-person advisories, *Connectedness* is embodied through each student's 1:1 relationship with an on-site faculty mentor and students' fieldwork experience. Faculty mentors meet with students once a week for thirty-minute check-ins. Students' fieldwork experience, the

¹¹ Mullainathan, S. (October 4, 2018). Too Little, Too Much [Interview by S. Vedantam, Transcript]. In *Hidden Brain*. Washington, D.C.: National Public Radio.

¹² Bronfenbrenner, U. (1977). *Toward an experimental ecology of human development*. American Psychologist, 32(7), 513-531. doi:10.1037//0003-066x.32.7.513

¹³ Center on the Developing Child at Harvard University (2011). *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function*: Working Paper No. 11. Retrieved from www.developingchild.harvard.edu.

centerpiece of our project-based model, aims to create opportunities for multigenerational engagement and reparative actions within students' neighborhoods.¹⁴

¹⁴ [Interview]. (2013, April). *Making the Case: Addressing and Preventing Trauma at the Community Level*. An Interview with Professor Howard Pinderhughes of UNITY and the University of California at San Francisco, 1-10.



3. Proposal History

a. Applicant Information

Ria Fay-Berquist is a teacher and the proposed Director of the Savanna School. She is a former project-based, media arts and design teacher in the juvenile justice systems, within community-based and alternative schools, and as an adjunct professor. Ria was a New School Creation and Educational Leadership Fellow at High Tech High, the San Diego project-based charter network in 2017 and 2018, and a New York City Charter Leader Fellow at the School Empowerment Network in 2018. Ria is now working full-time on The Savanna Community Charter School application.

Ria's commitment to strengths-based, student-centered learning for court-involved young people, the majority of whom have not felt at home in traditional public schools, brought her to the Harvard Graduate School of Education in 2015, where she was selected for the Urban Scholars' Fellowship. While at Harvard Ria also co-founded The Partnership for Just Educators (PJE), a research-practice partnership that collaborates with juvenile justice educators nationally, to amplify high-quality instructional practice in juvenile justice schools.

In addition to her education and advocacy work with youth in the justice system, Ria came of age in a low-income community and family that was impacted by the ubiquity of the juvenile and adult criminal justice systems in 1990s California. The confluence of her adult experiences working in the justice systems and early life experiences impelled her to seek equitable and just educational outcomes for youth in custody, particularly during the re-entry process. Ria has an Ed.M. from the Harvard Graduate School of Education, an M.Ed. in Educational Leadership from the High Tech High Graduate School of Education, and BFA from the School of the Art Institute of Chicago.

b. Proposal History

The Savanna applicant group (including the board) were introduced to each other by way of founder Ria Fay-Berquist. Ria worked under design team member Martha Haakmat at Brooklyn Heights Montessori in a short-term capacity, which is where conversations about a constructivist learning environment for justice-involved students, and Martha and Ria's collaborative relationship began. Hernán Carvante Martinez and Ria met when Hernán was a program analyst at the Vera Institute of Justice. Hernán has credited his educational experiences while incarcerated with forging a new path for him and was a natural choice for the design team. Karen Cueva and Ria met at the Harvard Graduate School of Education where Karen founded the DuBois Orchestra, a classical music collaborative dedicated to inclusion, diversity, and high-quality artistry. DuBois received an NPR *From the Top Arts Leadership Grant* to partner with several of Ria's former students in Boston's Department of Youth Services where they performed works by composer Silvestre Revueltas, an overlooked composer of Latino heritage. Jon Flowers also attended Harvard's Graduate School of Education, where post-traumatic understanding was the focus of his work



within the Prevention Science and Practice track. Finally, Sam Himelstein was introduced to Ria through a shared colleague when they were both working in detention settings. A formerly incarcerated youth himself, Dr. Himelstein is the founder and president of the Center for Adolescent Studies in Oakland, California, and a former clinician with high-risk incarcerated students.

The team has worked collaboratively and creatively on the design of The Savanna School model with educators in New York City and across the country who serve justice-involved and otherwise high-risk students. Ria and other members of the design team have conducted school visits to high performing traditional public, charter, and private schools and met with numerous school leaders. They have been particularly inspired by St. Ann's School, The Urban Dove Team Charter School, and the Mary McDowell Friends School, an independent Quaker School "dedicated to the success of students with learning disabilities," all in Brooklyn. The team also made visits to The Eagle Rock School in Estes Park Colorado, project-based High Tech High, and The Monarch School, which educates students impacted by homelessness -- both in San Diego, CA. The Savanna team has incorporated elements of their school design into various components of Savanna.

Ria Fay-Berquist was the primary author of the proposal and received mentoring and feedback from Board Member Blanca Ruiz-Williams during her tenure at the School Empowerment Network. The Savanna Team received additional guidance, training, and support from Paul Le, Joanne Falinski, and Dirk Tillotson of the Charter Incubator. Ria Fay-Berquist was also a resident in both the High Tech High New School Creation Fellowship and the School Empowerment Network New York City Charter Leaders Fellowship, in 2018.

c. List of Founding Team Members

Martha Haakmat has taught and led in New York City independent schools for the past 30 years. Currently the Head of School at the Brooklyn Heights Montessori School, Martha is a former lower, middle and upper school educator, Diversity Director and Middle School Head. Martha has served as an independent school trustee and has been a member of various committees for the National Association of Independent Schools (NAIS) and the New York State Association of Independent Schools (NYS AIS). She was also the founder and director of Educators for Growth and Empowerment (EDGE), a diversity consulting team that presented in schools and at conferences nationwide. Martha holds an MS Ed. from the Bank Street College of Education, a BA from Wesleyan University, and a Management Credential from the Center for Montessori Education.

Dr. Sam Himelstein the founder and president of the Center for Adolescent Studies, a professional training institute for adults working with teens which offers training on mindfulness, trauma and substance abuse. A formerly incarcerated youth himself, Dr. Himelstein works with young people to become aware of the power of self-awareness and transformation, and train professionals with similar interests. Sam holds



Ph.D. in Clinical Psychology from the Institute of Transpersonal Psychology and a Bachelors in Intensive Psychology from the University of California Santa Cruz.

Hernán Carvante Martinez is the National Youth Partnership Strategist at Youth First Initiative and a former Program Analyst with the Vera Institute of Justice. Hernán was Incarcerated at fifteen and released after four years and 52 college credits from the New York State juvenile justice system. Hernán has served on state-appointed boards including the New York State Juvenile Justice Advisory Group and the Citizens Policy and Complaint Review Council. He has also served as National Youth Chair for the National Youth Committee of the Coalition for Juvenile Justice as well as an advisor to the National Academies of Science and the Annie E. Casey Foundation. He was awarded the “Spirit of Youth Award” by Coalition for Juvenile Justice and the “Next Generation Champion for Change” award by the John D. and Catherine T. MacArthur Foundation. Hernán holds a Bachelors in Criminal Justice from John Jay College.

Karen Cueva is the Manager of Learning & Engagement Programs at Carnegie Hall. She is a professionally trained musician and educator with a focus on community outreach and engagement for low-income families and instructional design in the arts. Karen holds a Master’s in Education from the Harvard Graduate School of Education, and both a Bachelor’s and Masters of Music from The Juilliard School.

Jonathan Flowers is a STEM Trainer with the Posse Foundation a current New School Creation Fellow at the High Tech High Graduate School of Education. Jonathan holds a Master’s in Prevention Science and Practice from Harvard’s Graduate School of Education, and a B.S. in Psychology with a Minor in Gender Studies from Rutgers University.



RIA FAY-BERQUIST

New York, NY 10032 | [REDACTED]

EDUCATION

M.Ed., Educational Leadership

High Tech High Graduate School of Education | San Diego, CA

June 2018

New School Creation Fellowship

Ed.M., Harvard Graduate School of Education | Cambridge, MA

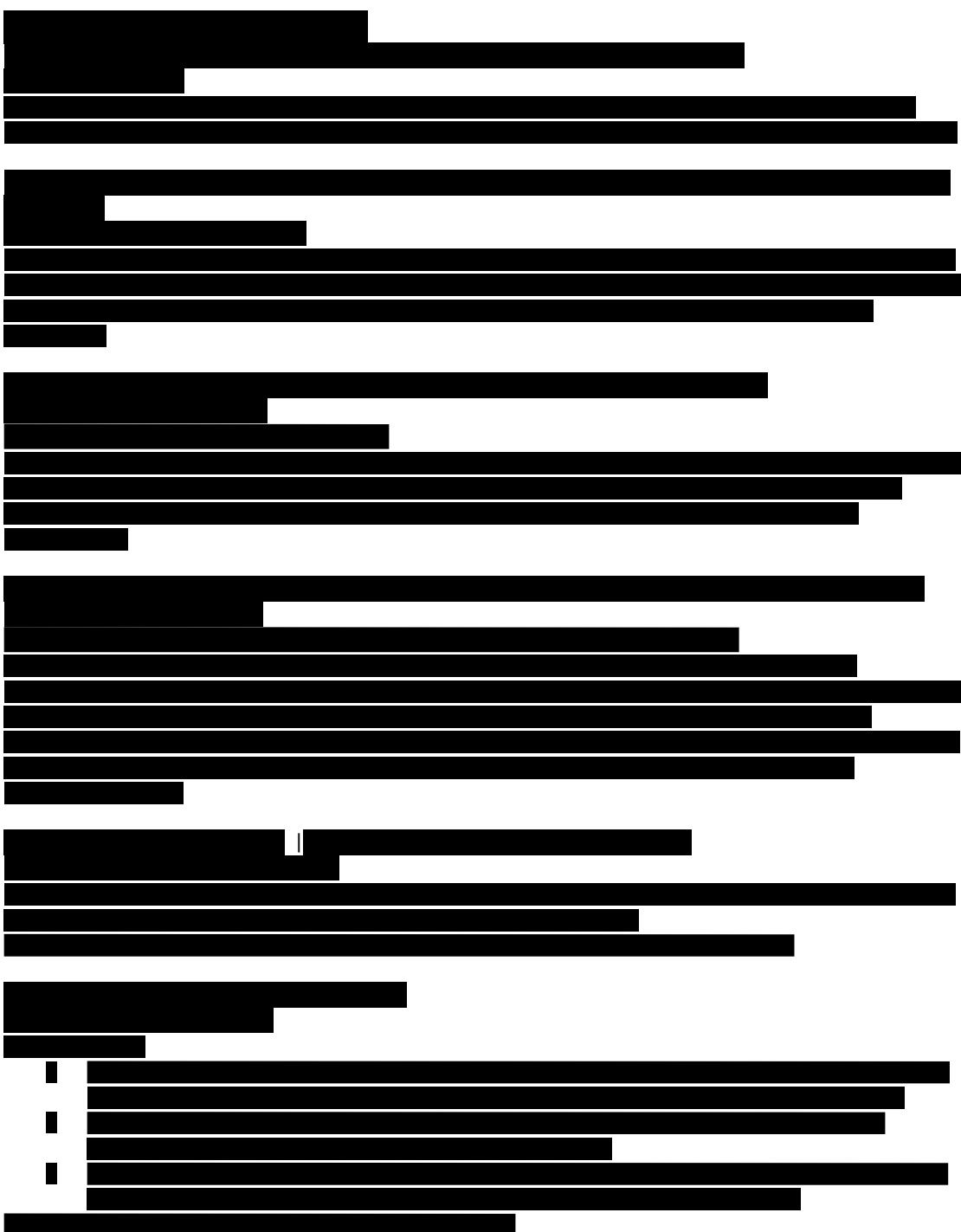
May 2016

Urban Scholars Full-tuition Fellowship, Arts in Education

BFA, School of the Art Institute of Chicago | Chicago, IL

May 2004

Film, Video, and New Media, Visual and Critical Studies



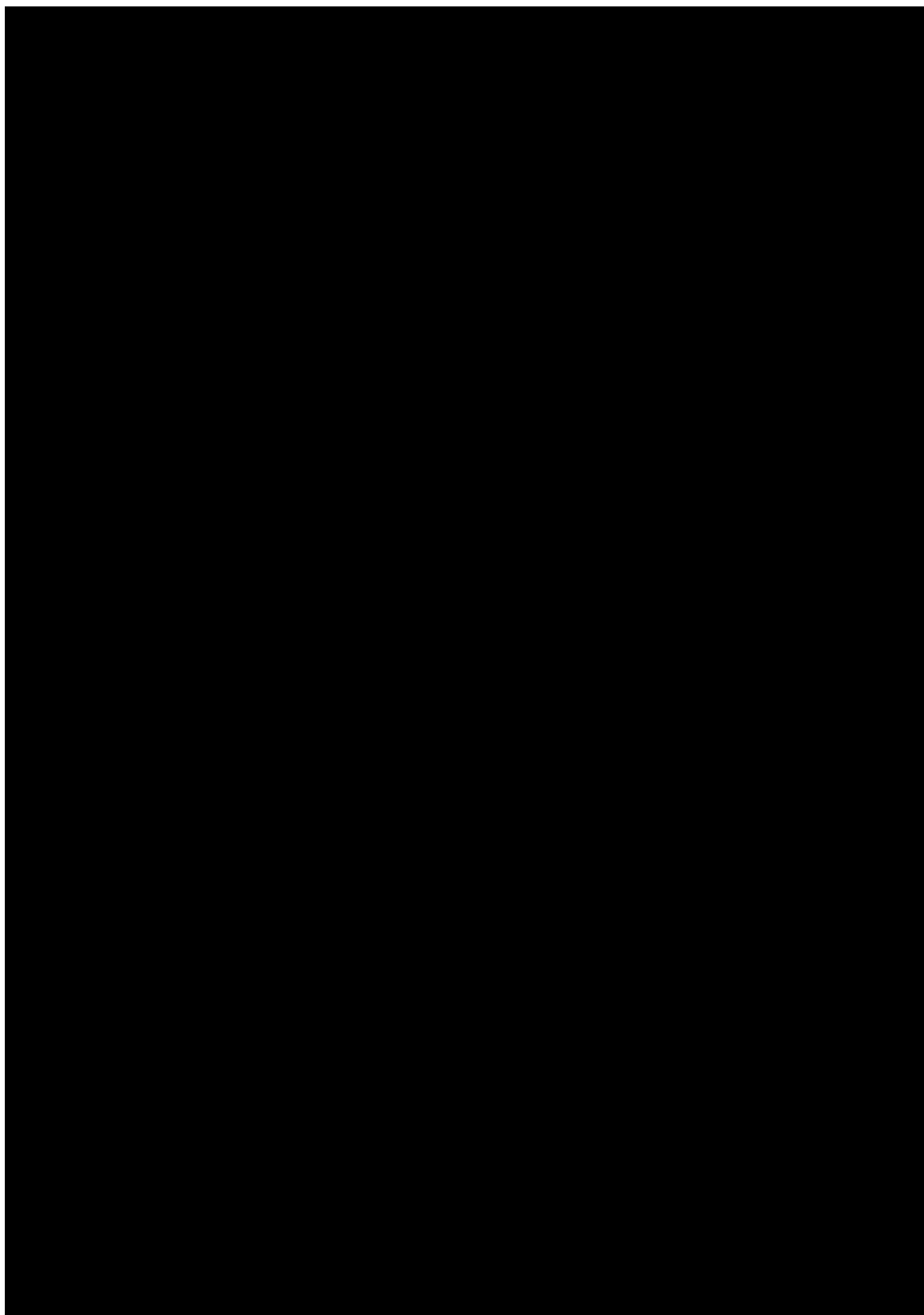
MARTHA HAAKMAT

Brooklyn, NY 11225

The figure consists of a 10x10 grid of black horizontal bars. Each row contains 10 bars. The length of each bar varies, with some being very short and others extending across the entire width of the grid. The bars are arranged in a staggered pattern, creating a visual effect of depth or movement.

MARTHA HAAKMAT

Brooklyn, NY 11225



MARTHA HAAKMAT

██████████ Brooklyn, NY 11225
██████████

EDUCATION

Center for Montessori Education, Management Credential	2015
Bank Street College of Education, MS Ed., NY, NY	1991
Wesleyan University, BA, Middletown, CT	1987

Hernan Carvente

Richmond Hill, NY 11418

11. **What is the primary purpose of the *Journal of Clinical Endocrinology and Metabolism*?**

For more information, contact the Office of the Vice President for Research and the Office of the Vice President for Student Affairs.

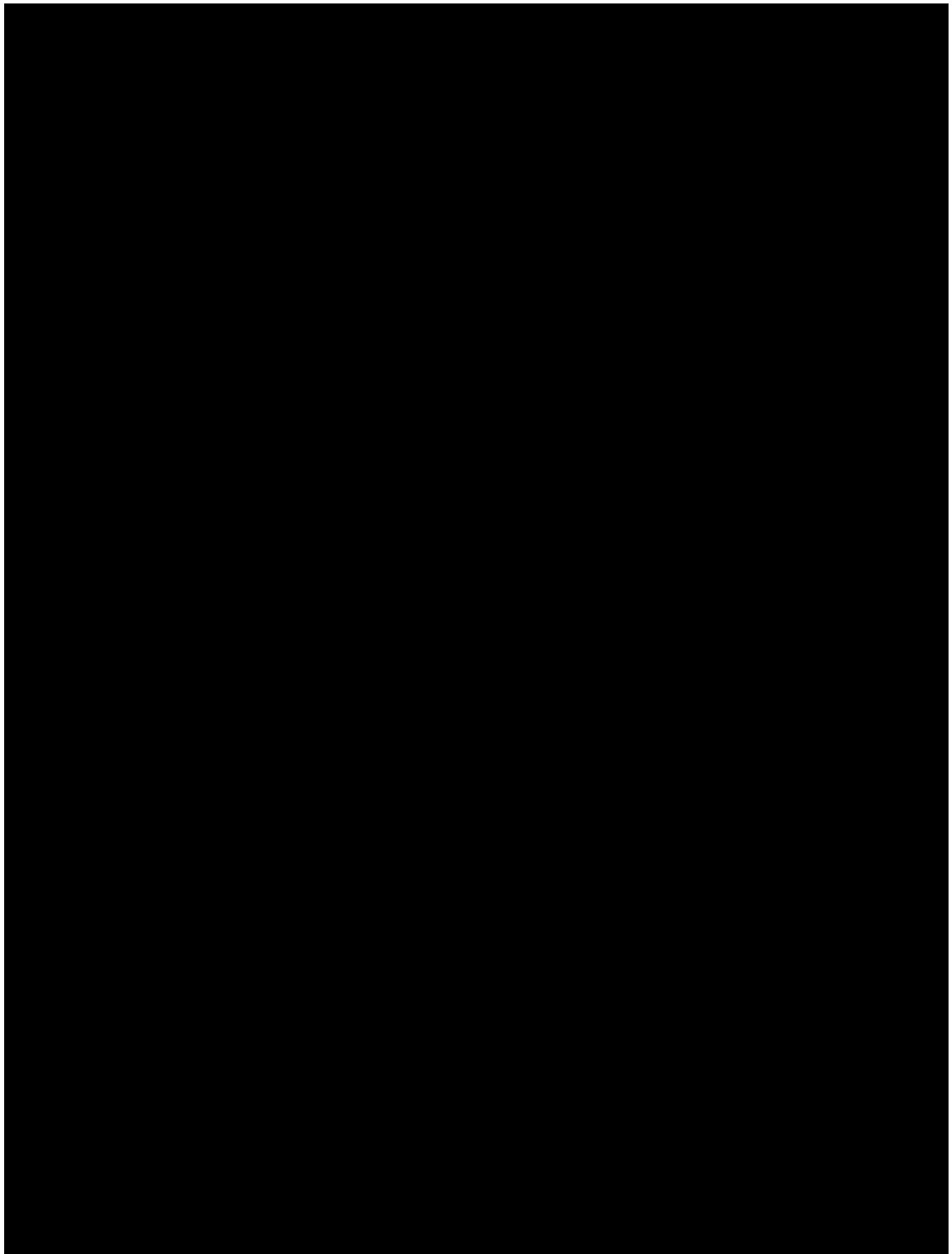
The image consists of two separate black rectangular blocks. The left block has a white L-shaped notch on its right side. The right block has a white T-shaped notch on its left side. Both blocks are set against a white background.

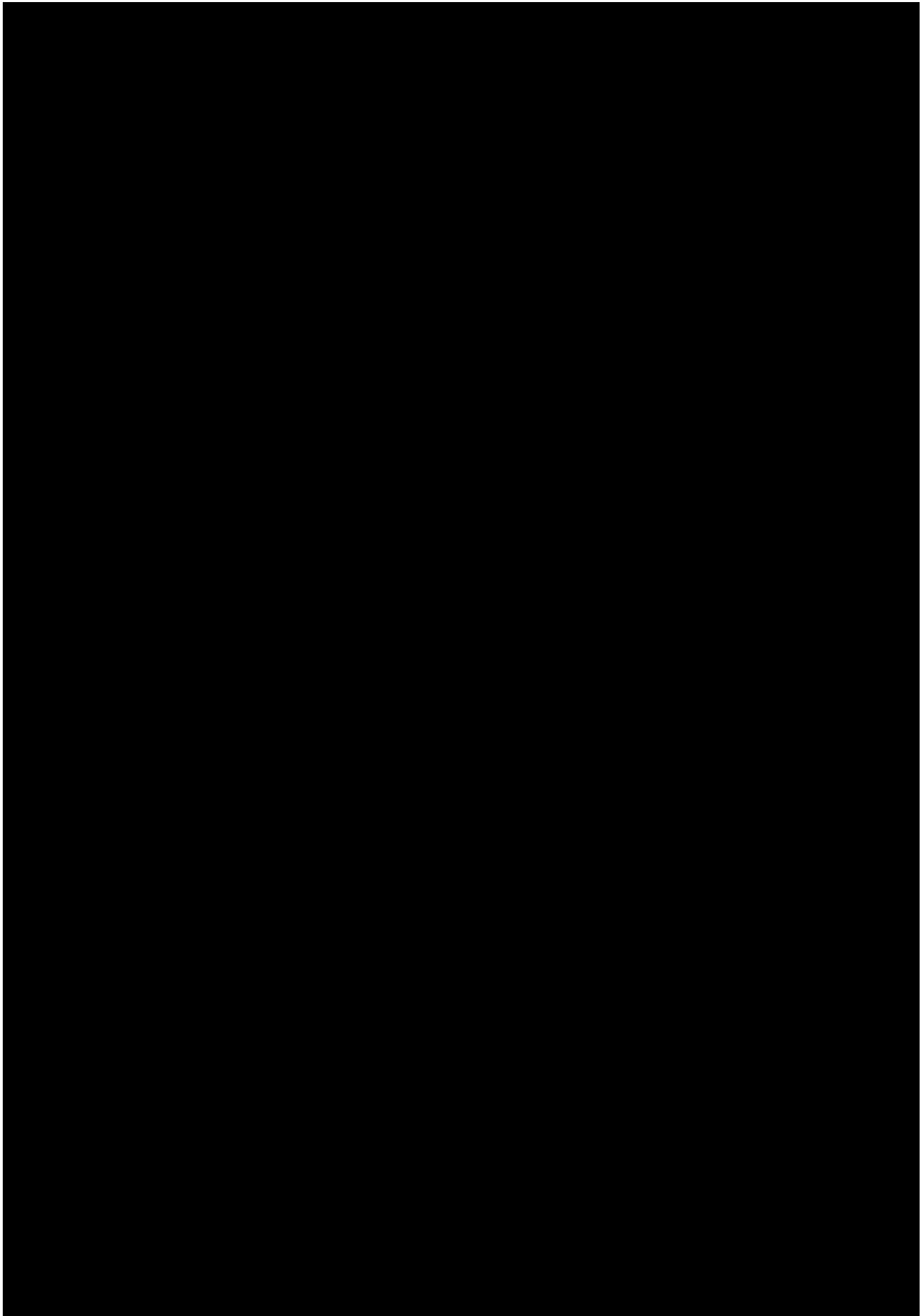
For more information, contact the Office of the Vice President for Research and Economic Development at 319-335-1111 or research@uiowa.edu.

Term	Percentage
GMOs	~75%
Organic Food	100%
Natural Food	~65%
Artificial Food	~15%
Organic Cosmetics	100%
Natural Cosmetics	~60%
Artificial Cosmetics	~10%
Organic Clothing	100%
Natural Clothing	~55%
Artificial Clothing	~10%

A black and white image showing a horizontal bar with a central white gap, flanked by two black rectangles. The left side of the bar is white, and the right side is black. The background is white.

A large black rectangular redaction box covers the majority of the page content, from approximately [113, 111] to [886, 250]. It is positioned above a white horizontal bar at the bottom of the page.







EDUCATION

John Jay College of Criminal Justice

NYC

08/12-05/15

Criminal Justice (B.S)- Deans List 2012-2015

GPA: 3.84

Sam Himmelstein, Ph.D.

Licensed Psychologist, PSY25229

www.centerforadolescentstudies.com

[REDACTED]

■ [REDACTED]

■ [REDACTED]

■ [REDACTED]

Education

- **PhD in Clinical Psychology:** Institute of Transpersonal Psychology (2011)
- **Masters in Psychology:** Institute of Transpersonal Psychology (2010)
- **Bachelors in Intensive Psychology:** University of California Santa Cruz (2007)

[REDACTED]

Karen Cueva

[REDACTED] [REDACTED]
New York, NY 10032
[REDACTED]
[REDACTED]

EDUCATION

Harvard University

Master of Education, Arts in Education

Cambridge, MA

2016

The Juilliard School

Master of Music, Violin Performance

Bachelor of Music, Violin Performance

New York, NY

2015

2013



JON FLOWERS

Educator, Ed.M.

EDUCATION

**HARVARD GRADUATE SCHOOL OF
EDUCATION - 2016**

Ed.M. Prevention Science and Practice

RUTGERS UNIVERSITY - 2014

B.S., Psychology | Minor: Gender Studies

R-04abc – Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Savanna School founder, Ria Fay-Berquist, collaborated with a diverse cross-section of stakeholders to inform and shape the structural supports and opportunities Savanna can provide within the community. While the bulk of Savanna's community outreach efforts will take place in the spring of 2019, initial community feedback is detailed below, as well as the ways recommendations by stakeholders have influenced the Savanna School's design and educational offerings for students and families.

Savanna's design team has held numerous conversations with various school leaders and other professionals operating in the justice ecosystem; these professionals have unique insight into the offerings a school like Savanna must incorporate to provide the most nurturing and successful learning environment possible. Shadowing Tim Lisante, Superintendent of District 79, showed that there are far more educational options for youth ages 16 and over in the Transfer School network than there are for students ages 14-16. Savanna will enroll students ages 16 and under, providing a complement to schools like Judith S. Kaye High School. Lisante also advised Savanna to serve a student younger student population because many students of working age (16+) tend to be focused on entering the workforce as soon as possible, rather than returning to an academic model school. Savanna's CTE programming will be design-oriented workforce development. Youth who are sixteen and older and want to work can begin to earn a living wage while focused on academic pursuits.

Listening to feedback from students who could potentially enroll in Savanna was paramount in affirming the strengths of Savanna's current vision and structures, as well as further developing areas where the school culture can better accommodate students' needs. A focus group conversation was organized with formerly incarcerated students at Judith S. Kaye High School are within the age range for Savanna enrollment. The most critical piece of feedback was in regards to the location of Savanna: while the initial vision was for the school to be located in an outer borough to ease student commute, the students identified numerous neighborhoods where they would not attend school for personal safety reasons. All of the students identified lower Manhattan as a "neutral area" where they would feel safe and comfortable learning. The students identified an hour and a half or less as a reasonable commute for "a good school."

When discussing instructional practice, students voiced a need for teachers who were aware of their specific transitional needs as they were exiting the justice system, not only in terms of services but also a sensitivity to their somatic experiences after leaving a highly contained and regulated environment. These needs included, but were not limited to: physical space, refraining from touching, a room for meditation, and exposure to natural sunlight. Single-gendered cohorts were originally a Savanna design principle, but students rejected the idea as too similar to incarceration. Students requested small class sizes and team-taught classes, and also emphasized the importance of opportunities to pursue internships and paying jobs.

The Savanna design team understands that parents and guardians are a dynamic part of the school community. To solicit feedback from these crucial stakeholders, bilingual (English-Spanish) parent



surveys were sent out in January 2019. Conversations with key members of District 79's Family Engagement Department revealed that fostering parent involvement in supporting students' academic and personal development would be a potential challenge (see chart for details). A variety of survey questions queried the ways in which Savanna could encourage such parental involvement and build a culture of belonging and support beyond the school day. As we collect further data on parent recommendations for the school, they will be shared, per our conversation with Maureen Foley on December 18, 2018.

Community Outreach Table

Date of Outreach	Location of outreach	Person met with	Description of Outreach	Input Obtained	Number of Attendees
2/12/2018	Friends of Island Academy	Christine Pahigian, Executive Director @ FOIA; John Gordon, Associate Executive Director	Strategy Feedback on model, recommendations + student and family focus groups	Positive feedback (particularly emphasized the nurturing elements of teachers and school, which Ms. Pahigian believes have been key to FOIA students' success).	3
2/13/2018	Judith S. Kaye High School; Passages Academy @ Horizons Juvenile Detention Center; East River Academy @ Rikers Island	Tim Lisante, Superintendent of District 79, Andrew Brown, Principal; Harold Butler, AP @ JSK; Corey Prober, Principal at CoOp Tech; Norma DeLara, AP @ Passages; Tonya Threadgill, AP at East River Academy	Pitched Savanna to D79 leadership alongside Tim Lisante. Site visits to two juvenile justice schools and one school with strong reentry program. Observed classrooms at East River (Rikers). Sat in on planning meeting with APs at Passages.	Response was very positive. H. Butler stressed that relationship building was key to the successes at JSK ("First, second, and 50th chances...").	30
3/12/2018	Carnegie Hall (during Create Justice)	Victoria Nickles, Parent Coordinator for Passages Academy Brooklyn, NYC District 79	Conversation about parent outreach and focus groups	Positive feedback. Family engagement is challenging, most parents work long hours and want a break now that children are home. Building a relationship of trust and collaboration is key and takes work.	2
3/26/2018	Phone	Stacey Olinger, Family and Community Engagement Administrator for District 79	Looking to connect with families of currently and formerly incarcerated D79 students for school design feedback.	Thinks it would be beneficial to connect with Victoria Nickles (see above); also mentioned some counselors on Rikers who would be good to talk to about their family engagement strategies.	2



3/28/2018	Judith S. Kaye High School, 96th @ 2nd Ave (District 79)	Andrew Brown, Principal; Harold Butler, AP; Ana Garcia, teacher; Students.	Formerly Incarcerated Student Focus Groups	Positive response, offered numerous recommendations, agreed with many attributes of school vision and programming.	12
3/28/2018	Naples 45 Restaurant	Jai Nanda, Executive Director, Founder of Urban Dove Team Charter Schools	Strategy, feedback on model, recommendations	Likes the model, feels there is a need for schools serving similar/same student population as Urban Dove; How will gaps in attendance impact PBL (e.g., if kids miss 2 weeks of school)? What is the mechanism that buffers against failure here?	2
4/2/2018	THINK Coffee, SoHo	Eric Rafael Gonzales, School Founder and Director of College and Career Readiness at Unity Preparatory Charter School in Brooklyn	Strategy, feedback on model, recommendations	Believes in the model. Dignity in Schools Campaign might help school vision. Number of programs and initiatives you can support are in direct conflict with what you need to support the school we are imagining. Use college acceptance as an assessment as opposed to college entry. Look into PBATS consortium	2
4/4/2018	Phone	Sam Rosaldo, Director of Referral, Enrollment and Transition, NYC Department of Education (District 79)	Gathering data on zip codes	Positive response. Encouraged us to compare data disaggregated by schools and zip codes, respectively, to see where our students are. Sent contacts for Superintendent of OCFS, and Education Initiatives at ACS.	2
4/6/2018	Vera Institute of Justice	Fred Patrick, Director @ Vera Institute of Justice (former director of the Pathways from Prison to Postsecondary Education Project)	Community and Family Engagement guidance, ideas	Happy to continue the conversation. Strongly advised us to develop relationships with police precinct where school will be located. Engage "navigators," i.e., folks who share young people's experiences so that they can be bridge between educators and unique experiences of incarcerated youth	2
4/16/2018	Phone	Sam Rosaldo, Director of Referral, Enrollment and Transition, NYC Department of	Follow-up phone call on data	Shared Report Cards for Passages and East River Academy with demographic information and retention/attendance/graduation data. Recommended policy readings.	2



		Education (District 79)			
4/20/2018	Phone	[REDACTED]	Beginning conversation early around facilities for Savanna School	Helpful that our Savanna is very small school for pricing. Interesting partnership opportunities. Savanna makes a great case for a capital campaign. Encouraged thinking about mixed use spaces for affordable housing	2
10/18/2018	Phone	Greg Lucas, Deputy Director of School Culture and Climate, New Visions for Public Schools	Learn more about transition from ROADS Charter Schools to AIM (New Visions took over when they were not renewed)	Talked about the internal accountability systems and structures; getting data and partnerships in place at AIM; the criterion for acceptance to ROADS (broad) and thus the SEL needs for the student pop were quite broad; authentic relationships with CBO (look at Good Shepherd; pioneers in the Transfer School Space). Also mentioned their partnership with Youth Represent - school-based legal clinic; a lot of kids don't know they have summons. TRANSITIONS: talked about this a lot; reengagement can be a huge trigger - processes so key.	2

b. Description and Analysis of Community Support

Savanna has been fortunate to receive positive feedback from community outreach stakeholders thus far. This positive response ranges from feedback on the school model to funding opportunities. Savanna has also benefited from the consideration of anticipated barriers, such as building relationships with the local police precinct and the community in which we plan to operate (community school district number 2).

We understand that we may need to commit significant amounts of time to building these relationships because of the community's perception of our youth and potential bias towards their histories with the justice system. The more visible we can be in the design process, the more support we believe we will garner from the surrounding community. Our design team will incorporate up to six formerly incarcerated students during our planning year (by way of collaboration Judith S. Kaye High School) who will be the youth voice of our design team. Using the Y-PLAN model highlighted in 6af, our youth contingent will accompany us in meetings with both the school community, the local business community, and faith-based communities. We will engage our youth in Savanna-style project work as we collaboratively design the policies, physical space, and transition and reincorporation practices for students coming to us directly from lock-up. This will create additional opportunities to remedy any misconceptions or fears that our neighbors may harbor.



We also anticipate the possibility of pushback from parents who are concerned that their children attending a school with other students who were justice-involved might lead to further contact with the justice system. We foresee working closely with parents to familiarize them with both our model and our staff, and will consider both their concerns and recommendations on how to meaningfully engage and serve families.

c. Description and Analysis of Student Demand

Due to this year's expedited application deadlines, and per Ria Fay-Berquist's communication with Maureen Foley and Keegan Prue at The Institute (December 31st through January 2nd), Savanna outreach is ongoing and evidence of demand (survey responses) from families with age-appropriate students will be shared in the two weeks following January 9th. For the time being, Savanna offers the following anecdotal evidence from our collaboration and focus groups within District 79:

- When Ria Fay-Berquist shadowed District 79 Superintendent Tim Lisante on visits with the assistant principals of East River Academy on Rikers Island and Passages Academy at Horizons Juvenile Detention Centers, it was discussed that having a school like Savanna would be an asset to the district, and a space where students would transition into post-incarceration.
- Savanna would also be filling a gap, as there are few school options for students living in Brooklyn and Queens with efficient travel routes via subway.
- Lisante also recommended that the Savanna team focus on younger students (under the age of 16) because the transfer school system in New York City is primarily set up to accommodate the workforce development needs of older students. Presently, there are fewer opportunities for younger students who may have had contact with the justice system.
- The overwhelming majority of youth arrested and detained in New York City (70.9%) are 14 and 15 years old. This presents an opportunity for support and diversion provided by Savanna School.
- In 2016, 76% of the 850 students at Passages Academy were in grades 9-12 (646 Savanna-eligible students).
- Because of the implementation of Raise the Age, we assume a percentage of students who would previously have been enrolled at East River Academy on Rikers (44% of whom were in grades 9-12) will also be eligible for Savanna. With roughly 10% of detained NYC students being 16 years old, Raise the Age may increase Savanna's eligible population by 150 students. If 20% of all eligible students were interested in enrolling, Savanna would meet its proposed enrollment.

d. Evidence of Community Outreach

Per Ria Fay-Berquist's communication with Maureen Foley and Keegan Prue at The Institute (December 31st through January 2nd), Savanna outreach is ongoing and letters of support will be shared in the two weeks following January 9th.

e. Evidence of Community Support



Also per Ria Fay-Berquist's communication with Maureen Foley and Keegan Prue at The Institute (December 31st through January 2nd), Savanna outreach is ongoing and evidence from surveys distributed in early 2019 will be shared in the two weeks following January 9th.

f. Evidence of Student Demand

See response in section 4e above.





Ria Fay-Berquist [REDACTED]

Close to Home Data (for ACS Meeting)

Vincent Schiraldi [REDACTED]

Thu, Jan 25, 2018 at 11:10 AM

To: Ria Fay-Berquist [REDACTED]

, Yumari Martinez [REDACTED]

Ria, I've told Yumi about your work and shared this email with him and he may be able to help. I've copied him on this email so you two can connect directly. Best of luck, Vinny.

Sent from my iPhone

[Quoted text hidden]

<Screenshot 2018-01-18 at 9.09.51 AM.png>

<Screenshot 2018-01-18 at 9.05.56 AM.png>



Ria Fay-Berquist [REDACTED]

Touching Base

Lisante Tim [REDACTED]
To: Ria Fay-Berquist [REDACTED]
Cc: Marinacci Nick [REDACTED]

Thu, Jan 25, 2018 at 4:13 AM

Hi Ria:

- D79 is most times listed as a CSD (sometimes we're listed as a HS District or stand alone "Alternative School District). Note: our students come from every CSD)
- Early in the week of 2/12 is good. Keep in mind 1/16 to 2/23 is Winter Recess and schools will be closed/ I'll be out of town.

Timothy F. Lisante

Timothy F. Lisante, Ph.D.

Superintendent Alternative Schools & Programs

NYC Department of Education District 79

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

www.d-79.com

Twitter: [@d79Supt](https://twitter.com/d79Supt)

From: Ria Fay-Berquist [mailto:[REDACTED]]
Sent: Wednesday, January 24, 2018 2:51 PM
To: Lisante Tim [REDACTED]
Subject: Touching Base

[Quoted text hidden]



Ria Fay-Berquist [REDACTED]

Another Quick Q: NYC Juvenile Justice Involvement and Zip Codes

Selma Djokovic [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Thu, Jan 18, 2018 at 9:57 AM

Hi Ria,

See attached. Let me know if you have any questions. If precinct is too broad and you're interested in zip code I can try to produce that by tomorrow.

Selma

From: Ria Fay-Berquist [mailto: [REDACTED]]
Sent: Tuesday, January 16, 2018 12:48 PM
To: Selma Djokovic
Subject: Re: Another Quick Q: NYC Juvenile Justice Involvement and Zip Codes

No problem at all! I completely get it.

I'll wait for the 2016 data at the end of the week.

Thanks again, so much.

Ria

On Tue, Jan 16, 2018 at 9:08 AM, Selma Djokovic [REDACTED] wrote:

Hi Ria,

Happy New Year! I'm so sorry, I totally got bombarded after the holidays. I am currently working on mapping the 2016 data. Do you want to wait for that or would you prefer I send you the range I had which was I believe 2010-2014 or 2015. I'll have to double check when I get on my laptop (I can try to get that or 2016 only to you by the end of the week because I'd have to isolate and map those stopped who were younger than 18). Again, I apologize for the delay.

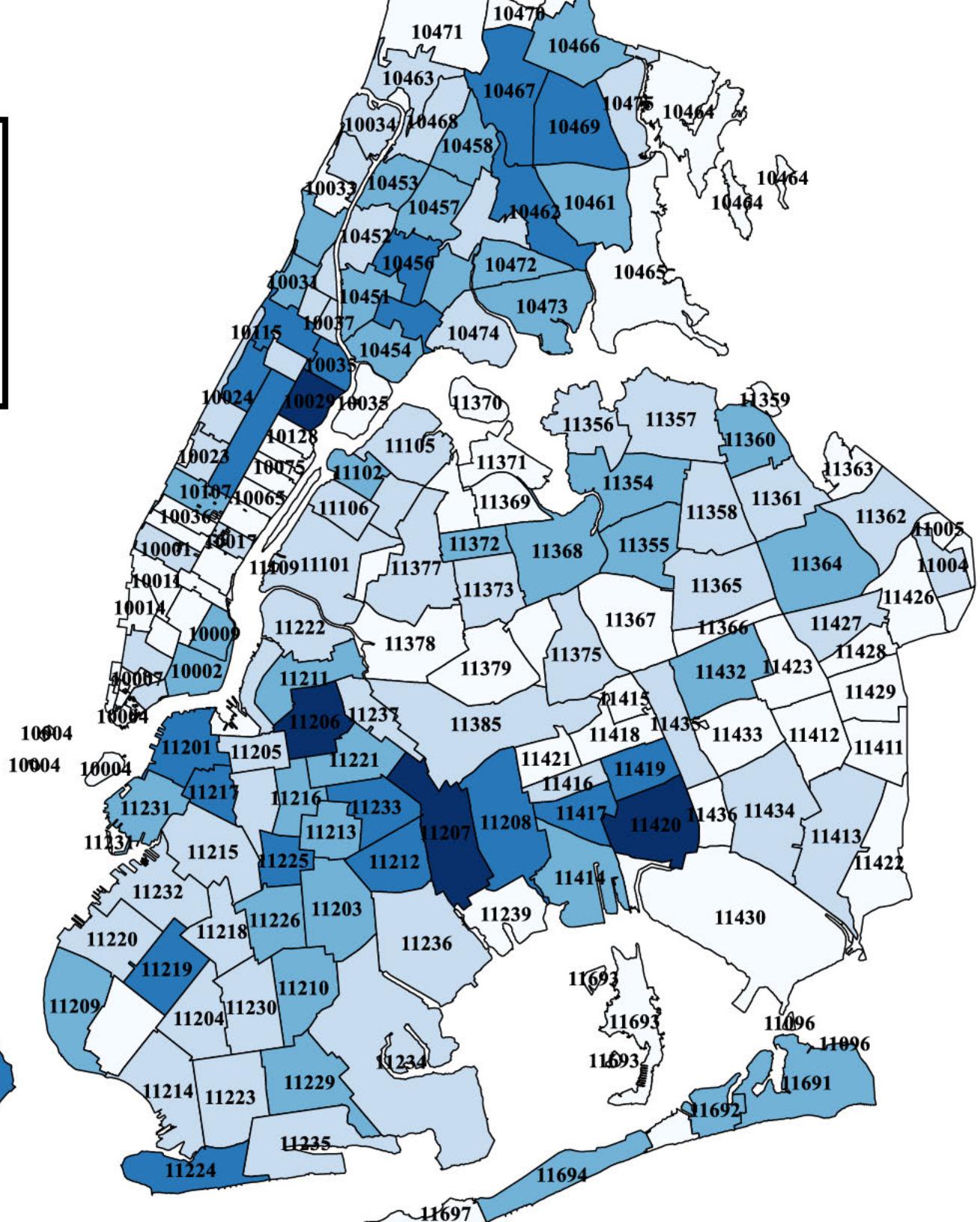
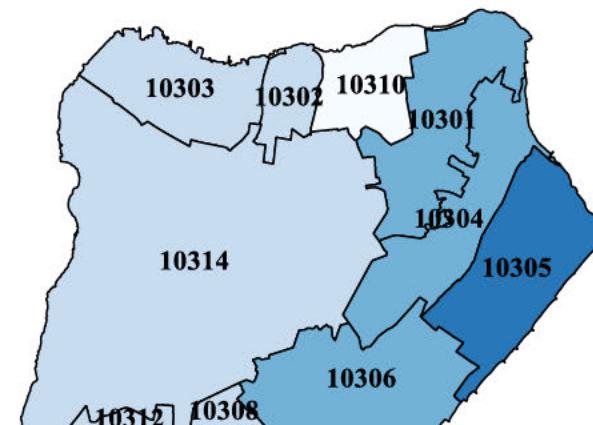
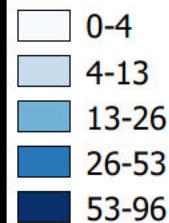
Best,

Selma

From: Ria Fay-Berquist [mailto: [REDACTED]]
Sent: Wednesday, January 03, 2018 1:46 PM

2016 NYPD stops 18 & under

Stops by zip code





Ria Fay-Berquist [REDACTED]

Another Quick Q: NYC Juvenile Justice Involvement and Zip Codes

Selma Djokovic [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Mon, Jan 22, 2018 at 10:05 AM

Hi Ria,

Here you go. Sorry for the lateness. Also here is a list of the top 10 zip codes

[10029](#)

[11207](#)

[11420](#)

[11206](#)

[11201](#)

[11419](#)

[11417](#)

[10035](#)

[10455](#)

[10467](#)

From: Ria Fay-Berquist [REDACTED]

Sent: Thursday, January 18, 2018 3:12 PM

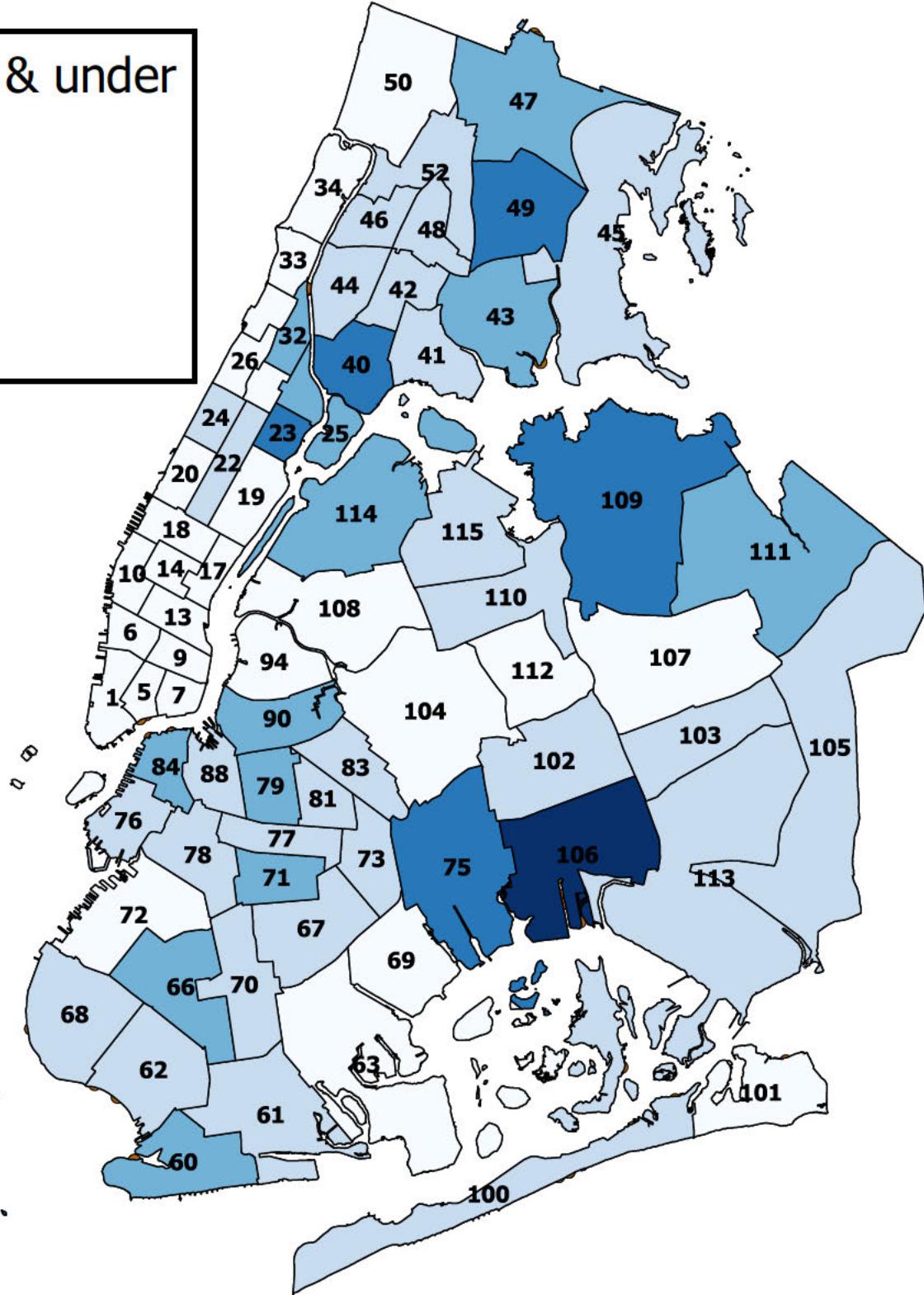
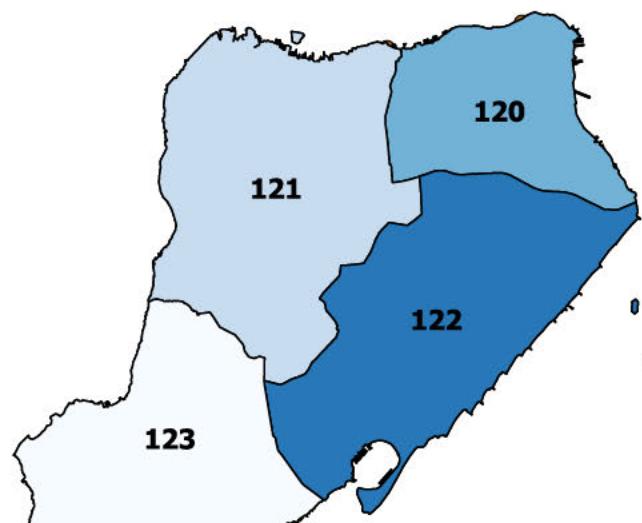
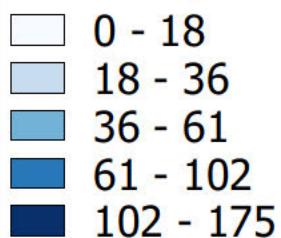
[Quoted text hidden]

[Quoted text hidden]

[REDACTED]

NYPD Stops by Precinct, 18 & under

Total stops





Ria Fay-Berquist [REDACTED]

Site Visits Tuesday 2/13

1 message

Lisante Tim [REDACTED]
To: "Prober Corey" [REDACTED]
Sweet Yvette [REDACTED]
Cc: Ria Fay-Berquist [REDACTED]
(000D10)" [REDACTED]

"Brown Andrew" [REDACTED]
"Threadgill Tonya" [REDACTED]
, Marinacci Nick [REDACTED]

Wed, Feb 7, 2018 at 4:02 AM

"Baxter"

, "Sealy Karen"

, DeJoie Gail [REDACTED]

Hi

Ria Fey-Berquist is developing a small Project Based Learning school for kids coming out of the justice system in New York. She was referred to us by Vinny Schiraldi when he was at Harvard.

Ria will be accompanying me to Co-Op Tech/ Judith Kaye HS; Horizon Juvenile Center and East River Academy on Tuesday.

Please ensure she has security clearance. Hopefully you or your AP will have time to chat with her.

Thank you so much

Timothy F. Lisante

Timothy F. Lisante, Ph.D.

Superintendent Alternative Schools & Programs

NYC Department of Education District 79

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

Jamaica, NY 11435

www.d-79.com

Twitter: @d79Supt



Ria Fay-Berquist [REDACTED]

Tuesday

2 messages

Lisante Tim [REDACTED]
To: Ria Fay-Berquist [REDACTED]
Cc: Marinacci Nick [REDACTED]

Fri, Feb 9, 2018 at 11:57 AM

"Prober Corey [REDACTED]

"Brown Andrew [REDACTED]

[REDACTED]
Hi Ria: Will meet you Tuesday at [REDACTED]
My cell is [REDACTED]. Enjoy the weekend.

Sent from my BlackBerry 10 smartphone.

Ria Fay-Berquist [REDACTED]
To: Lisante Tim [REDACTED]
Cc: Marinacci Nick [REDACTED]

Fri, Feb 9, 2018 at 12:46 PM

, "Prober Corey [REDACTED]

v>, "Brown Andrew [REDACTED]

[REDACTED]
Sounds good. See you then!
[Quoted text hidden]



Ria Fay-Berquist [REDACTED]

School Designed for Justice-involved Youth

Dawn Yuster [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Tue, Feb 13, 2018 at 2:24 PM

Terrific! I'm looking forward to meeting with you.

Dawn

From: Ria Fay-Berquist [REDACTED]
Sent: Tuesday, February 13, 2018 5:22 PM
To: Dawn Yuster [REDACTED]
Subject: RE: School Designed for Justice-involved Youth

That's perfect. I've attached the school's design principles for your perusal.

Looking forward to it,

Ria

[REDACTED]

On Feb 13, 2018 5:10 PM, "Dawn Yuster" [REDACTED] > wrote:

Hi Ria,

Our office is located near [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED] I could meet with you at our office at 1 pm.

Best,

Dawn

Dawn L. Yuster, Esq.

Project Director, School Justice Project



Advocates for Children of New York

Protecting every child's right to learn

[REDACTED]
New York, NY 10001

[REDACTED]
[REDACTED]
[REDACTED]
www.advocatesforchildren.org

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From: Ria Fay-Berquist [REDACTED]
Sent: Tuesday, February 13, 2018 5:07 PM
To: Dawn Yuster [REDACTED]
Subject: RE: School Designed for Justice-involved Youth

Hi Dawn,

Great to hear from you. Where are you based? As it turns out, I'm in town until about 3 tomorrow. I have a 10:00 appointment in Brooklyn, and am free afterwards until I fly out. I could potentially meet beforehand depending on location.

Very best,

Ria

On Feb 13, 2018 4:31 PM, "Dawn Yuster" [REDACTED] wrote:

Hi Ria,

I am terribly sorry for not responding sooner. Somehow your email was sent to my junk folder.

If you happen to still have some time before you leave town, let me know. I could meet tomorrow morning before 10 am. Alternatively, I'd be happy to talk on the phone.

Best,

Dawn

From: Ria Fay-Berquist [REDACTED]
Sent: Monday, February 05, 2018 6:55 PM
To: Dawn Yuster [REDACTED]
Subject: School Designed for Justice-involved Youth

Hi Dawn,

I saw your post on the education4JJyouth listserv and wanted to reach out.

I am a Walton school creation fellow with the High Tech High Graduate School of Education (the only ed school in the U.S. embedded in a K-12 system), and co-founder of a research initiative around juvenile justice education at Harvard's Graduate School of Education.

I am in residency in San Diego for the next six months, creating a project and design-based school for kids coming out of the justice system in New York, with plans of launching in 2020/21. A pretty key part of my thinking is and will be informed by a collaborative design process with young people exiting the justice system, as well as my experience as a classroom teacher within the juvenile justice system in Boston and California.

I will be back in New York next week (February 12-14) and would be happy to connect if you're interested. I will be visiting District 79 schools during the day Monday and Tuesday, and have some flexibility Wednesday before I fly out around 1:00 PM.

Let me know your thoughts and/or availability.

Thanks!

Very best,

Ria



Ria Fay-Berquist [REDACTED]

Re: Thank you (visitor to Judith Kay and CoOp Tech)

Ria Fay-Berquist [REDACTED]
To: "Prober Corey" [REDACTED]

Fri, Feb 16, 2018 at 3:14 PM
[REDACTED] >, "Butler Harold" [REDACTED]

Cc: Lisante Tim [REDACTED] Marinacci Nick [REDACTED]

Dear Corey, Harold, and Andrew,

Thank you again for welcoming me to Judith Kay and CoOp Tech this week. I am still thinking about the warmth I felt at the school from teachers and social workers, and the general contentedness and connectedness I perceived your students to have. It was wonderful to witness and ruminate on.

Like I think I mentioned, I'll be back in the end of March, beginning of April. I am still marinating a bit on how I can best tap into your knowledge and experience in ways that might help me distill down some of the details of my school vision (I've attached the draft design principles, if you're interested).

Expect to hear back from me at some point in the next few weeks, and *thank you* again!

Very best,
Ria

--
RIA FAY-BERQUIST, Ed.M.

Walton Family Foundation School Creation Fellow, High Tech High Graduate School of Education
Juvenile Justice Education Research Initiative, Harvard Graduate School of Education

[REDACTED]



Ria Fay-Berquist [REDACTED]

Re: Thank you (Rikers Guest)

1 message

Ria Fay-Berquist [REDACTED]

To: "Threadgill Tonya" [REDACTED]

Cc: Marinacci Nick [REDACTED]

Fri, Feb 16, 2018 at 12:45 PM

Dear Tonya,

I was the woman in the big red coat that came by with Tim and Nick this week. Thank you again for your hospitality and willingness to show me a very nuanced view of your classrooms at East River. I was really struck by your comment around restorative circles (as a long time advocate of RJ) and am bringing that back to the dean at the (non-juvenile justice) high school where I am currently in residence. They've had trouble getting a real restorative practice going here, in part because of his skepticism about its limits.

I'll be back in New York again March 22nd through April 8th, and would love to talk more, on or off the island, about restorative justice, inclusive classrooms, and your thoughts on what is happening and not happening enough for our kids as they come back to the community and school. If it were possible, I would also love to chat with some of the kids about what a school of substance might look like, from their POV - particularly any kids that have been through the juvenile justice system before Rikers.

Let me know your thoughts - and **thank you**, again!

Very best,
Ria

--

RIA FAY-BERQUIST, Ed.M.

*Walton Family Foundation School Creation Fellow, High Tech High Graduate School of Education
Juvenile Justice Education Research Initiative, Harvard Graduate School of Education*

[REDACTED]



Ria Fay-Berquist [REDACTED]

Re: Thank you (Passages Guest)

1 message

Ria Fay-Berquist [REDACTED]

Fri, Feb 16, 2018 at 1:01 PM

To: "DeLara Norma I" [REDACTED]

"Baxter Sweet Yvette" [REDACTED]

Cc: Marinacci Nick [REDACTED]

Lisante Tim [REDACTED]

Dear Norma,

I was the woman who came to Passages with Dr. Lisante on Tuesday. I wanted to thank you, again, for giving me a tour and a strong sense of what is happening at the school and in the transitional process. I was deeply affected by getting to listen in on your team meeting, and your discussions around transitions back into community schools, scheduling seventh period, as well as the palpable dedication of all the teachers and staff I encountered. Boston could use an infusion of your school's energy and hope.

I'll be back in New York again March 22nd through April 8th, and would love to talk more about parent engagement, and Passages' thoughts on what is happening and not happening enough for our kids as they come back to the community and school. If it were possible, I would also love to chat with some of the students and families about these same things, as well as what a school of substance might look like, from their POV - particularly any kids that have been through the juvenile justice system before, and have reentered the community and school.

I am happy to visit you at Passages, or meet offsite for a meal where you might have less demands on your time. I've also copied Ms. Baxter-Sweet, who I didn't get to meet on this round, but who I hope to connect with on the next round (Ms. Baxter-Sweet, I will send a followup email under a separate cover)!

Let me know your thoughts, and *thank you*, again.

Very best,
Ria

--
RIA FAY-BERQUIST, Ed.M.

Walton Family Foundation School Creation Fellow, High Tech High Graduate School of Education
Juvenile Justice Education Research Initiative, Harvard Graduate School of Education

[REDACTED]



Ria Fay-Berquist [REDACTED]

Connecting/HGSE Urban Scholar

Eric Gonzalez [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Sat, Feb 17, 2018 at 6:47 AM

Hi, Ria,

It's great to e-meet you.

Thank you for reaching out. I'm very excited about your idea and would love to help in any way. Please do let me know when you are in town.

Looking forward to connecting and to learning more.

Sent from my iPhone - please pardon any typographical errors.

On Feb 16, 2018, at 6:58 PM, Ria Fay-Berquist [REDACTED] wrote:

Hi Eric,

I hope you are doing well. I am a fellow (soon-to-be-again) New York-based former Urban Scholar at HGSE. When I was still there, my friend Chris Darby and I had grand plans of starting a greater Urban Scholars collaborative network, which we may be edging our way back into, but in the mean time I was hoping you and I might be able to connect in person.

I am in a Walton-funded school creation fellowship out in California at the moment, designing a school for kids coming out of the justice system in New York - an idea that took me to HGSE first, to marinate ideas about constructivist education and a strengths-based approach for kids inside the system.

I am deep in the throes of charter outlining and research, and am coming back to New York at the end of March and beginning of April to facilitate visioning sessions with students in the system and their families.

I would love to connect and talk to you more about your work, including DFOY, the NAACP, and your current work with career and college access. The latter are things I am thinking deeply about, and hoping to reimagine.

Let me know your thoughts. I am attaching the design principles for The Savanna School, should you be curious.

Thanks!

Very best,
Ria

--
RIA FAY-BERQUIST, Ed.M.

*Walton Family Foundation School Creation Fellow, High Tech High Graduate School of Education
Juvenile Justice Education Research Initiative, Harvard Graduate School of Education*

[REDACTED]

[REDACTED]



Ria Fay-Berquist [REDACTED]

Create Justice Important Information

1 message

Create Justice [REDACTED]

Mon, Mar 5, 2018 at 1:45 PM

Dear Create Justice Partner:

We are thrilled that you will be joining us for the Create Justice Forum in New York city next week. Attached are important documents that give an overview of the initiative and details about our time together. Please read this information carefully, and let me know if you have any questions. Also, please note the following locations for each activity:

Sunday, March 11

2:00 PM – 2:45 PM - Pre-Concert Reception

**Enter at the Weill Recital Hall lobby on 57th St (between 6th and 7th Ave., next to the Carnegie Hall main entrance/marquee). *Please note, concert tickets picked up after 2:45 PM, will be available at the Carnegie Hall box office.*

3:00 PM – A Time Like This Concert

Carnegie Hall's Stern Auditorium/Perelman Stage

5:00 PM – Post-Concert Reception

Carnegie Hall's Weill Terrace Room
881 Seventh Avenue (between 56th and 57th St.)

Monday, March 12 – Tuesday, March 13

Create Justice Forum

Resnick Education Wing
154 W. 57th Street (between 6th and 7th Ave.)

During this Forum, we look forward to sharing ideas and inspiring collective action as we work side by side with young people to celebrate the power of the arts.

See you soon!

Amy Kirkland

Producer

Create Justice | New York

<http://www.createjustice.org/>

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

JUSTICE

CREATE JUSTICE

March 11 – 13, 2018

Resnick Education Wing at Carnegie Hall

#CreateJustice

CARNEGIE HALL
Weill Music Institute

ARTS
FOR INCARCERATED
YOUTH
NETWORK

March 2018 Participant List



Lauren Adelman

Co-Founder
Artistic Noise
New York, NY

Yasmeen Allen

Program Associate,
Creativity and Free Expression
The Ford Foundation
New York, NY

Kahlil Almustafa Gasper

Executive Director
Street Poets
Los Angeles, CA

Jorge Alvarez

Scholar/Community Advocate
California State University, Northridge
North Hollywood, CA

Lateek Anderson

Youth Representative
Bronx, NY

Manuela Arciniegas

Associate Program Officer
Andrus Family Fund
New York, NY

Taylor Balk

Teaching Assistant/Youth Artist
Agency Arts
Los Angeles, CA

Marc Bamuthi Joseph

Chief of Program & Pedagogy
Yerba Buena Center for the Arts
San Francisco, CA

Drew Barham

Youth Opportunity Hub Associate
Carnegie Hall
New York, NY

Rachel Barnard

Founder Executive Director
Young New Yorkers
Brooklyn, NY

Cleo Barnett

Program Director
Amplifier
Seattle, WA

Amanda Bart

Director of Administration
Bellevue Hospital/NYU, Juvenile Justice
Mental Health Services
New York, NY

Seth Beattie

Program Officer, Arts & Culture
The Kresge Foundation
Troy, MI

Gina Belafonte

Co-Director
Sankofa.org
Los Angeles, CA

Keron Bennet

Youth Representative
New York, NY

Ana Bermudez

Commissioner
NYC Department of Probation
New York, NY

Beth Bienvenu

Accessibility Director
National Endowment for the Arts
Washington, DC

Curzavis Big

Youth Representative
Community Mediation Services
Queens, NY

Werner Binnenstein-Bachstein

Director
Porticus - Community Arts Lab
Vienna, Austria

Mari Beth Bittan

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Heartland Alliance
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Leslie Britt

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Sawdayah Brownlee

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Sarah Bryer

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Faculty, Arts Education and Prison
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Research and Evaluation Center, John
Jay College (CUNY)
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March 2018 Participant List



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Ellissa Collier

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Erin Crawley-Woods

Movement for Mercy Leadership Team
Keshet/Dickinson College
Carlisle, PA

Matthew Cuban Hernandez

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Street Poets
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Matt D'Arrigo

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The Clare Rose Foundation
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Rachel Dahill-Fuchel

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Support and Arts Coordination
NYC Department of Education – D. 79
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Franke Center for the Arts
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Hasan Davis

Artist/Advocate
Paint Lick, KY

Phoebe Dickson

Filmmaker
"Like Any Other Kid"
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John Dixon

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New York, NY

Ebonie Dixon

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Zephyr Ann Doles

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The Andrew W. Mellon Foundation
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Chris Fisher

President
Spinnaker Government Relations
Washington, DC

Paul Flores

Theater Maker/Educator
San Francisco, CA

Felipe Franco

Deputy Commissioner
Administration for Children's Services
New York, NY

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Carnegie Hall
New York, NY

Elliot Gann

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Youth Art & Self Empowerment Project
Philadelphia, PA

March 2018 Participant List



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Los Angeles County Arts Commission
Los Angeles, CA

Cydney Gray

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Community Supervision
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Lineage Project
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CultureThrive & Creative Youth
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Oakland, CA

Martha O'Connell

Teaching Artist and Youth Advocate
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NeON Director
NYC Department of Probation
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Austin Classical Guitar
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Public Health
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Cristina Pacheco

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Robert F Kennedy Human Rights
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Jiovanih Parker

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Senior Policy Advisor
Department of Probation
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Phi Pham

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Building Beats
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Sokeo Ros

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Everett Company
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Kaile Shilling

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Elizabeth Powers

Director of Youth Justice
Children's Defense Fund
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Kristin Sakoda

Executive Director
Los Angeles County Arts Commission
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David Shookhoff

Director of Education
Manhattan Theatre Club
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Theron Pride

Special Counsel on Justice Initiatives
Mayor's Office of Criminal Justice
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Laura Satkowski

Research Analyst
Metis Associates
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Michael Skolnik

CEO
The Soze Agency
Brooklyn, NY

March 2018 Participant List



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Center for Nuleadership on Urban
Solutions
Brooklyn, NY

Rodney Smith

Chairman of the Bronx Stakeholder
Group/Probation Officer
NYC Department of Probation
Bronx, NY

Magda Spasiano

Program Manager, DYS Arts Initiative
Commonwealth Corporation
Watertown, MA

Junius Squire

Youth Representative
Queens, NY

Mark Strandquist

Creative Director
Performing Statistics Project
ART 180
Philadelphia, PA

Mi'Jan Celie Tho-Biaz

Oral Historian/Educator
Voces de Libertad Poetry Program
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Mark Treskon

Research Associate
Urban Institute
New York, NY

Jonatan R. Trimino

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Community Mediation Services
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Ella Turenne

Assistant Dean for Community
Engagement
Occidental College
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Isaias Umali

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Carnegie Hall
New York, NY

Ebony Walcott

Program Assistant
Artistic Noise
New York, NY

Scott Ward

Executive Director
Armory Center for the Arts
Pasadena, CA

Tarik Ward

Director, Music Programs
ELMA Philanthropies
New York, NY

Seth Weiner

The Open Philanthropy Project
New York, NY

Amir Whitaker

Founder/Director
Project KnuckleHead
Los Angeles, CA

Megan White

Deputy Director of Programs
New York State Council on the Arts
New York, NY

Josie Whittlesy

Executive Director
Drama Club
New York, NY

Ade Williams

Associate Director of Community
Programs
Apollo Theater
New York, NY

Sabria Williams

Executive Director
Creative Acts
Los Angeles, CA

Cortez Williams

Associate
Free Write Arts & Literacy
Chicago, IL

Brandon Williams Wilson

Student Alumni
Mural Arts of Philadelphia
Philadelphia, PA

Taqiy Witter

Youth Representative
Free Verse
Bronx, NY

Dennie Palmer Wolf

Principal Researcher
WolfBrown
Cambridge, MA

Doug Wood

Program Officer, Youth Opportunity
and Learning
The Ford Foundation
New York, NY

Khasiem Woton

Youth Representative
Queens, NY

Curtis Young

Executive Director
Artistic Noise
New York, NY

Mayra Zaragoza

Young Warriors Program Director
Tia Chucha's Centro Cultural and
Bookstore
Mission Hills, CA

Dominique

Youth Representative
New York, NY

Mitchell

Youth Representative
New York, NY



ABOUT CREATE JUSTICE

In January of 2016, a conversation around the intersection of arts and youth justice led New York-based Carnegie Hall and Los Angeles-based Arts for Youth Network (AIYN) to host *Create Justice*. Intended as a three-part, yearlong exploration among an invited cross-section of adult and youth thought leaders, practitioners, policy makers, advocates, and funders, we aim to discover potential actions this emerging field can take together.

Act 1 took place in New York in March 2017 and was grounded in asking questions. With artistic and thought-provoking instigations, we explored themes of Community, Agency, Social Incubator, and Creativity with a goal of sourcing meaningful questions that could guide us forward. From this process we distilled one question: *"How do we artistically co-design youth-centered systems whose outcomes are justice?"* Inherent in this question is the combination of young people and mentors, art as central to the process of finding solutions, and requirement of justice as the end product.

In September 2017 we came together for Act 2 in Los Angeles. The first day was spent engaged in arts activities with youth who are incarcerated in LA's new Campus Kilpatrick facility – a restorative model of youth detention. We came face to face with the challenges and contradictions of a youth-centered, restorative detention facility. Those who work in the system recognize the importance and immediate need for a more progressive, supportive environment for young people who are locked up. However, this experience pushed us deeper into a collective conviction that a "system whose outcome is justice" does not include youth incarceration at all. We also initiated a "Youth Leaders" track, where young people from around the country spent a day exploring systemic bias and the role of the arts in prevention, intervention, and restoration. Adults and youth leaders came together on day 2 to share what they had learned, and to wrestle with what it all meant in finding collective next steps.

In this Act 3 of the Forum series, partners from across sectors and states will come together to transition from inquiry into action. Young people have been hired as youth representatives on the planning team for the forum, specifically to design a youth networking event and invite other young people to participate throughout *Create Justice*. In addition, feedback from participants advanced two core priorities – peer learning (sharing best practices, exploring shared challenges, and building relationships), and policy (legislative advocacy, campaigns, and organizing). Deeply connected to both of these is the need for research that can contribute to shared understanding, drive both the establishment of best practices around arts and young people, shift the narrative, and change policy.

Our time together includes a concert in Carnegie Hall's Stern Auditorium, bringing music and art created by people impacted by the criminal justice system into the Hall for the very first time. The Forum will also combine provocations to spark ideas and inspire collective action, with focused time to map out next steps and strategies for how to continue the momentum of this incredible group. We seek to hold space for relationship building and collective questioning, as well as action and concrete next steps. Some of you will be joining us for the first time, while others will have been with us for one or both of the previous gatherings. Whether you are bringing a fresh voice, new eyes and energy to this gathering, or bringing shared experiences, wisdom, and learning, we're excited to be coming together.

WHAT'S NEXT?

The goal of Create Justice is to foster a creative community of young people and adults that imagine, create, and come together to initiate change in our social contract. This is a community that utilizes and expands the power of the arts as a core method to understanding and changing inequity. Create Justice will be the container (a gathering and supportive space) for collective action to emerge. As founding partners, Carnegie Hall and AIYN commit to hold the space, reflect back, and confirm group wisdom and priorities, while offering support to an expanded cohort of diverse voices, organizations, and leaders. As we transition from exploration and planning, and into collective action, our hope is that Create Justice will become a platform that affirms creativity as the cornerstone of liberation and wellbeing for all young people.

WORKING GROUPS

As Create Justice shifts from the planning and exploration phases, and into action, the work will continue over the course of the next year in three ways:

1. **A Gathering** where inspiration and art meet collective action. This large group gathering will showcase new art and provide a space to brainstorm, test ideas, hear different perspectives, and generate and find consensus. Time in working groups of peer learning, policy and research will focus on specific topics and action items, while remaining open to new ideas.
2. **Dedicated Action Groups** in peer learning, policy, and research will work all year as smaller teams formed from the larger gathering. These teams, made up of young people and adults, will participate in monthly conversations to share, report, and advance the goals identified by the larger collective and take action on specific initiatives. Involvement in an Action Group means stewarding collective priorities, committing to moving ideas forward, and sharing tangible results at the Annual Gathering.
3. **A Leadership Cohort**, comprised of a diverse body of members that bring specific field expertise to peer learning, policy and research. There is also full intention to include mentorship of younger members into leadership. This Cohort will facilitate the monthly calls, plan and lead the annual gathering and work groups, and serve as a point of contact for moving the policy, research, and peer learning conversations forward. The Leadership Cohort also commits to an annual retreat to ensure that the different groups are communicating and coordinating.

FUNDING AND SUPPORT

Create Justice is a unique gathering, and an ambitious one. Carnegie Hall and AIYN are committed to raising funds to support the collective gathering space as originally envisioned and intended – one that is comprised of committed, innovative leaders, and also inclusive and supportive of those who share their time and expertise. Travel, lodging, and meals to gatherings are covered so that we are minimizing obstacles or potential barriers for participation. Artists are paid for their art. Young people are supported so they can participate on the same footing with adults. Recognizing the value of time and expertise contributed to this effort, additional funds will support the Leadership Cohort and Action Groups.

ABOUT CREATE JUSTICE

New York-based Carnegie Hall and the Los Angeles-based organization Arts for Incarcerated Youth Network (AIYN) lead **Create Justice: A National Discussion on Arts and Justice**. Create Justice is a national initiative focused on the intersection of arts and juvenile justice. A series of three forums bring together adult and youth thought leaders, artists, representatives from non-profit and government agencies, and policymakers from across the U.S., with the aim of developing collective impact strategies to help our most at-risk children reach their full potential through opportunities in the arts.

ABOUT THE FORUMS

Act I: SETTING THE SCENE

March 23-24, 2017
New York City

Artists, policymakers, funders, activists, researchers, leaders from nonprofit organizations, and government agencies gathered for panel discussions, artistic performances, and group cross-sector conversations that provoked guiding questions with the aim of developing collective impact strategies to support young people, their families, and their communities through engagement in the arts.

Act II: SHAPING THE IDEAS

September 25-26, 2017
Los Angeles

Forum participants further refined collective ideas and priorities as they moved towards crafting a national plan of action. Participants were immersed in Los Angeles' new youth detention facility, the Campus Kilpatrick project, and stakeholders worked side by side with young people. With forum activities taking place at the Armory Center for the Arts, Create Justice also hosted a pop-up exhibit, featuring works by renowned artists and youth in detention facilities from across the country.

Act III: COLLECTIVE ACTION

March 11-13, 2018
New York City

Partners from across sectors and states come together to instigate ideas and inspire collective action centering on policy, research, and peer learning, while working side by side with young people to leverage the power of the arts. This third forum kicks off with a concert, *A Time Like This: Music for Change*, in Carnegie Hall's Stern Auditorium/Perelman Stage that will feature young people from across New York City, sharing the stage with celebrated artists. This concert includes music and art developed in justice settings.

LOCATION

Resnick Education Wing at Carnegie Hall
154 West 57th Street (between 6th and 7th Avenues)
New York, NY

SCHEDULE OVERVIEW

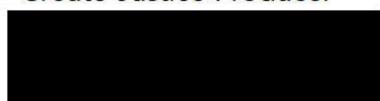
*See page 4 for detailed agenda

Sunday, March 11	Monday, March 12	Tuesday, March 13
2:00 PM – 2:45 PM Pre-Concert Welcome/Registration *Remarks at 2:30 PM	9:00 AM – 5:00 PM <i>Instigating & Inspiring Action</i> Presentations, large and small group working sessions	9:00 AM – 4:00 PM Continued working sessions
3:00 – 5:00 PM <u>A Time Like This: Music for Change</u> Concert at Carnegie Hall		
5:00 – 7:00 PM Post-Concert Reception	5:00 – 7:00 PM <i>Speak the Truth, Connect the Youth</i> Open Mic and Networking	

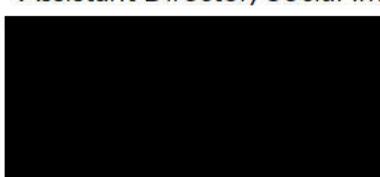
*Morning coffee and lunch will be provided on Monday and Tuesday. Light refreshments will be available at the reception on Sunday evening, March 11, 2018 and during the networking session on Monday evening, March 12, 2018.

CARNEGIE HALL CONTACT INFORMATION

Amy Kirkland
Create Justice Producer



Ayanna Cole
Assistant Director, Social Impact Programs



CARNEGIE HALL CONCERT & RECEPTION

Sunday, March 11, 2018

2:00 PM Pre-Concert Welcome & Registration at Carnegie Hall

**Light refreshments and coffee served, cash bar; concert tickets distributed*

**Please arrive by 2:45 PM to pick up your concert ticket; after that time they will be held at the Carnegie Hall box office.*

Location: The Rohatyn Room at Carnegie Hall; Enter through the Weill Recital Hall lobby on 57th St near Seventh Ave, to the east of the Carnegie Hall marquee

3:00 PM *A Time Like This: Music for Change* Concert at Carnegie Hall

Location: Stern Auditorium/Perelman Stage

5:00 PM Post Concert/Create Justice Reception

Location: The Weill Terrace Room

Entrance at 881 Seventh Avenue, 9th Floor

ABOUT THE CONCERT

Welcome to the opening of Create Justice, where young people from across New York City join a cast of award-winning artists including Rhiannon Giddens, Toshi Reagon, Young Paris, Carrie Compere, Ro James, and emcee Lemon Andersen, to showcase the power of music and art, bring people together, and fight for change.

Through its education and social impact programs and partnerships, Carnegie Hall's Weill Music Institute (WMI) works each year with New York City program participants in kindergarten through adulthood, and in partnership with countless organizations and city agencies. On this afternoon's program, we hear 14 new songs selected from the 600 songs written across these programs and partnerships, along with several covers of influential songs from the 1960s. The concert is a part of a citywide festival: *The 60's: The Year That Changed America*.

The concert includes performances, poetry and visual art created by teens and adults who are currently incarcerated or have been impacted by the criminal justice system, and marks the first time this music and art is being performed on the Carnegie Hall main stage. Enjoy this performance from an artistic community of people who inspire, encourage, and celebrate the fight for equal rights, economic empowerment, and peace.

AGENDA

Day 1: Monday, March 12, 2018

8:30AM Coffee/Check-In

9:15 AM **Welcome/Setting the Stage**

10:00 AM **Morning Instigations**

10:05 AM	Ella Turenne <i>Occidental College</i> Pasadena, CA	"Lyrics on Lockdown: Bringing Together Youth from the Inside and Outside" Presentation
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10:30 AM	Amir Whitaker <i>Project KnuckleHead</i> Los Angeles, CA	"The Development and Evaluation of B.E.A.T. Buddz: A Music Exchange and Socio-Emotional Learning Program" Presentation and roundtable discussion
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10:50 AM **BREAK**

11:10 AM	Ryan Keesling <i>Free Write Arts & Literacy</i> Chicago, IL	"Mitigating Evidence: Shifting the Narrative About Criminalized Youth" ; presentation and discussion with young people from Free Write
----------	--	---

11:35 AM	Jamie Hand <i>ArtPlace America</i> New York, NY	"Engaging Youth in Research and Practice on Creative Place-making & Community Safety" Presentation & roundtable discussion
	Mark Treskon <i>Urban Institute</i> New York, NY	

12:00 PM **LUNCH & NETWORKING**

1:00 PM **Interactive Showcases**

**These presentations will occur simultaneously in breakout rooms. Participants may rotate through the rooms and experience both presentations.*

Mark Strandquist <i>Performing Statistics/ART 180</i> Richmond, VA	"Can virtual reality help close youth prisons?" Film and interactive virtual reality
---	--

Dr. Elliot Gann <i>Today's Future Sound</i> Oakland, CA	"Therapeutic Beat-Making & Applications of Hip Hop" Demonstration and interactive activity
--	--

2:00 PM Working Groups – Policy, Research, Peer Learning

4:30-5:00 BREAK

5:00 PM "Speak the Truth, Connect the Youth"

Open Mic and Networking

*Light food served; DJ

Young New Yorkers New York, NY	CATCHING KINDNESS: Visions for Neighborhood Policing
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Girl Vow New York, NY	A Youth's Perspective: How Justice Relates to Me
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Street Poets, Inc. Los Angeles, CA	Narratives from young people
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7:00 PM End Day 1

DAY 2: Tuesday, March 13, 2018

8:30 AM Coffee/Check-In

9:00 AM Welcome and Day 1 Recap

9:25 AM Working Groups resume (same locations as Day 1)

11:30 AM LUNCH/EXTENDED NETWORKING

12:00 PM Interactive Showcases

*These presentations will occur simultaneously in breakout rooms. Participants may rotate through the rooms and experience multiple presentations.

Victoria Mills VSM Productions New York, NY	"Like Any Other Kid" What do we need to do to help youth help themselves? Short film and discussion
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Paul S. Flores Oakland, CA	"PLACAS: Second Chances Through Theater and Healing" Short film and discussion
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Meleanna Meyer Maka Walu Productions Honolulu, HI	"Re-imagining Healing from Trauma through the Lens of Indigenous Art and Culture" Presentation & participatory art/storytelling project
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1:00 PM **Sharing Our Stories** (share out from working groups)

2:30 PM **BREAK**

2:50 PM **Afternoon Instigation**

	Mi'Jan Celie Tho-Biaz Oral Historian/Storyteller Santa Fe, NM	"Voices de Libertad Poetry Program" Presentation
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3:10 PM ***Where do we go from here?***

3:45 PM **Collaborative Closing**

4:00 PM ***End of Day 2***

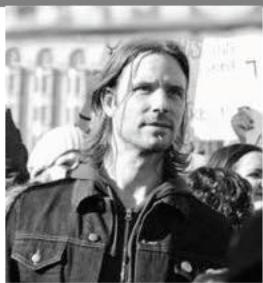
Instigator Bios



Ella Turenne is an artist, activist, entrepreneur and Assistant Dean for Community Engagement at Occidental College. Ella's work has been published in various anthologies including Letters from Young Activists: Today's Rebels Speak Out, Check the Rhyme: An Anthology of Female Poets and Emcees (nominated for a 2007 NAACP Image Award) and Woman's Work: The Short Stories and most recently in "Turning Teaching Inside Out." She has worked for over 10 years with Inside-Out Prison Exchange Program and was a member of the Blackout Arts Collective where she participated in Lyrics on Lockdown, a national tour where she performed and facilitated workshops educating communities about the prison-industrial complex. Ella is completing a forthcoming book on the intersection of Black identity, art and incarceration to be published by Peter Lang Publishing. For more info, visit ellaturenne.com.



Amir Whitaker is an educator, author, and civil rights lawyer. He is the founder and volunteer director of [Project KnuckleHead](#), a nonprofit organization empowering youth through music, art, and educational programs since 2013. Often referred to as "Dr. KnuckleHead," Amir was introduced to the criminal justice system as a child when he visited both his mother and father in prison. At age 15, Amir himself was arrested and entered the juvenile justice system. Problems at school eventually led to him being expelled. Despite these hardships, Amir went on to complete five college degrees. As a lawyer referred to as a "civil rights and education stalwart" by the Daytona Times, Amir has negotiated settlements and policy changes that have improved the lives of thousands of youth across the country. Amir is currently a staff attorney with the [ACLU of Southern California](#). At the Southern Poverty Law Center, Amir worked on a class action lawsuit on behalf of incarcerated youth receiving inadequate education, mental health, and rehabilitation services. Within the Juvenile Division of the Miami-Dade County Public Defender's Office, Amir represented incarcerated youth and developed training materials. He has taught varying grade levels and in different educational settings for over a decade, and has held teaching certifications in Florida, California, and New Jersey. He has delivered keynote speeches to thousands, and written for leading publications across the country, including TIME Magazine. Amir's recently released autobiography has been featured on [ABC News](#) and in [The New Yorker](#). Amir is the current board chair for the [Arts for Incarcerated Youth Network](#) in Los Angeles, a collaborative of 12 organizations providing arts programming to incarcerated youth throughout the county. He received his doctorate in Educational Psychology from the University of Southern California, Juris Doctorate from the University of Miami, and his bachelors from Rutgers University.



Ryan Keesling is an artist and educator with Masters degree in Education from Northwestern University, and is the founder of Free Write. Since 2000, Ryan has been designing and implementing literacy and arts programming with incarcerated, court involved, and criminalized youth. Ryan is also an accomplished musician and DJ and has toured the world in that capacity.



Jamie Hand brings a background in landscape architecture, project management, and grant making to her role as ArtPlace's Director of Research Strategies. Previously, she served as a Design Specialist at the National Endowment for the Arts, where she launched and managed Our Town - the agency's signature creative place-making grant program - and oversaw the Mayors' Institute on City Design and the Citizens' Institute on Rural Design programs. Jamie also worked closely with the Hurricane Sandy Rebuilding Task Force to develop the Rebuild by Design competition brief and team selection. Prior to her federal service, Jamie was Program Director at the Van Alen Institute in New York where she led large-scale design competitions focused on building social, economic, and ecological resilience for Gateway National Recreation Area (Envisioning Gateway) and the Lower Mississippi River Delta (Changing Course). Jamie started her career in the Bay Area as a research assistant and project manager for public artist Topher Delaney. Jamie is coeditor and author of Gateway: Visions for an Urban National Park (Princeton Architectural Press, 2011), and currently serves on the board of IOBY. Jamie holds degrees from Princeton University's School of Architecture and the Harvard Graduate School of Design.



Mark Treskon, Ph.D., is a research associate in the Metropolitan Housing and Communities Policy Center at the Urban Institute, where he is involved with research on affordable and subsidized housing programs and policies, regional demographic and economic change, creative place-making initiatives, and financial interventions for low-income consumers. Dr. Treskon has published peer-reviewed articles and book chapters on community-based planning, home lending policy advocacy, and the arts economy. Treskon has a PhD in Sociology from New York University, a Master's in Urban Planning from the University of Toronto, and a Bachelor's in Geography from the University of Chicago.



Mi'Jan Celie Tho-Biaz, Ed.D., is an oral historian, multicultural educator and community scholar. In 2017 Mi'Jan Celie was honored as "10 Who Made a Difference" by The Santa Fe New Mexican for her oral history work with detained youth, and her cultural work practice was recognized by The Rockefeller Foundation, and THE Magazine. Mi'Jan Celie has been a Visiting Scholar at Columbia University's Interdisciplinary Center for Innovative Theory and Empirics; Spring 2017 Documentarian-In-Residence with the Institute of American Indian Art's Essential Studies Department; and the Steinem Initiative lead designer and facilitator for the 2016 public policy digital storytelling and documentation pilot project with women organizers who labor for reproductive justice, at Smith College. Mi'Jan Celie's deepest passion resides in stories: writing, gathering, amplifying and uncovering narratives of personal transformation and community social change.

LEAD FACILITATOR



Marc Bamuthi Joseph is an inaugural recipient of the Guggenheim Social Practice initiative, and the United States Artists Rockefeller Fellowship. He is also the winner of the 2011 Herb Alpert Award in Theatre, and an inaugural recipient of the Doris Duke Performing Artist Award. He is the founding Program Director of the nonprofit Youth Speaks, and is a cofounder of Life is Living, a national series of one-day festivals designed to activate under-resourced parks through hip hop arts and focused environmental action. The artistic response to these festivals, a dance theater work called 'red black and GREEN: a blues' was nominated for a Bessie award, and the filmed version is a part of the exhibition catalog of the Smithsonian Museum of African American History. Joseph recently premiered the Creative Time commission Black Joy in the Hour of Chaos (2015) in New York's Central Park, and is currently completing a new work with Bill T. Jones for the Opera Philadelphia while serving as Chief of Program and Pedagogy at Yerba Buena Center for the Arts in San Francisco. His latest evening length work, /peh-LO-tah/, was commissioned by the John F. Kennedy Center for the Performing Arts, and premiered at the Yerba Buena Center for the Arts in November 2016.

WORKING GROUPS

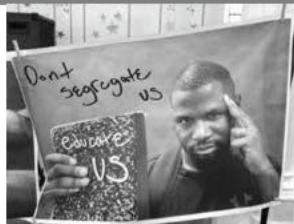
During this Forum, participants will engage in working groups centered on peer learning, research, and policy. Each group will discuss and prioritize themes and current practice in the field, brainstorm ideas for future action, and make recommendations for continued exploration.

PEER LEARNING

Facilitators: Michael O'Bryan and Kaile Shilling



Kaile Shilling is the Executive Director of the Arts for Incarcerated Youth Network (AIYN) -- an interdisciplinary collaborative of ten member organizations that provides arts programming to youth in detention facilities in order to build resiliency and wellness, eliminate recidivism, and transform the juvenile justice system. Kaile brings over fifteen years experience working in and with nonprofits, particularly those focused on building strong young people.



Josh Glenn is a poet, a mentor, and Co-founder of the Youth & Self-Empowerment Project (YASP). Josh started working with YASP in 2005 when he was locked up and charged as an adult at the age of 16. Josh participated in the art and poetry workshops that YASP holds in the Philadelphia county jails every weekend. Josh was released from the county jail in 2007 when his case was dismissed and started working with YASP as a youth organizer. Since then, Josh has spoken on dozens of panels about youth being charged as adults and his experience with being charged as an adult. Josh has also spoken to many audiences about the school to prison pipeline and structural violence and how it is connected to mass incarceration. Josh is currently on the YASP Leadership Team and is training young people to be leaders. He is truly dedicated to ending mass incarceration and abolishing youth prisons.

POLICY

Facilitators: Sarah Bryer, Matt D'Arrigo, and Michael Howard



Sarah Bryer is the President and Executive Director of the National Juvenile Justice Network (NJJN), which leads a movement of state-based advocacy organizations and individuals that all seek the fair treatment of youth in trouble with the law. NJJN creates change through policy reform, public education and base-building. Sarah has been working to achieve a better U.S. justice system for twenty-five years. Prior to joining NJJN, Sarah was the Director of Policy and Planning at the Center for Alternative Sentencing and Employment Services (CASES), an alternative-to-incarceration program serving more than 10,000 misdemeanor and felony-level, court-involved youth and adults per year. She worked at the Center for Court Innovation where she started the Bronx and Queens drug courts, and subsequently was the Manager of Youth Programs, where she initiated one of New York City's first Youth Courts in Red Hook, Brooklyn. Sarah was a restorative justice mediator for court-involved youth in California and an appellate investigator for adults on death row. She received a bachelor degree with honors and distinction in anthropology from Stanford University and a Master in Public Policy from the John F. Kennedy School of Government at Harvard University.



Matt D'Arrigo is an Advocate, Advisor, and Change-Agent in the Creative Youth Development space. He works with the Clare Rose Foundation as Director of their Creative Youth Development Initiative and is also on the Leadership Team for Art=Opportunity at Centre Artes at Cal State San Marcos, leading and co-producing an annual Youth Summit focused on Youth Voice and Social Justice. He is also Founder and former CEO of A Reason To Survive (ARTS), a nationally recognized Creative Youth Development organization in National City, CA, offering a wide range of multidisciplinary arts education classes, workforce development, creative community development, and social services to youth 11-22 years old.



Michael Howard currently serves as a commissioner of Congresswoman Eleanor Holmes Norton's Commission on Black Men and Boys in D.C. In this leadership role Michael helps present Action Plans to the Mayor and City Leaders on how to address local systemic unemployment, drug abuse, education and criminal justice issues plaguing the black community. Michael has been a National Youth Justice advocate for over 5 years speaking, strategizing, and lobbying with government leaders, community organizers, and national reform efforts. As a founding member of the Annie E. Casey Foundation, Juvenile Justice Strategy Groups' Youth Advisory Council, Michael has a diverse and wealth of advocacy and policy experience from paneling OJJDP national webinars to drafting juvenile justice reform recommendations to the Attorney General. On a local level, Michael focuses on issues of fathering and parenting in the District of Columbia. Nationally, he advocates investments in alternatives to incarceration and probation case planning transformation. Michael believes that a system should not be a single "One Stop Shop" for juvenile services, and that they should instead serve as a broker for coalition building and community collaboration.

RESEARCH

Facilitators: Eddie Bocanegra and Jeffrey Butts



Eddie Bocanegra joined Heartland Alliance in June 2017 as Senior Director of READI Chicago. In this role, he oversees the management and implementation of the evidence-based and trauma-informed program to reduce gun violence and promote safety and opportunity. As a pioneer in the field, Mr. Bocanegra brings years of experience in community-based organizations and programs created to address trauma and build resiliency among those most impacted by violence. Most recently, he served as Executive Director for the YMCA of Chicago and was responsible for programs that focused on trauma informed approaches such as Urban Warriors and Bridging the Divide.



Jeffrey A. Butts (Ph.D., University of Michigan) is director of the Research and Evaluation Center at John Jay College of Criminal Justice, City University of New York (CUNY). Previously, he was a research fellow with Chapin Hall at the University of Chicago, director of the Program on Youth Justice at the Urban Institute in Washington, DC, and senior research associate at the National Center for Juvenile Justice. He earned the Ph.D. from the University of Michigan.

ABOUT THE ORGANIZERS

The Arts for Incarcerated Youth Network (AIYN) is an organization that provides structure and coordination for the collaborative work of community-based arts education organizations serving youth in the Los Angeles County juvenile justice system in order to provide alternatives to incarceration, build resiliency and wellness, eliminate recidivism, and transform the juvenile justice system. AIYN is the only arts collaborative that works with incarcerated youth in California, serving as the coordinator for a grassroots variation on the collective impact model. Art disciplines include creative writing, spoken word, visual arts, theater, and music programming. We believe the arts are a foundational strategy and tool for youth wellness, empowerment, and expression, and can change public perceptions around system-involved youth.

AIYN member organizations include The Actors' Gang, Armory Center for the Arts, artworxLA, Boyle Heights Arts Conservatory, Dance for Healing, Gay Men's Chorus of Los Angeles, Jail Guitar Doors, Rhythm Arts Alliance, Street Poets Inc., The Unusual Suspects Theatre Company, and WriteGirl/Bold Ink Writers.

Carnegie Hall's Weill Music Institute (WMI) produces an extraordinary range of music education and social impact programs each season that extend far outside the physical walls of our concert halls. These programs reach over half a million people in New York City, across the US, and around the globe each year. WMI is driven by a belief in the power of every individual's creative capacity, and aim to inspire discovery and encourage personal growth in all its programs.

Carnegie Hall is committed to fostering the future of music and the leaders of tomorrow, and to making these opportunities available to all young people across New York City. In particular, WMI has demonstrated a sustained commitment to creating opportunities for young people in the justice system to thrive while promoting the integration of arts programming in justice settings for youth and adults. These programs encompass artistic projects, partnerships with government agencies and other non-profit organizations, and commissioned research to demonstrate the power of music and art in the lives of young people and in justice reform.

Create Justice is a program of Carnegie Hall's Weill Music Institute and a project of the Arts for Incarcerated Youth Network.

AIYN partners with the Arts Integration Project with the Los Angeles County Arts Commission and the Los Angeles County Office of Probation.

Lead funding for Create Justice is provided by The Andrew W. Mellon Foundation and an anonymous donor.

Major funding is provided by Ameriprise Financial, MetLife Foundation, and The Kresge Foundation.

AIYN's Create Justice investment is supported by the Art for Justice Fund, The California Endowment, and the S. Mark Taper Foundation.



Ria Fay-Berquist [REDACTED]

Create Justice/Next Visit Question

Lisante Tim [REDACTED]
To: Ria Fay-Berquist

Mon, Mar 12, 2018 at 6:34 AM

Nick [REDACTED], Olinger Stacey [REDACTED]

"Brown Andrew (D79)" [REDACTED], Marinacci

[REDACTED], Polinsky Marie [REDACTED]

Dahill-Fuchel Rachel [REDACTED]

Hi Ria: best if you speak w Andrew and JSK students and staff as to a hS w an arts design. We will work in getting some families to chat with.

Sent from my BlackBerry 10 smartphone.

From: Ria Fay-Berquist
Sent: Monday, March 12, 2018 9:10 AM
To: Lisante Tim
Subject: Re: Create Justice/Next Visit Question
[Quoted text hidden]



Ria Fay-Berquist [REDACTED]

Thank You

Jai Nanda [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Thu, Mar 29, 2018 at 11:39 AM

Great to meet you and best of luck with your planning. Charter app attached. Feel free to reach out if I can be of help and happy to have you down for a visit whenever is convenient.

Best,
Jai

Jai Nanda | Executive Director | Urban Dove

[REDACTED] | Long Island City, New York 11101 | www.urbandove.org | Follow Us! @urbandove

Energize. Educate. Empower

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On Wed, Mar 28, 2018 at 8:17 PM, Ria Fay-Berquist [REDACTED] wrote:
Jai,

Thank you (so much) for your time and your honest reflections and feedback. Still ruminating on all of it, and getting ready to call my future orchestra director and talk about the coaching concept.

I will definitely take you up your offer to share the Word version of the UDII charter. Send it on over whenever you get the chance.

I also really appreciate your offer to help with the budget stuff. I'll have a working draft to share in the next month or so.

Looking forward to continuing the conversation, and coming to visit the school.

Very best,
Ria





Ria Fay-Berquist [REDACTED]

VERY prelim draft proposal

2 messages

Deborah McKoy [REDACTED]

To: Ria Fay-Berquist [REDACTED]

Tue, Mar 6, 2018 at 1:30 PM

Hi Ria

A ton of complications happened with my class this week pulling my attention from this but I am sending you a very draft overview of what we might do together

I am working from another proposal for this so just take what you think will be helpful.

this is sort of a collection of possible paragraphs to use for your proposal as much as one clear proposal

good luck!
deb

--

Deborah McKoy, PhD |
Executive Director
Center for Cities + Schools
University of California, Berkeley
Wurster Hall Room 322
[REDACTED]
Twitter @CitiesSchools
[REDACTED]
citiesandschools.berkeley.edu

Ria Fay-Berquist [REDACTED]

To: Deborah McKoy [REDACTED]

Tue, Mar 6, 2018 at 10:47 PM

Thank you! I will cut and paste. Much much appreciated. More to come!

[Quoted text hidden]



Preliminary Proposal to Bring the Y-PLAN Methodology to Creation of The Savanna Community Charter School in New York City

The Center for Cities + Schools (CC+S) at UC Berkeley.

Background:

CC+S's mission is to ensure that all cities, communities and schools are designed for – and with – young people to be successful in and out of school. CC+S conducts policy research, engages students in rigorous, real world project based learning, and cultivates school and community leaders to collaborate across educational and civic institutions. Our close work with school districts in New York City and the San Francisco Bay Area has led us to recognize the increasing importance for us to place greater focus and attention to the preparation, retention and on-going professional development of a high-quality teaching workforce well prepared to meet the needs of our most at risk and marginalized communities.

In our work over the past decade, CC+S bridges the fields of city planning, community development, and education to re-imagine what it takes for all students and families to succeed. To achieve systems-change, we conduct research, provide training, and facilitate collaborative policy-making between local governments, school districts and community-based organizations to help improve public education and their urban and metropolitan communities/environments. We have done so most successfully in partnership with our local school districts in New York City and elsewhere where we have been able to build on over a decade of work together to better target our resources, insights and shared priorities.

CC+S is an action-oriented think-tank and interdisciplinary initiative between the Graduate School of Education and Department of City and Regional Planning. We have been working with school districts and their community partners to bring educators, students and urban planners together to create stronger, more equitable schools and communities since 2004.

Statement of Need:

No matter where children grow up, they should have the necessary ingredients for a bright future: good schools, safe streets, places to play, and a broader community to help them succeed at every stage of life. Yet low income children in high-poverty urban neighborhoods are often cut off from many of the resources needed to support their success. The “opportunity gap” is the result, where many children and youth do not have a fair chance at achieving their potential in school, career, and civic participation. CC+S has been working to close the pernicious opportunity gap for all young people for more than a decade in New York, the Bay Area, and around the country through the award-winning Y-PLAN educational methodology, and policy research.

CC+S recognizes a key factor in structuring success for all students is better preparing teachers to address the range of educational and community related needs of students in these high poverty, under-resourced schools and communities. While teachers can't be asked or expected to "do everything" they must be given the tools and resources to create the conditions and context for meaningful learning to take place.

Over the past decade, CC+S has worked extensively with teachers and community leaders in the Bay Area and NYC. We have gained tremendous insight and a deeper understanding of not only *what* collaborative policies and practices are needed in meeting students' complex needs, but also *how* best to prepare teachers to succeed when the conditions for learning and access to opportunities and resources are so limited for their students.

- **Building Teacher Quality through the Y-PLAN educational strategy**

CC+S's award-winning Y-PLAN educational strategy is a proven form and unique opportunity to better prepare K-12 teachers to implement high quality Project Based Learning (PBL) aligned to state and national standards.

Y-PLAN's emphasis on both authentic content and 21st century competencies is an important strategy for teachers to learn to address these new state and national standards for ALL students in several important ways. Key competencies needed for high quality PBL include what is referred to as the 5 C's of Y-PLAN:

- (1) Collaborating;
- (2) Critical Thinking and Problem Solving;
- (3) Creating, Designing and Innovating;
- (4) Communicating; and
- (5) Contributing to community.

Students must now demonstrate their knowledge and skills by applying them to an authentic problem or context. For example, in the NGSS, "Science and Engineering Practices" section, students are required to develop the following skills all embedded in the Y-PLAN educational method:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Y-PLAN has evolved over the past decade as an educational strategy that uses urban planning and community development as the foundation for effective project based learning that addresses what is referred to as a double bottom line: preparing students for college, career and citizenship and building healthy, equitable and joyful communities. Moving forward, CC+S seeks

to expand the Bay Area Y-PLAN Institute for Teachers to train and build capacity of in targeted programs seeking to incorporate Y-PLAN.

Program Goals and Objectives:

CC+S's central goal for 2018-2019 is to deepen and expand professional development for Savanna School teachers and administrative leaders in through CC+S's signature Y-PLAN educational initiative.

Key objectives for 2018-2019:

- ***Objective One: Increase teacher quality in highest need schools and communities by targeting the Y-PLAN Professional Development Institute. This includes offering curriculum planning; training; site based coaching and material development to teachers in partnership with school leadership. CC+S will also provide formative program evaluation and on-going assessment evaluation strategies to document the change and adapt as needed.***

Y-PLAN is an award-winning, flexible educational strategy, preparing teachers to engage students in civic learning and urban planning and empower them to win changes in their community. CC+S plans to work with schools to develop their professional development strategies in the coming two years to support improved teacher quality and partnership-building through the use of the Y-PLAN methodology and tools.

CC+S will work with schoolteachers, principals, community members and civic leaders to use the Y-PLAN methodology and curriculum resources and toolkit, which is closely aligned with the Common Core State Standards. Increasingly around the country, Y-PLAN is also implemented as a form of civic-led work based learning aligned to the academic needs of Linked Learning education reform strategies.

Y-PLAN has been used by educators around the country to provide both a unique, project-based civic learning experience to many of the hardest to reach and disadvantaged children and youth as well as by cities to enhance youth community engagement in urban planning. Y-PLAN also offers a uniquely flexible curriculum has come to life in courses ranging from art and history to physics classes, with students providing direct input into local decisions on transportation, redevelopment, and more.

A key element of Y-PLAN is that it not only serves as an opportunity to develop relationships between students, leaders and community members but also provides important opportunities to develop rigorous and relevant curriculum for students across subject areas from social studies and language arts to science. This is an important aspect of this work as it is recognized immediately by educators as central to their core responsibility and work providing a meaningful and rigorous education for low income students of color who often feel completely disengaged and detached from traditional school and classroom approaches.

Y-PLAN is designed for teachers to adapt locally to align to the local community/district context and to maximize local resources. To support all teachers , CC+S developed an extensive set of publicly available digital Y-PLAN tools and resources. The [Y-PLAN Toolkit](#) equips educators, adult allies, and young people with the resources and “know-how” to develop and implement community development projects.

The Y-PLAN Teacher Institute will focus on building the capacity of teachers and community partners to develop meaningful and sustainable Y-PLAN projects, aligned to district strategies and academic standards, to expand the Y-PLAN experience to Savanna School teachers in NYC

Work Plan & Milestones for Savanna and Y-PLAN

Spring 2019

Y-PLAN:

- CC+S will work with **The Savanna Community Charter School** leadership to plan the Y-PLAN Professional Development Teachers Institute for teachers and to develop a Y-PLAN design process that will engage youth in the development of The Savanna School.
- All Y-PLAN partners will receive on-going digital and in person technical assistance and coaching from CC+S depending on their need and level status of implementation.
- Participating teachers will conduct 5 – 15 hour in class “road test” to learn more about the Y-PLAN implementation process and how best to adapt and utilize CC+S resources in the spring and future.
- Data collection and required documentation processes will be shared and agreed to by all partners in a Letter of Agreement

Finances:

- Professional Development Workshops: 3 two day workshops in Y-PLAN methodology.
- Monthly webinars in Y-PLAN 5 Step methodology
- Y-PLAN Project development assistance
- Assessment of Y-PLAN Savana School



Ria Fay-Berquist [REDACTED]

Report Back

Oliger Stacey [REDACTED]
To: Lisante Tim [REDACTED]

Thu, Mar 22, 2018 at 5:59 AM

Ria Fay-Berquist [REDACTED]

Of course! Ria, please let me know when you may have time for a call.

Thanks!

Stacey

From: Lisante Tim
Sent: Thursday, March 22, 2018 7:41 AM
To: Ria Fay-Berquist [REDACTED] Oliger Stacey [REDACTED]
Subject: RE: Report Back

Stacey is our Family & Community Engagement Coordinator

Stacey: can you connect w Ria?

Timothy F. Lisante

Timothy F. Lisante, Ph.D.

Superintendent Alternative Schools & Programs

NYC Department of Education District 79

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

Jamaica, NY 11435

Twitter: @d79Supt

From: Ria Fay-Berquist [REDACTED]
Sent: Wednesday, March 21, 2018 4:04 PM
To: Lisante Tim [REDACTED]
Subject: Report Back



Ria Fay-Berquist [REDACTED]

Questions/Agenda for Wednesday Visioning Sessions + 3 Quick Questions for You

1 message

Ria Fay-Berquist [REDACTED]

To: "Brown Andrew" [REDACTED]

Sat, Mar 24, 2018 at 9:27 PM

Hi Andrew,

Thank you again for setting this up. My hopes are to have Wednesday be more of a visioning session. I'll introduce myself and we can do a simple share out/icebreaker question. Then I'll give a little background on what brought me to creating the school, and introduce some of its key concepts.

Then I'll proceed with open-ended questions about students' experience with school before being locked up (or before coming to D79, with the LGBTQ students who have not been incarcerated). We might not get to all of them, but this is the list:

- Tell me a little bit about your experience with middle and high school. Where did you go to school? What do you remember about it?
- When you look back on teachers, school culture, and learning, what things in your past schools worked for you? What could have been done differently?
- Can you tell me what the transition was like when you were getting out, and coming to Judith Kaye or another school? What worked well? What could have been done differently? What didn't work at all?
- What do you think teachers need to know about a student that is coming home after being locked up?
- Is school any different now, versus before you were incarcerated?
- What do you know now that you can teach others? What do you know now that you want to learn more about?
- If you were to start a school, and you could determine everything about it, where would you put it? Where wouldn't you put it? (Draw on NYC subway map)
 - What would it look like inside?
 - Who/what would greet you when you walked in the door?
 - What time would it start and end?
 - What would being there achieve for its students?
- What does a safe school, or safe "place" mean to you? What does it look and feel like? Who is there?
- What are your hopes and dreams for yourself?
 - For your family? For any future family members (younger siblings, children, little cousins)?
- What should I have asked that I didn't ask?

For Thursday I have more specific questions about some of the school's design principles. I'll keep those as surprise questions; they'll likely be shaped by what the kids say on Wednesday. I've attached the draft principles in case I haven't shared them with you already. They're a quick read - mostly bullet points.

My quick questions:

1. How much time will I have? (hoping for 1:00 - 3:00)
2. Is there a space with a projector that I can use? If so, does it have a mac hookup or would it make more sense to bring a USB drive?
3. Where should I pick up/order lunch?

Many thanks, Andrew, once again. Please feel free to shoot any questions or feedback my way.

Very best,
Ria

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RIA FAY-BERQUIST, Ed.M.
Walton Family Foundation School Creation Fellow, High Tech High Graduate School of Education
The Partnership for Just Educators, Harvard Graduate School of Education
[REDACTED]





Ria Fay-Berquist [REDACTED]

For our call this morning

Oliger Stacey [REDACTED]
To: "Nickles Victoria" [REDACTED]

Mon, Mar 26, 2018 at 8:48 AM

Ria Fay-Berquist [REDACTED]

Hi Ria and Vikkie!

I am writing to connect you both (again) in regard to getting some family feedback for Ria while she is developing her plan for her school.

Ria and I connected this morning and the next steps would be for Ria to send Vikkie some questions that Vikkie and Ms. Woods can deliver during a parent group perhaps? Attached to this email is a description of the Savanna School and if you guys are able to discuss more about what Ria would like to hear about from families, you can come up with a set of questions.

In addition, possibly connecting Ria to Ms. Woods is another great idea since she also works with families daily and can provide some great input as well.

Thanks so much!

Stacey

From: Ria Fay-Berquist [REDACTED]
Sent: Monday, March 26, 2018 10:29 AM
To: Oliger Stacey [REDACTED]
Subject: For our call this morning

Hi Stacey,

[Quoted text hidden]

[REDACTED]



Ria Fay-Berquist [REDACTED]

D79 Incarcerated Student Data

Rosaldo Samuel [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Thu, Apr 5, 2018 at 11:28 AM

Hi Ria,

I think the best data source for you will be our program report cards. There is a lot in there. I'm attaching last school year's report cards for Passages (79X695) and East River Academy (79Q344). It doesn't pull out precisely the students who are 16 and under, but it does give you average age in each program.

Please take a look and let me know what you think.

Sam

From: Rosaldo Samuel
Sent: Wednesday, April 4, 2018 10:56:26 AM
To: Ria Fay-Berquist
Subject: RE: D79 Incarcerated Student Data

[REDACTED], Tim Bromirski, Superintendent

[REDACTED], Chris Tan, in charge of education initiatives

From: Ria Fay-Berquist [REDACTED]
Sent: Wednesday, April 04, 2018 10:12 AM
To: Rosaldo Samuel [REDACTED]
Subject: Re: D79 Incarcerated Student Data

Hi Sam,

Just wanted to send these slides over for our conversation. The first were pulled from Tim's PowerPoint (from several years ago) that I was looking at and have some demographic and student outcomes data. The second is stop and frisk data for kids under 18 per zip code and precinct, which I've been using as a proxy for where most incarcerated D79 students may be coming from/returning home to.

Thought it might be helpful as a reference.

Speak soon,

Ria

On Tue, Apr 3, 2018 at 4:57 PM, Ria Fay-Berquist [REDACTED] wrote:

Great! I will call you then [REDACTED]

On Tue, Apr 3, 2018 at 4:44 PM, Rosaldo Samuel [REDACTED] wrote:

Let's discuss tomorrow: [REDACTED]

Sent from my BlackBerry 10 smartphone.

From: Ria Fay-Berquist

Sent: Tuesday, April 3, 2018 4:39 PM

To: Rosaldo Samuel

Reply To: [REDACTED]

Subject: Re: D79 Incarcerated Student Data

Hi Sam,

Sure thing. How about 10:30? What's the best number to reach you on?

Do you know who I might contact to check on numbers from kids upstate?

Thank you!

Ria

On Tue, Apr 3, 2018, 2:47 PM Rosaldo Samuel [REDACTED] wrote:

Actually, probably is a good idea for us to talk to make sure we get you what you need. Can you talk tomorrow morning between 9 and 11 or at 4?

Sam

Sent from my BlackBerry 10 smartphone.

From: [REDACTED]

Sent: Tuesday, April 3, 2018 2:43 PM

To: Ria Fay-Berquist

Subject: Re: D79 Incarcerated Student Data

Hi Ria,

We don't have numbers for students coming from upstate, but we have it for students at Passages--which is the majority of students who are incarcerated from NYC. Let me check with one of my colleagues and get back to you.

Sam

Sent from my BlackBerry 10 smartphone.

From: Ria Fay-Berquist

Sent: Tuesday, April 3, 2018 1:12 PM

To: Rosaldo Samuel

Reply To: [REDACTED]

Subject: D79 Incarcerated Student Data

Hi Sam,

Thanks for your swift response!

I'm looking for demographic and school reentry data for under-16-year-olds leaving Passages and/facilities upstate.

Primarily which zip codes and schools they are returning to.

Also looking for those same kids' numbers around race, gender, SpEd, ELL, and what percentage are FRL (or living in poverty as NYC defines it).

If you want to jump on a call I'll be free around 4:00 this afternoon. Feel free to suggest alternate times if this doesn't work.

Thanks so much!

Ria

On Tue, Apr 3, 2018, 11:54 AM Rosaldo Samuel [REDACTED] wrote:

Hi Ria,

Let me know how I can help.

Sam

Sam Rosaldo | Director of Referral, Enrollment and Transition, District 79

NYC Department of Education, D. 79 Alternative Schools & Programs

[REDACTED] | New York, NY 10033

[REDACTED]

[REDACTED]

From: Lisante Tim

Sent: Tuesday, April 03, 2018 10:51 AM

To: Ria Fay-Berquist [REDACTED]; Rosaldo Samuel [REDACTED]

Subject: Fw: First week of April?

Ria introducing you to Sam who oversees transitions of court-involved students into HSs. Ria is looking to open an inclusive arts focused transfer school.

Thank you both.

Sent from my BlackBerry 10 smartphone.

From: Ria Fay-Berquist [REDACTED]

Sent: Friday, March 30, 2018 8:59 PM

To: Lisante Tim

Reply To: [REDACTED]

Subject: Re: First week of April?

Thank you, Tim. You're the best. I'll stand by.

Good luck with your hand surgery.

On Fri, Mar 30, 2018, 5:17 PM Lisante Tim [REDACTED] wrote:

Hi Ria: I'm having hand surgery on Monday so I'm taking off next week. I'll put u in touch w our data folks.

Sent from my BlackBerry 10 smartphone.

From: Ria Fay-Berquist

Sent: Monday, March 26, 2018 9:52 PM

To: Lisante Tim

Subject: First week of April?

Hi Tim,

Thanks for all of the connects and suggestions. I had a good call with Stacey this morning and will be following up with Vickie Nickels.

Dirk Tillotson shared one of your powerpoints with me some time ago, which has been a great rundown of some of the D79 history and student data. Do you have recent demographic and school reentry data for under-16-year-olds leaving Passages and/or time in facilities upstate that you could share with me?

Finally, are you on vacation next week? If not, could I take you out to lunch and pick your brain a bit about changes coming down the pike with Rikers' closure? I have some thoughts about a potential collaboration as well that I'd love to run by you.

Let me know what you think. If that doesn't work I'll likely be back the first week of May.

Thanks, as always!

Speak soon,

Ria

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RIA FAY-BERQUIST, Ed.M.

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The Partnership for Just Educators, Harvard Graduate School of Education

--
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PASSAGES

ACADEMY

79X695

Passages Academy

Report Card, 2016-17 SY

Summary

The District 79 quarterly reports present data on the characteristics and academic performance and engagement levels of students served in District 79 programs. They are designed to inform decision making and planning in the district. See pages 2-7 for more detailed data.

		15-16 SY	16-17 SY
General			
Principal	Yvette Baxter-Sweet		
Number of Sites	10		
Average Daily Enrollment	247		
Average Daily Attendance	195		
Average Length of Enrollment	34		
Attendance Rate	79%		
		Promotions/Graduates	
		Middle School Promotion Rate	71% 76%
		Progress Toward Graduation	
		HS Course Pass Rate	91% 89%
		Number of Regents Taken	124 218
		Number of Regents Passed	58 115
		Regents Pass Rate	47% 53%
Student Level		Retention and Transitions	
Grades 6-8	23%	Post-Attendance Rate	46% 50%
Grades 9-12	76%	Post-Attendance at Least 70%	30% 34%
Student Demographics			
		15-16 SY	16-17 SY
Female	20%		
Male	80%		
Asian	1%	Equity Among SWD	
Black	56%	HS Course Pass Rate	89% 89%
Latino	34%	Regents Pass Rate	58% 57%
White	8%	Post-Attendance at Least 70%	24% 33%
Race/Ethnicity Other	1%		
SWD	63%	Equity Among ELLs	
ELL	8%	HS Course Pass Rate	94% 91%
Gap in Enrollment	14%	Regents Pass Rate	.
Average Age	16.2	Post-Attendance at Least 70%	20% 33%

PASSAGES A C A D E M Y

79X695

All Students

	14-15 SY	15-16 SY	16-17 SY	1 Year Change	2 Year Change
Earned 5 or More Credits	48%	52%	77%	25	26
Course Pass Rate	88%	91%	89%	-2	-1
Total Number of Regents Taken	157	124	218	76%	61%
Total Number of Regents Passed	81	58	115	98%	75%
Percentage of Regents Passed	52%	47%	53%	6	4
MS Promotion	51%	71%	76%	5	12
Post-Attendance at Least 80%	18%	19%	21%	3	3

Students with Disabilities

	14-15 SY	15-16 SY	16-17 SY	1 Year Change	2 Year Change
Earned 5 or More Credits	42%	51%	75%	25	27
Course Pass Rate	86%	89%	89%	-1	1
Total Number of Regents Taken	74	60	134	123%	107%
Total Number of Regents Passed	41	35	76	117%	105%
Percentage of Regents Passed	55%	58%	57%	-2	-1

English Language Learners

	14-15 SY	15-16 SY	16-17 SY	1 Year Change	2 Year Change
Earned 5 or More Credits	50%	44%	74%	30	28
Course Pass Rate	91%	94%	91%	-3	-2
Total Number of Regents Taken	8	2	16	700%	300%
Total Number of Regents Passed	4	.	4	.	.
Percentage of Regents Passed	50%	.	25%	.	.

Notes:

Change in rates and percentages are measured in percentage points while change in numbers are measured in percentages

1 Year Change = The difference between the 16-17 SY and 15-16 SY (ex. 16-17 SY - 15-16 SY)

2 Year Change = The difference between the 16-17 SY and the average of the two prior SYs (the moving average), placing a higher weight on the most recent SY (ex. 16-17 - [15-16 SY * (2/3) + 14-15 SY * (1/3)])

79X695

Enrollment

	14-15 SY	15-16 SY	16-17 SY
Number of Students Enrolled in Program (N)	1,277	1,014	850
Average Daily Enrollment (N)	350	259	247
Average Daily Attendance (N)	242	215	195
Length of Enrollment in Instructional Days (Median)	34	31	34

Demographics & Special Needs

	14-15 SY	15-16 SY	16-17 SY
Female	25%	22%	20%
Male	75%	78%	80%
Asian	1%	2%	1%
Black	58%	56%	56%
Latino	31%	33%	34%
White	9%	8%	8%
Race/Ethnicity Other	1%	1%	1%
SWD	56%	59%	63%
ELL	7%	7%	8%
Gap in Enrollment	15%	15%	14%
Age at End of School Year (Mean)	16.3	16.3	16.2

Academic Track

Academic Track Among All Students

	14-15 SY	15-16 SY	16-17 SY
Middle School (N)	300	240	198
Middle School	24%	24%	23%
High School (N)	974	771	649
High School	76%	76%	76%

Program Attendance

	14-15 SY	15-16 SY	16-17 SY
Attendance Rate	69%	83%	79%
Attendance Rate 70% or More	74%	82%	75%
Attendance Rate 80% or More	59%	67%	60%
Attendance Rate 90% or More	40%	46%	38%

MS Student Progress Outcomes

New York State Assessment Program English Language Arts Test Results

	14-15 SY	15-16 SY	16-17 SY
N	60	64	57
Average Score	1.9	2.1	2.0
Level 1	87%	53%	63%
Level 2	13%	41%	30%
Level 3	0%	6%	7%
Level 4	0%	0%	0%

New York State Assessment Program Math Test Results

	14-15 SY	15-16 SY	16-17 SY
N	56	69	51
Average Score	1.8	1.8	1.7
Level 1	84%	86%	90%
Level 2	16%	15%	10%
Level 3	0%	0%	0%
Level 4	0%	0%	0%

Grade Level Promotion within Passages (June Decisions)

	14-15 SY	15-16 SY	16-17 SY
Eligible at end of SY (N)	91	84	72
Promoted to next grade level (N)	46	60	55
Promoted to next grade level	51%	71%	76%

HS Student Progress Outcomes

Progress Toward Graduation

	14-15 SY	15-16 SY	16-17 SY
Attempted Credits (N)	386	296	245
Average Credits Earned (Mean)	5.7	5.6	7.8
Attempted Credits among SWD (N)	217	188	157
Average Credits Earned among SWD (Mean)	5.3	5.5	7.9
Earned 5 or More Credits	48%	52%	77%
Earned 10 or More Credits	18%	14%	36%
Course Pass Rate	88%	91%	89%
Course Pass Rate among SWD	86%	89%	89%
Course Pass Rate among ELL	91%	94%	91%

Regents Exam Access and Performance among all Students

	14-15 SY	15-16 SY	16-17 SY
Took 1 or More Regents (N)	110	73	108
Passed 1 or More Regents at 65+ (N)	52	38	58
Passed 1 or More Regents at 65+	47%	52%	54%
Total Number of Regents Taken (N)	157	124	218
Total Number of Regents Passed at 65+ (N)	65	49	88
Percentage of Regents Passed at 65+	41%	40%	40%

Regents Exam Access and Performance among Students with Disabilities

	14-15 SY	15-16 SY	16-17 SY
Took 1 or More Regents (N)	52	38	66
Passed 1 or More Regents at 55+ (N)	36	24	46
Passed 1 or More Regents at 55+	69%	63%	70%
Total Number of Regents Taken (N)	74	60	134
Total Number of Regents Passed at 55+ (N)	41	35	76
Percentage of Regents Passed at 55+	55%	58%	57%

Regents Exam Access and Performance among all Students –

Local Level for SWD and Regents Level for Non-SWD

	14-15 SY	15-16 SY	16-17 SY
Took 1 or More Regents (N)	110	73	108
Passed 1 or More Regents (N)	65	42	72
Passed 1 or More Regents	59%	58%	67%
Total Number of Regents Taken (N)	157	124	218
Total Number of Regents Passed (N)	81	58	115
Percentage of Regents Passed	52%	47%	53%

Discharge Outcomes

	14-15 SY	15-16 SY	16-17 SY
Number of Students Discharged (N)	892	708	573
Transferred to DOE School/Program (N)	703	540	481
Transferred to DOE School/Program	79%	76%	84%
Dropout (N)	1	29	9
Dropout	0%	4%	2%
Transferred Out of DOE (N)	188	139	83
Transferred Out of DOE	21%	20%	15%

Transition Outcomes

Referral Center Visits among Non-HSRE Eligible Students

	14-15 SY	15-16 SY	16-17 SY
Visited a Referral Center Post-Passages (N)	4	6	7
Enrolled After Referral Center Visit (N)	2	1	1
Post-RC Visit Enrollment Rate	.	17%	14%

Post-Program Attendance among Students with Prior Attendance

	14-15 SY	15-16 SY	16-17 SY
Has Prior and Post-Program Attendance Data (N)	217	148	126
Prior-Attendance Rate	41%	40%	37%
Post-Attendance Rate	49%	46%	50%
Post-Attendance at Least 70%	31%	30%	34%
Post-Attendance at Least 80%	18%	19%	21%
Post-Attend 5+ % Points Higher than Prior	49%	45%	47%
Post-Attend 10+ % Points Higher than Prior	41%	36%	42%

Post-Program Attendance among All Students

	14-15 SY	15-16 SY	16-17 SY
Has Post-Program Attendance Data (N)	502	352	321
Post-Attendance Rate	53%	51%	50%
Post-Attendance at Least 70%	36%	34%	34%
Post-Attendance at Least 80%	25%	22%	24%

Survey Findings

Student Survey Results – Percent Favorable

	14-15 SY	15-16 SY	16-17 SY
Respondents (N)	272	266	192
Collaborative Teachers	.	63%	68%
Rigorous Instruction	.	57%	55%
Support Env - Academic Personalism	.	56%	66%
Support Env - Academic Press	.	46%	63%
Support Env - Classroom Behavior	.	43%	54%
Support Env - Guidance	.	51%	62%
Support Env - Peer Support	.	47%	58%
Support Env - Safety	.	61%	76%
Trust	.	62%	70%
Total	78%	54%	64%

Staff Survey Results – Percent Favorable

	14-15 SY	15-16 SY	16-17 SY
Respondents (N)	44	80	51
Collaborative Teachers	.	73%	74%
Effective Leadership	.	66%	71%
Rigorous Instruction	.	68%	47%
Strong Family-Community Ties	.	53%	54%
Student Support	.	77%	86%
Support Env - Classroom Behavior	.	42%	38%
Support Env - Guidance	.	72%	72%
Support Env - Social-Emotional	.	68%	75%
Trust	.	76%	74%
Total	81%	65%	66%

Suspensions

	14-15 SY	15-16 SY	16-17 SY
Principal (N)	.	.	2
Superintendent (N)	.	.	0
Total Suspensions (N)	.	.	2

79Q344
East River Academy
 Report Card, 2016-17 SY
 Summary

The District 79 quarterly reports present data on the characteristics and academic performance and engagement levels of students served in District 79 programs. They are designed to inform decision making and planning in the district. See pages 2-7 for more detailed data.

		15-16 SY	16-17 SY
General			
Principal	Tonya Threadgill		
Number of Sites	9		
Average Daily Enrollment	376		
Average Daily Attendance	195		
Average Length of Enrollment	32		
Attendance Rate	52%		
Student Level			
Grades 6-8	1%		
Grades 9-12	44%		
HSE	56%		
Student Demographics			
Female	10%		
Male	90%		
Asian	1%		
Black	55%		
Latino	35%		
White	5%		
Race/Ethnicity Other	4%		
SWD	52%		
ELL	9%		
Gap in Enrollment	46%		
Average Age	19.2		
Promotions/Graduates			
Number of HSE Grads		51	52
HSE Test Pass Rate		58%	61%
Progress Toward Graduation			
HS Course Pass Rate		66%	81%
Number of Regents Taken		145	149
Number of Regents Passed		36	59
Regents Pass Rate		25%	40%
TABE Math Gains		53%	54%
TABE Reading Gains		55%	56%
Retention and Transitions			
Post-RC Visit Enrollment Rate		27%	56%
Post-Attendance Rate		32%	30%
Post-Attendance at Least 70%		18%	20%
		15-16 SY	16-17 SY
Equity Among SWD			
Number of HSE Grads		7	7
HS Course Pass Rate		65%	84%
Regents Pass Rate		32%	39%
Post-Attendance at Least 70%		15%	25%
Equity Among ELLs			
Number of HSE Grads		.	.
HS Course Pass Rate		66%	87%
Regents Pass Rate		17%	.
Post-Attendance at Least 70%		11%	0%



79Q344

All Students

	14-15 SY	15-16 SY	16-17 SY	1 Year Change	2 Year Change
Earned 5 or More Credits	8%	21%	43%	22	27
Course Pass Rate	76%	66%	81%	16	12
Total Number of Regents Taken	139	145	149	3%	4%
Total Number of Regents Passed	47	36	59	64%	49%
Percentage of Regents Passed	34%	25%	40%	15	12
Post-Attendance at Least 80%	9%	8%	10%	2	2
Post-RC Visit Enrollment Rate	45%	27%	56%	29	23

Students with Disabilities

	14-15 SY	15-16 SY	16-17 SY	1 Year Change	2 Year Change
Earned 5 or More Credits	.	23%	44%	22	.
Course Pass Rate	75%	65%	84%	19	16
Total Number of Regents Taken	50	69	70	1%	12%
Total Number of Regents Passed	21	22	27	23%	25%
Percentage of Regents Passed	42%	32%	39%	7	3

English Language Learners

	14-15 SY	15-16 SY	16-17 SY	1 Year Change	2 Year Change
Earned 5 or More Credits	.	22%	78%	56	.
Course Pass Rate	66%	66%	87%	21	21
Total Number of Regents Taken	8	23	12	-48%	-33%
Total Number of Regents Passed	3	4	0	-100%	-100%
Percentage of Regents Passed	38%	17%	0%	-17	-24

Notes:

Change in rates and percentages are measured in percentage points while change in numbers are measured in percentages

1 Year Change = The difference between the 16-17 SY and 15-16 SY (ex. 16-17 SY - 15-16 SY)

2 Year Change = The difference between the 16-17 SY and the average of the two prior SYs (the moving average), placing a higher weight on the most recent SY (ex. 16-17 - [15-16 SY * (2/3) + 14-15 SY * (1/3)])



79Q344



Enrollment

	14-15 SY	15-16 SY	16-17 SY
Number of Students Enrolled in Program (N)	2,025	1,696	1,677
Average Daily Enrollment (N)	543	504	376
Average Daily Attendance (N)	305	231	195
Length of Enrollment in Instructional Days (Median)	38	45	32

Demographics & Special Needs

	14-15 SY	15-16 SY	16-17 SY
Female	11%	10%	10%
Male	89%	90%	90%
Asian	1%	2%	1%
Black	54%	55%	55%
Latino	31%	34%	35%
White	11%	4%	5%
Race/Ethnicity Other	2%	4%	4%
SWD	48%	50%	52%
ELL	9%	10%	9%
Gap in Enrollment	44%	45%	46%
Age at End of School Year (Mean)	19.1	19.2	19.2

Academic Track

Academic Track Among All Students

	14-15 SY	15-16 SY	16-17 SY
Middle School (N)	.	27	0
Middle School	.	25%	0%
High School (N)	512	1,065	738
High School	25%	63%	44%
HSE (N)	1,488	604	939
HSE	74%	25%	56%

Placement Level According to TABE Reading Intake Among HSE Track Students

	14-15 SY	15-16 SY	16-17 SY
Literacy Level (N)	495	414	280
Literacy Level	45%	38%	39%
Pre-HSE Level (N)	321	351	216
Pre-HSE Level	29%	32%	30%
HSE Level (N)	279	325	227
HSE Level	26%	30%	31%

Program Attendance

	14-15 SY	15-16 SY	16-17 SY
Attendance Rate	56%	46%	52%
Attendance Rate 70% or More	44%	36%	40%
Attendance Rate 80% or More	33%	28%	29%
Attendance Rate 90% or More	13%	12%	12%

HS Student Progress Outcomes

Progress Toward Graduation

	14-15 SY	15-16 SY	16-17 SY
Attempted Credits (N)	361	473	152
Average Credits Earned (Mean)	2.1	2.9	4.7
Attempted Credits among SWD (N)	169	240	81
Average Credits Earned among SWD (Mean)	2.0	3.0	4.9
Earned 5 or More Credits	8%	21%	43%
Earned 10 or More Credits	0%	3%	7%
Course Pass Rate	76%	66%	81%
Course Pass Rate among SWD	75%	65%	84%
Course Pass Rate among ELL	66%	66%	87%

Regents Exam Access and Performance among all Students

	14-15 SY	15-16 SY	16-17 SY
Took 1 or More Regents (N)	83	88	74
Passed 1 or More Regents at 65+ (N)	30	12	30
Passed 1 or More Regents at 65+	36%	14%	41%
Total Number of Regents Taken (N)	139	145	149
Total Number of Regents Passed at 65+ (N)	37	18	47
Percentage of Regents Passed at 65+	27%	12%	32%

Regents Exam Access and Performance among Students with Disabilities

	14-15 SY	15-16 SY	16-17 SY
Took 1 or More Regents (N)	29	42	36
Passed 1 or More Regents at 55+ (N)	14	15	17
Passed 1 or More Regents at 55+	48%	36%	47%
Total Number of Regents Taken (N)	50	69	70
Total Number of Regents Passed at 55+ (N)	21	22	27
Percentage of Regents Passed at 55+	42%	32%	39%

Regents Exam Access and Performance among all Students – Local Level for SWD and Regents Level for Non-SWD

	14-15 SY	15-16 SY	16-17 SY
Took 1 or More Regents (N)	83	88	74
Passed 1 or More Regents (N)	36	26	39
Passed 1 or More Regents	43%	30%	53%
Total Number of Regents Taken (N)	139	145	149
Total Number of Regents Passed (N)	47	36	59
Percentage of Regents Passed	34%	25%	40%

HSE Track Student Learning Gains and HSE Attainment

Academic Progress During the Period of Enrollment as Measured by the Test of Adult Basic Education (TABE)

	14-15 SY	15-16 SY	16-17 SY
Has 2+ TABE Math (N)	476	368	373
Demonstrated Meaningful Gains on TABE Math (N)	272	196	200
Demonstrated Meaningful Gains on TABE Math	57%	53%	54%
Has 2+ TABE Reading (N)	468	357	383
Demonstrated Meaningful Gains on TABE Reading (N)	266	196	213
Demonstrated Meaningful Gains on TABE Reading	57%	55%	56%

HSE Attainment among HSE Track Students Who Were Discharged during SY (Excludes Transfers Out of DOE)

	14-15 SY	15-16 SY	16-17 SY
On HSE Track and discharged during SY (N)	723	219	767
Earned HSE on Register (N)	95	51	52
Earned HSE on Register	13%	23%	7%
On HSE track and GE 9+ TABE Reading and Discharged (N)	188	84	172
Earned HSE among 9+ GE TABE Reading (N)	81	48	48
Earned HSE among 9+ GE TABE Reading	43%	57%	28%

Discharge Outcomes

	14-15 SY	15-16 SY	16-17 SY
Number of Students Discharged (N)	1,395	1,135	1,351
HSE (N)	95	51	52
HSE	7%	4%	4%
Transferred to DOE School/Program (N)	622	478	533
Transferred to DOE School/Program	45%	42%	39%
Dropout (N)	298	257	442
Dropout	21%	23%	33%
Transferred Out of DOE (N)	386	349	324
Transferred Out of DOE	28%	31%	24%

Earned High School Diploma after Discharge from Program

	14-15 SY	15-16 SY	16-17 SY
Local Diploma (N)	6	6	4
Regents Diploma (N)	17	14	18

HSE Test Pass Rate

	14-15 SY	15-16 SY	16-17 SY
All	.	58%	61%
Took Test in Spanish	.	.	67%
SWD	.	33%	43%
ELL	.	0%	50%

Transition Outcomes

Referral Center Visits among Non-HSRE Eligible Students

	14-15 SY	15-16 SY	16-17 SY
Visited a Referral Center Post-ERA (N)	40	30	25
Enrolled After Referral Center Visit (N)	18	8	14
Post-RC Visit Enrollment Rate	45%	27%	56%

Post-Program Attendance among Students with Prior Attendance

	14-15 SY	15-16 SY	16-17 SY
Has Prior and Post-Program Attendance Data (N)	154	159	153
Prior-Attendance Rate	31%	27%	34%
Post-Attendance Rate	31%	32%	30%
Post-Attendance at Least 70%	17%	18%	20%
Post-Attendance at Least 80%	9%	8%	10%
Post-Attend 5+ % Points Higher than Prior	29%	38%	27%
Post-Attend 10+ % Points Higher than Prior	25%	33%	18%

Post-Program Attendance among All Students

	14-15 SY	15-16 SY	16-17 SY
Has Post-Program Attendance Data (N)	406	319	333
Post-Attendance Rate	32%	30%	31%
Post-Attendance at Least 70%	19%	17%	16%
Post-Attendance at Least 80%	11%	8%	10%

Survey Findings

Student Survey Results – Percent Favorable

	14-15 SY	15-16 SY	16-17 SY
Respondents (N)	262	194	191
Collaborative Teachers	.	62%	72%
Rigorous Instruction	.	53%	50%
Support Env - Academic Personalism	.	48%	60%
Support Env - Academic Press	.	41%	64%
Support Env - Classroom Behavior	.	37%	47%
Support Env - Guidance	.	47%	62%
Support Env - Peer Support	.	40%	49%
Support Env - Safety	.	51%	64%
Trust	.	57%	73%
Total	74%	48%	60%

Staff Survey Results – Percent Favorable

	14-15 SY	15-16 SY	16-17 SY
Respondents (N)	43	14	15
Collaborative Teachers	.	63%	73%
Effective Leadership	.	66%	71%
Rigorous Instruction	.	65%	14%
Strong Family-Community Ties	.	29%	57%
Student Support	.	82%	85%
Support Env - Classroom Behavior	.	8%	15%
Support Env - Guidance	.	13%	89%
Support Env - Social-Emotional	.	66%	64%
Trust	.	75%	68%
Total	79%	52%	59%



Ria Fay-Berquist [REDACTED]

Follow-up

Derrick Johnson [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Thu, Jun 7, 2018 at 8:01 PM

Thanks for following up, Ria. And thanks for the reminder to connect with Blanca.

I look forward to continuing to connect and receiving an application from you in October.

Best,

Derrick

--

Derrick Johnson

Associate Partner

NewSchools Venture Fund

[REDACTED]
[REDACTED]
[Blog](#) | [Facebook](#) | [Twitter](#)

If you would like to schedule time for us to connect, please access my calendar at calendly.com/dj-nsvf.

From: Ria Fay-Berquist [REDACTED]
Date: Thursday, June 7, 2018 at 5:04 PM
To: Derrick Johnson [REDACTED]
Subject: Follow-up

Hi Derrick,

I am following up using my "forever" email address because our hightechhigh.org emails will be out of service, to speak, as of August 1.

It was great to talk to you on Tuesday. I shared your feedback with the team and we are very excited to apply in October. I will set up a time to talk further if I have any questions prior to that and will look forward to receiving follow-up instructions from NSVF. In the meantime, we are orienting the ship towards that destination.



Ria Fay-Berquist [REDACTED]

Sparkplug Foundation, You qualify to submit a letter of intent.

Sparkplug Foundation [REDACTED]

Reply-To: [REDACTED]

To: [REDACTED]

Wed, Jun 13, 2018 at 11:50 AM

Dear Friend,

We are happy to say that your project fits the basic criteria to take the next step in our grant application process. The next step is to submit a letter of intent which tells us a little more about your project. That helps us decide if it makes sense for you to submit a full application.

You should have automatically been directed to the letter of intent form. If you did not finish filling out the letter of intent and submitting it, you can return to it by visiting:

<http://sparkplugfoundation.org/loi>

Once you have clicked "submit" on the letter of intent form, you cannot return to it.

Best,
Sparkplug Foundation

You had mentioned that you would be happy to advocate for SEN taking us on for next year and I am sending this as a gentle reminder to connect with Blanca, per our last conversation. Katie Wright is also doing the same.

Let me know if there is anything I can do on my end.

Looking forward to continuing the conversation!

Very best, always,

Ria

--

RIA FAY-BERQUIST, Ed.M.

New School Creation Fellow, High Tech High Graduate School of Education

The Partnership for Just Educators, Harvard Graduate School of Education



Pre-Launch Membership?

Aaliyah Hodge [REDACTED]
To: Ria Fay-Berquist [REDACTED]
Cc: Jonathan Flowers [REDACTED], "Cueva, Karen" [REDACTED]

Mon, Jul 2, 2018 at 10:02 AM

Good morning Ms. Fay- Berquist

Thanks for reaching out- t I am completely open to discussing with you or your team. I am free anytime Tuesday, Wednesday, Thursday or Friday this week. But if that doesn't work we can also look into having a discussion sometime next week as well.

Best
Aaliyah Hodge
[Quoted text hidden]

--
The Coalition of Public Independent Charter Schools

[REDACTED]
Long Island City, NY 11101
[REDACTED]





Ria Fay-Berquist [REDACTED]

Assessments/Software

Jai Nanda [REDACTED]
To: Ria Fay-Berquist [REDACTED]

Mon, Sep 24, 2018 at 8:53 AM

Hi Ria,

Hope all is well with you. Start of the school year is a little crazed so apologies for the delayed response. I think we moved away from NWEA because we found the inventory took too long and did not give us the data we needed. The 180 programs are a better fit for our students and provide teachers with both better data and better instructional tools. If you want a more detailed answer, I can put you in touch with someone at the school for a quick chat about it.

I have attached our Accountability Plan from the end of our charter term. Happy to discuss how it came about, although there wasn't much to it, we basically just put it together and presented to NYSED Charter School Office folks who gave us some feedback and we were done. NYSED as a larger organization outside the Charter office never really fully accepted this officially, so it is more of a reference document than an official one.

Best,
Jai

Jai Nanda | Executive Director | Urban Dove
[REDACTED], [REDACTED] Long Island City, New York 11101 | www.urbandove.org | Follow Us! @urbandove

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On Thu, Sep 13, 2018 at 10:22 PM, Ria Fay-Berquist [REDACTED] wrote:
Hi Jai,

I hope you're well, and things and things are moving along with UDII. The Savanna School got selected for the New York City Charter Leaders Program (School Empowerment Network) so I am doing another round of charter writing and research right now.

I'm working on the assessment section and was, of course, consulting your charter in the process. Wondered about a few things:

1. After piloting NWEA, what made you land on Read 180 and Math 180?
2. Do you have a copy of the accountability plan that UD and NYSED came up with together?
3. We spoke briefly about the framework of the accountability plan but never the actual process of collaboration. I'd love to hear more about this, should you or a colleague have some time for a call next week?

Let me know what you think.

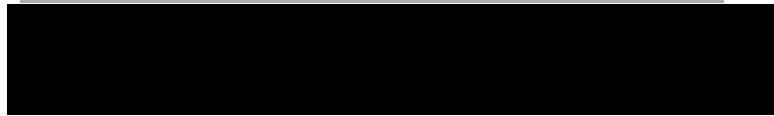
Thanks, Jai!

Very best,
Ria

--

RIA FAY-BERQUIST, Ed.M.
M.Ed., Educational Leadership

*The Partnership for Just Educators, Harvard Graduate School of Education
High Tech High Graduate School of Education 2018 New School Creation Fellow*



R-05 – Enrollment

a. Enrollment Plan

Savanna intends to open a grades 9-12 transfer high school in Manhattan's District 2. This grade configuration aligns with other schools in District 2, as well as those of Alternative School District 79. Savanna will open with 48 students in 9th grade in fall 2020 and grow by one grade per year until it reaches scale as a 9-12 high school in fall 2024. Savanna anticipates that most students in each grade will be the standard age anticipated for that grade by traditional K-12 education, but some may be one or two years older. As a school serving over age and under-credited students, Savanna will admit students who are sixteen and under for its first-year (9th grade) cohorts each year.

Savanna will actively engage in ongoing recruitment efforts to attract applicants to the school by partnering with District 79, outreach to justice-impacted families, and other youth-justice organizations. Savanna will be a small school of no more than 48 students per grade. Each grade at Savanna will have 4 sections of a maximum of 15 students each. Through more personalized instruction and increased support for students, research has demonstrated that small school environments positive effects on student achievement, particularly with students with high needs. Savanna's small community and class size are meant to assure that student receives the individualized attention necessary to ensure academic success, well-being, and help ensure their college and career readiness.

Savanna's relational model employs a uniquely community-oriented program that scaffolds towards student re-engagement. Savanna will focus heavily on culture building, beginning in the summer and extending through the initial weeks of 9th grade. Because of the unique nature of these programs, and Savanna's project-based model which relies heavily on collaboration and trust, it will be extremely difficult for a new student to catch up academically and integrate culturally mid-year. Accordingly, and in concert with other schools serving a similar student population, we are currently not planning to backfill. Though we hope to enroll a full class of 45-48 students in each grade at all times, to ensure strong financial planning we have designed our budget conservatively anticipating 20% attrition in the first year, decreasing to 10%, 5% in subsequent years, and 3% in the final year.

Savanna's leadership and Board of Trustees are committed to the success of this proposed school and have no plans to grow beyond this school at this time.

b. Target Population Enrollment

As a transfer high school serving students exiting the justice system, Savanna will attract higher than average numbers of Students with Disabilities (65% vs. 13%) and children who are economically disadvantaged (90% vs. 71%) than those of CSD 2 where we hope to locate. in 2016-17, English Language Learners in District 79's Passages Academy made up a slightly smaller than average population than the New York City-wide averages (8% vs. 9%). Regardless Savanna's numbers in all three of these categories will meet or exceed both District and citywide averages.



Regardless, Savanna will closely monitor progress at all levels our enrollment process. Savanna's Board of Directors will review recruitment and enrollment data beginning in March of the previous school year to determine if the school is tracking to meet its targets in all categories. Each monthly School Leader Report from March through December will include an update to the Board on the recruitment process – i.e., how many applications received, how many students enrolled, upcoming recruitment efforts, a breakdown of student demographics, etc. On a school level, the Director will meet with the Dean and Guidance Counselor on a monthly basis to discuss updates, upcoming opportunities for recruitment, materials, and strategies.

Savanna's recruitment will be an outreach and inreach-driven process. Savanna's staff will work directly with District 79 educators to identify students 16 and under who may be served well by our educational program and services. We will meet with students and their advocates and teachers at Passages and in the community, and begin developing relationships long before the student is released. We will partner with the family engagement staff at Passages as well, and partner with parents who are looking for schools for their children. As mentioned in 1ac and 2ab, Savanna aims to serve whole families impacted by the justice system, and parents of incarcerated students may have other children who would thrive in our supportive community.

Once enrollment begins, Savanna will hold open houses and school tours for prospective students and families. Savanna's staff will also hold information sessions for students and families at high schools, CBOs, tenant associations, community boards and community councils on education in the neighborhoods where students have disproportionate contact with the juvenile justice system (e.g., Brownsville, Cypress Hills, East New York, Far Rockaway, and Stuyvesant Heights, per Section 1ac). All presentations and materials will be presented in English and Spanish. We will emphasize that Savanna is a free, public, fully-inclusive school that is open to both regular as well as special education students, and team-taught by content-area and special educators.

It is also our hope that we may create deeper roots at Passages over time. District 79 has highlighted several of their challenges in returning students to school after leaving Close to Home (secure group home) placements, for example, are related to the dual stress of a young person doing two transitions at once; one to home, another back to school. D79 transition leadership would like to see more students who transition to school first. A bridge school model where Passages students can participate "Savanna Night School" as a way to earn credits and determine if project-based learning and Savanna's culture is something that could work for them may ease this transition and create the conditions for persistence once students return to the community.

Retention of students at Savanna is our top priority. Savanna's highly relational model is designed specifically to engage, retain and educate students with attendance patterns lower than 50% and one of the highest dropout rates in the nation. The culture and instructional model of Savanna were developed with a keen eye on retaining vulnerable students who are not on track to graduate. Advisors are the most



proactive agents for retention. They are students' first point of contact daily and monitor each student's progress, communicating with other teachers, administrators, and student support personnel informally throughout the day, and cohort-wide each week. Advisors also develop contact and relationships with families to celebrate achievements and surface issues, including attendance and tardiness, as they arise.

Savanna guidance counselors and social workers will have caseloads that do not exceed 18 clinical hours per week, giving them time to work directly with families. District 79 has noted that academic successes after incarceration are invariably correlated with strong support at home. Social workers trained in Functional Family Therapy (FFT) may collaborate with families by connecting them with resources that can alleviate some of the stressors that poverty creates for families, while also helping young people and their caregivers work through conflict and stress — including the stress the student's court-involvement may have caused for the family.

Savanna has been designed to meet the unique needs of justice-involved youth and, by way of a strengths-based model that honors knowledge gleaned from said involvement, to facilitate educational attainment relative to our students' aspirations (which research has demonstrated, as addressed in 02b, is no different than their non-incarcerated peers.¹). In the Juvenile Law Center's ESSA guidance paper, "What the 'Every Student Succeeds Act' Means for Youth in and Returning from the Juvenile Justice System," they offer this guidance:

The definition of "at-risk" youth under Title I, Part D is expanded to include youth who are at risk of being adjudicated dependent or delinquent, as well as youth who have had any contact with the child welfare system. (Note that Title I, Part D does not define what constitutes "contact" with the system.) The ESSA also adds English Language Learners to the definition. Other students previously and still considered "at risk" under Title I, Part D are those who are at risk of academic failure; have a drug or alcohol problem; are pregnant or parenting; are gang members; are at least one year behind in school; have high rates of absenteeism; or have previously dropped out.²

Savanna's model and target student population is deeply aligned with the CSP grant's goals to ensure that funds build high-quality charter schools that "support and improve academic outcomes for educationally disadvantaged students," as defined above. The CSP Grant's guidance further specify that "a charter school receiving CSP funds may use a weighted lottery to give slightly greater chances of admission to educationally disadvantaged students"; inclusive of foster youth, homeless youth, and socioeconomically disadvantaged students, as well as students with learning disabilities.³ These categories all having strong representation with adjudicated and otherwise justice-involved youth. While we will invest the bulk of our

¹ Sedlak, A.J. and Bruce, C. (2016). *Survey of Youth in Residential Placement: Youth's Characteristics and Backgrounds*. SYRP Report. Rockville, MD: Westat.

² Juvenile Law Center et al. (2016). What the "Every Student Succeeds Act" Means for Youth in and Returning from the Juvenile Justice System (Vol. 18).

³ Chinoy Dabby, N. (2015). Federal Register (114th ed., Vol. 80) (USA, Office of Innovation and Improvement, Department of Education). <http://www.federalregister.gov>



outreach efforts to building relationships with and recruiting students from justice-impacted families, we will not prevent non-justice involved youth from applying to Savanna. In the unlikely case that a lottery is needed to determine enrollment, justice-involved students (justice-involved being defined as incarceration, or commitment to a juvenile justice facility; detention, or pre-trial incarceration; arrest with or without adjudication; and community supervision) and their siblings will be afforded one extra weight (ticket).⁴

c. Student Enrollment Table

GRADE	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
9th Grade	48	45	45	45	45	13-16
10th Grade		38	36	36	36	14-17
11th Grade			34	34	34	15-18
12th Grade				33	33	16-21
TOTAL	48	83	115	148	148	

⁴ Nicoletti, C., & Rabe, B. (2014). *Sibling Spillover Effects in School Achievement*. ISER Working Paper Series, Institute for Social and Economic Research, University of Essex, Colchester.



5d. Admissions Policy

The Savanna School shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. Savanna shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school.

Per 5ac, Savanna will invest the bulk of our outreach efforts to building relationships with and recruiting students from justice-impacted families, which are described in the Juvenile Law Center's ESSA guidance paper, "What the 'Every Student Succeeds Act' Means for Youth in and Returning from the Juvenile Justice System," this way:

The definition of "at-risk" youth under Title I, Part D is expanded to include youth who are at risk of being adjudicated dependent or delinquent, as well as youth who have had any contact with the child welfare system. (Note that Title I, Part D does not define what constitutes "contact" with the system.)... Other students previously and still considered "at risk" under Title I, Part D are those who are at risk of academic failure; have a drug or alcohol problem; are pregnant or parenting; are gang members; are at least one year behind in school; have high rates of absenteeism; or have previously dropped out.¹

Savanna will not, however, prevent non-justice involved youth from applying to The School. In the unlikely case that a lottery is needed to determine enrollment, justice-involved students (justice-involved being defined as incarceration, or commitment to a juvenile justice facility; detention, or pre-trial incarceration; arrest with or without adjudication; and community supervision) and their siblings will be afforded one extra weight (ticket).

In its first year of operation, Savanna will accept applications for admission to 9th grade of which approximately 48 will be accepted. Savanna will add one grade each year, until it reaches 12th grade. In subsequent years, Savanna will accept 45 new 9th grade students. Savanna will generally will not replace students of any grade who leave the school, as discussed in 05-ac. However, if Savanna determines its programs and design will properly serve additional students, particularly if students currently have a sibling within the school, and admitting those students is otherwise consistent with achieving the school's mission, Savanna may elect to admit new students at the semester, or in years 10-12.² Such admission

¹ Juvenile Law Center et al. (2016). What the "Every Student Succeeds Act" Means for Youth in and Returning from the Juvenile Justice System (Vol. 18).

² Nicoletti, C., & Rabe, B. (2014). *Sibling Spillover Effects in School Achievement*. ISER Working Paper Series, Institute for Social and Economic Research, University of Essex, Colchester.



would be on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, and would be subject to space availability. In this event, such information will be included in the application and lottery materials and the Charter School Institute will be notified. Savanna anticipates that it will reach capacity of approximately 158 students by the 4th year of operation. Should the school experience higher attrition than anticipated, Savanna may enroll additional students to the extent supported by the school's maximum capacity.

If by the end of the summer, prior to the in-school faculty retreats, there is a shortfall in the cohort enrollment, Savanna's board will undertake a financial analysis of the impact the shortfall will have on the budget. Slight gaps in enrollment can be made up the next year by increasing the size of the incoming cohort by a few seats, if needed. One of the keys to our success will be our ability to re-engage students back into a small school environment, based on a strong sense of consistency, community and secure attachments. We have learned from other models who serve a similar student population that admitting new students in subsequent years can disrupt the trust that is the foundation of their success.

Public Lottery

Student Population and Lottery Process: Savanna is committed to serving justice-involved students, and particularly those that are at risk for academic failure, per ESSA's above mentioned definition. The School will not formally target admissions in favor of justice-involved students. This is, however, the category of students for which the school has been intentionally designed and seeks most to serve. Unless SUNY believes that such a preference would allow for CSP fund eligibility, Savanna will instead engage in intensive recruiting and communications efforts to attract justice-involved students, and their siblings.

If there are fewer applicants than open seats, all applicants will be admitted. If there are more applicants than there are open seats, a lottery will be held. Admission preference shall be granted to applicants in the following manner:

1. Siblings of currently enrolled students;
2. Justice-involved students who are under sixteen years of age;
3. Justice-involved students who are sixteen years of age;
4. Students who live in CSD 16, 18, 19, 22 or 27;
5. Students who live in New York state outside of CSD 16, 18, 19, 22 or 27

Lottery Process: In the event that the number of student applicants to Savanna exceeds capacity, a random selection lottery will be conducted by an entity unaffiliated with the school. This lottery will be held between April 2 and April 15, subject to circumstances beyond the reasonable control of the school, and all applications received on or before April 1 will be entered into the drawing. Letters announcing the date and location of the lottery will be mailed to all applicant families in both English and Spanish. The date of the lottery will also be listed on the student application. After a name is drawn from the lottery it will be posted immediately to the school's lottery board, where seats will be reserved for families who



qualify for the at risk preference. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or of their number on the waiting list. Parent/guardians of accepted students will be asked to return a postcard stating that they accept their placement.

A waiting list will be maintained of applications that were not selected from the lottery as well as applications submitted throughout the school year. These applications will be placed on the waiting list by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited.

This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to Savanna pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. However, Savanna may send an application or other information directly to families who have previously applied.

Enrollment: All admitted students will receive a Savanna enrollment packet within three weeks of the admission lottery. Savanna will encourage parents/guardians and students to sit with a school staff member to review the required enrollment papers. Parents whose first language is not English may be provided with a translator upon request. Savanna will expect all enrollment packets to be returned to the Dean within four weeks of notification of admission. Students who fail to return completed enrollment packets to the Dean within four weeks of admission will forfeit their place in the school and Savanna will replace the seat in accordance with the appropriate wait-list procedures. All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to Savanna's Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. Savanna may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at Savanna) in order to promote and ensure complete enrollment in each grade at the school. The intentional provision of untruthful information at application, admission or enrollment will entitle Savanna to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

Student transfer and/or withdrawal procedures: Savanna will be a public school of choice, both for



application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from Savanna will be asked to complete a request for student withdrawal form. Savanna personnel will offer to meet with the family and discuss their reasons for withdrawing from Savanna, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, Savanna will ensure the timely transfer of any necessary school records to the student's new school.



6. Curriculum and Instructional Design

a) Curriculum Selection and Processes

New York City is not unlike the rest of the nation in that its juvenile justice facilities have strong overrepresentation of students with special needs, and may lag several years behind in both reading levels, overall academic achievement, and thus grade level attainment.¹ This has led to strongly heterogeneous classroom groupings within juvenile justice classrooms (i.e., fourteen and sixteen year olds who both have the equivalent of ninth grade credits). Savanna's authentic, project-based learning approach will be critical to its success in serving a student population with disparate abilities and academic histories. By offering an empowering academic option for risk-inclined students wary of inauthentic, task-based learning with more opportunities and tools to deconstruct, reimagine, and design solutions to meet the needs of their communities, we believe we can disrupt the reproduction of social stratification and inequity.

Our goal will be to ensure that all students graduate with the requisite number of credits in four years. While we anticipate that many of our students will come to us having earned some high school credits, we have designed our four-year model to bolster support and build in additional time for academic and professional mastery. This will strengthen students who have experienced gaps in school enrollment, many of whom have also been diagnosed with learning disabilities. Savanna students will move together as a cohort through their four years at the school. Those who are in excess of their grade-level credits will be given earlier opportunities to begin internships and/or additional CTE training. This will also offer additional time and opportunities for students to engage in tutoring, push-in and pull out academic and SEL skill-building, and to develop a love of learning if school has not been a welcoming or desirable place in the past.

Savanna's curriculum is grounded in high-interest projects, critical thought, and distributed and reinforced student supports. We recognize that all students encompass a drive to learn and be taken seriously, and if afforded the requisite social and academic supports, along with the opportunity to direct their learning, they will take on challenging and complex work. Our model will deploy many of the already-present soft skills students from struggling communities possess, such as innovation, improvisation, and resourcefulness. Project-based work at Savanna will be interdisciplinary in nature, and require students to pull from multiple sources and fields to solve problems in their design work and, eventually, to manage and allocate resources such as time, budgets, and materials. Savanna students will share their processes publicly through cohort-based and school-wide presentations of learning (POLs), portfolio development, and ultimately, exhibitions for authentic audiences.

Savanna's projects and curriculum will be built upon the New York State Next Generation Learning Standards. Projects and embedded mini lessons will be designed within teaching partnerships consisting of one content-area educator and one special educator, and assessed and refined through a process of collegial oversight, critique, and feedback using rubrics grounded in The Standards. The multidisciplinary nature of project work at Savanna is also designed to deliberately reinforce practices and concepts shared across content areas that will aid students in accessing and retaining core knowledge and disciplinary ideas within their other courses. As students practice and gain mastery over the standards and technical tools

¹ Tannis, L. (2014). *Educating Incarcerated Youth*. Basingstoke, United Kingdom: Palgrave Macmillan.

embedded in their math lessons, science projects, humanities and design work, they will be encouraged to draw inferences based on their understandings of pattern, systems, and cause and effect.

Six of the eight science and engineering practices in the Next Generation Science Standards (NGSS), for example, are closely aligned with the design thinking process that will guide all of Savanna's project work (see instructional design tenets, below):

- Asking questions and defining problems (Empathize/Define)
- Developing and using models (Prototype)
- Planning and carrying out investigations (Test)
- Analyzing and interpreting data (Test)
- Constructing explanations and designing solutions (Ideate)

The NGSS also includes using mathematics and computational thinking; engaging in argument from evidence; obtaining, evaluating, and communicating information the first two being practices found in our Mathematics instruction, and the final category being representative of the fieldwork and research experience that will ground our students' design and project work, and ultimately, presentations of learning.

Similarly, both the ELA and Social Studies Standards (combined as a two-hour Humanities block at Savanna) emphasize meaning-making by way of use of evidence, using textual evidence as anecdote, comparison and contextualization, and also emphasize design and research methods. We will also link project-based work with the Common Core standards in informational reading and writing as well as college and career anchor standards in literacy. Technology will be utilized to support work with reader responses, double entry journals, responding to prompts, and online discussion circles. Opportunities to practice speaking and listening skills will be provided through fieldwork, apprenticeships and exhibitions (three per year).

In addition to its relevance to the 21st Century workforce, project-based learning has shown efficacy as a method that supports dynamic, fully-inclusive classrooms, as well as bolstering the confidence and metacognition of students with learning disabilities.² Special Educators on each team will use the project-planning and curriculum design process to embed structured interventions for students with IEPs and align project outcomes with IEP goals, contributing to greater inclusion throughout Savanna. Savanna will also use the guiding principles in the *Blueprint for Improved Results for Students with Disabilities* to guide our project work for all Savanna students.³

The frameworks for curriculum design will incorporate elements of our five instructional design tenets:

1. Rigorous, NYS Common Core Learning Standards (CCLS)-aligned educational program that is creative, analytical, intellectual and develops students' verbal and conceptual reasoning.
2. Design-based CTE integrations with component apprenticeships resulting in professional certifications in

² Belland, B. R., Glazewski, K. D., & Ertmer, P. A. (2009). Inclusion and Problem-Based Learning: Roles of Students in a Mixed-Ability Group. *RMLE Online*, 32(9), 1-19. doi:10.1080/19404476.2009.11462062

³ *Blueprint for Improved Results for Students with Disabilities*. (2015). Albany, NY: New York State Education Department.



graphic design, applied design, architecture, and landscape architecture.

3. High-interest project work grounded in Youth Participatory Action Research (Y-PAR), project-based civic learning frameworks, and guided by 21st century iterative design cycles: empathize, define, ideate, prototype, and test. Savanna defines project work or project-based learning as inclusive of cohort-based project teams; design-focused project-based learning; fieldwork; critique and improvement/iteration cycles; process observers and debriefs; and whole class skill-based workshops.
4. Distributed and reinforced student supports to enhance the conditions that contribute to well-being and academic success. This will include individualized instruction and structured interventions; student-led instruction; direct and differentiated instruction; skill-based groups; flexible small groups; and choice-driven book clubs as well as hybrid instruction through the use of online resources and programs. Council practice, student leadership, daily advisories, and small group and individual counseling will also be a part of our student supports.
5. Authentic opportunities for leadership and positive risk-taking through co-teaching, service learning, project leadership, fieldwork, and public speaking.
6. Healing Centered Engagement. In addition to facilitating intrinsic motivation and choice in learning for adolescents and meeting the needs of a jagged and highly dynamic achievement pattern for formerly incarcerated young people, Savanna's framework for learning generates student work compatible with a meaningful and equitable assessment process, based on the New York Performance Standards Consortium.⁴

(b) Assessment System

Performance-based assessments, portfolios and ongoing reading, writing and mathematics assessments will form the core of our academic assessment system. Student work will be collected regularly and analyzed using frameworks of reflective inquiry, and performance-based assessment rubrics aligned with the New York Performance Standards Consortium. Literacy and numeracy progress will be tracked using NWEA MAP Growth assessments. In addition to embedded assessments, daily student observations, and instructional logs, Savanna teachers will coactively analyze each student's progress and needs in weekly professional development sessions, using a portrait- style share-out of one student at a time.

Summative assessments on project work will take place during Savanna's three yearly exhibition weeks. In addition to embedded mastery-based assessments in reading and writing, our critique process will take into account student mastery of design thinking principles. As previously mentioned in 1ac, design thinking, closely aligned with Next Generation Science Standards, are valuable and foundational competencies in the 21st century workplace, with particular relevance to Savanna's CTE work and internship opportunities. It will be critical that students are fluent in design thinking, and will be asked to present evidence of their iterative design cycles in final presentations of learning during exhibition week.

⁴ Blankstein, Alan & Noguera, Pedro (2015). *Excellence Through Equity*. Barlowe, Aram & Cook, Ann, "Empowering Students and Teachers Through Performance-Based Assessment."

Additional indicators of well-being, grounded in what the Youth Transition Funders Group has deemed evidence of “adolescent well-becoming” will also be observed and included.⁵ Non-academic measures of student success and their requisite measurement tools may include: regular attendance; student reports of feeling safe and looking forward to coming to school (attendance logs; exit cards; YouthTruth Surveys); students organized in their writing and project-planning, and seeing things through to completion (teacher logs); community members attending Savanna functions (POLs and exhibitions); students demonstrating growth in professional competencies (NYCDOE Learning to Work Performance Assessments); students taking healthy personal and professional risks (Internship Assessments); students developing earning potential in a living-wage sector upon or before graduation.

Other visible measures of Savanna student success are persistence through academic challenges and resource-seeking when needed; a bias towards critical thinking, a solutions-orientation; engagement and participation during class discussions and project work; students’ ownership over project direction and outcomes; usage of writing conventions, with creative development of students’ distinctive voices; seeking and using evidence for both arguments and design processes.

(c) Instructional Methods

Through our core principles of Respect, Restoration, Connectedness, Agency, and Authenticity, Savanna students will engage in 21st-century design-based project work that fuses rigorous liberal arts/humanities and STEM education and design-based technical instruction.

Semester-long projects will be collaboratively designed with input from students, core content teachers, and special educators. This practice will lend itself to personalization and student agency in terms of subject area focus for students, learning and/or IEP goals as framed by our inclusion team and subject area teachers, and the collaborative design process between teachers and students when choosing the overarching themes.

We see the practice of SpEd and core content area teaching-teams authentically collaborating and co-planning projects as a method that front loads time optimization. By reflecting on a lesson or project timeline together, the inclusion part of the teaching team can incorporate specifics and dates of structured interventions, logistics which are challenging to coordinate when inclusion and classroom teachers are separate entities. Targeted interventions will be based upon entry-level assessment data in reading, writing and mathematics and ongoing assessments in January and May/June. Projects will also be aligned with the IEP/ILP goals, accomplishing two things:

- 1) creating and sustaining growth in area/s of need, and
- 2) creating classroom assessments that track student progress as detailed in the IEP/ILP.

While we will be responsive to student feedback in occasionally deviating from our focus on students’ local communities of origin, our role as a place-based institution will emphasize authentic work that draws on and contributes to students’ neighborhoods, interests, and future pathways as they define them.

⁵ Hanson Langford, B., Hoag Badeau, S., & Legters, L. (2015). *Investing to Improve the Well-Being of Vulnerable Youth and Young Adults: Recommendations for Policy and Practice* (pp. 1-42, Issue brief). Youth Transitions Funders Group. <http://www.ytfg.org/wp-content/uploads/2015/11/Investing-in-Well-Being-small.pdf>

Through high-interest work that is rooted in real-life design challenges and community need, the Savanna student will regain academic footing lost during prior school absence, disengagement, or incarceration. Each graduate will leave the school after four years with both marketable design certifications, and opportunities to continue their education at a four-year college or university, if that is their choice.

(d) Course or Subject Overview

English Language Arts and Social Studies will be combined as a Humanities Course. It will also serve as the cornerstone of our project-based model, with inquiry questions and historical analyses guiding the project co-design process. In line with Savanna's focus on healing, our emphasis on liberatory and culturally relevant pedagogy that engages and nourishes a knowledge of oneself and one's ties to ancestral homelands, cultural practices, legacies of invention, cultural production, and resistance will offer opportunities for our students to locate themselves in larger global and historical contexts. We will also ensure that healing as subject matter is at the center of our Humanities curriculum and instruction through the use of literary works in book clubs, whole class readings, and independent reading.

In addition to building the supports for post-traumatic understanding and healing into our school culture, we see the Savanna as a strengths-based academic model that can engage the background knowledge and awareness students acquire through their involvement with the police, the legal system, incarceration, reentry, public housing and public space as authentic and meaningful, and incorporate such analysis into their project work. Some student fieldwork, for example, will be grounded in the Center for Cities and Schools' Y-PLAN methodologies, which engage young people in collaborative problem solving with local leaders. This will also lay the groundwork for returning youth to assume leadership roles in both defining and serving their communities and give back in reparative ways. Previous Y-PLAN efforts in New York City have led to design solutions for improving school attendance for homeless youth, participatory budgeting initiatives, and using social media to combat domestic violence, to name a few.

Finally, deploying an ORID (Objective, Reflective, Interpretive, Decisional) model of reflective writing will imbue all student writing with opportunities for personalization and reflexive analysis. We see the totality of these methods as being particularly relevant to an adolescent developmental context. Founding director Ria Fay-Berquist will teach a weekly writing methods class specifically for students who struggle with encoding and decoding.

We have designed our approach to **Mathematics** instruction with a great deal of influence from Mathematical Agency Improvement Community (MAIC), a network of 16 schools working to abolish the phrase "I am not a math person." The network of teachers and administrators use improvement science tools and methodologies to identify, test, and scale classroom practices that increase students' mathematical agency and success across diverse contexts. We hope to reframe math for our students as a vehicle that develops critical thinking and reasoning skills, rather than soliciting fast and "right" answers and bolsters one's ability to develop arguments. Our vision for the classroom mimics that of high school math classes at High Tech High in Chula Vista, CA. At High Tech High, students have opportunities to try to think through a problem on their own before working in a group of three or four. Students then form small groups, discussing and attempting to solve the problem at hand. The teacher's role in the classroom is to facilitate discussions with the entire class and small groups. The teacher pushes students' thinking by



prompting students to share viable arguments and critique the reasoning of others. Through this model, aligned with the *8 Standards for Mathematical Practice* in New York State, students become the mathematical authority in the classroom, and gain both mathematical understanding and procedural skill. In addition to Algebra and Geometry, the latter of which is closely aligned with much of our CTE coursework, Savanna will also offer Business Math, and an advanced math guided study cohort for students who excel in mathematics. Depending on the scale of interested students, this may lead to a partnership with a CUNY or SUNY online course.

Our vision for **Science** instruction is also influenced by a successful model from High Tech High Chula Vista that builds from an initial focus on the teenage brain. In addition to this being an incredible engagement tool for adolescent students who are in a phase of deep reflection and physiological change, it is also subject matter that has the potential to facilitate interdisciplinary understanding in areas of ecology/environmental science, anatomy, physiology, behavioral science, trauma, genetics, chemistry and even physics (e.g., polarization and depolarization of neurons; how electrical currents work). This focus lends itself to authentic collaboration with local and national organizations (such as NAMI and the Tenement Museum) and offers critical connections to larger questions around urbanism, industrialization, and the impact of lead, plastics, and water pollution on brain and community health. Approaching science education from a local engagement point of view also lends itself to strong collaborative projects with Humanities. Finally, Nuvia Ruland, a neuroscientist with a background in biochemistry, and the 11th grade science teacher at HTCHV, noted that former students in her biology classes have reported that they are much more willing than their peers to seek mental health services as they transition into adulthood because their understanding of their brains' chemicals removed stigma and shame. Working with a vulnerable student population, the majority of which have experienced complex trauma, this is particularly promising anecdotal evidence.

On Savanna's Wednesday half days, Science and Math instruction will be combined and co-taught in the form of hands-on STEM workshops. Similarly, Humanities teachers will focus on book clubs on Wednesday, creating opportunities for teachers to recruit student interest in developing lifelong practices of readers and writers, and bolstering literacy gains for struggling readers.

Savanna's **CTE Instruction** and certifications are meant to offer opportunities for rigorous hands-on and visual learning, and are aligned with the fastest growing segments of the city's creative economy; those that have exceeded the growth of New York City's various employment sectors in recent years.⁶ While software and technical competencies are dynamic factors in these fields, Savanna has developed its instructional foci in parallel to the NYCDOE career pathways, and SUNY's requirements for associates-level degree conference in architecture, landscape architecture, applied and graphic design.

School Track	NYCDOE CTE Career Pathway(s)	Certifications
Architecture	Architecture & Construction	https://certiport.pearsonvue.com/ (Autodesk AutoCAD)

⁶ Forman, A. (2015). *Creative New York* (Rep.). New York City, NY: Center for an Urban Future. <http://www.nycfuture.org>

		<p>https://www.adobe.com/training/certification.html (Adobe Creative Suite, Adobe Creative Cloud)</p> <p>http://www.careeressentials.org/wp-content/uploads/2017/07/ArchitecturalDrafting_blueprint.pdf (Architectural Drafting)</p> <p>http://www.nocti.org/PDFs/blueprint/4983.pdf (CAD)</p> <p>http://www.nocti.org/PDFs/JobReady/4004_Arch_Drafting.pdf (Architectural Drafting)</p>
<i>Landscape Architecture</i>	Architecture & Construction	<p>https://certiport.pearsonvue.com/ (Autodesk AutoCAD)</p> <p>http://www.nocti.org/PDFs/JobReady/4149_Hort-Landscaping.pdf (Horticulture-Landscaping)</p>
<i>Applied Design</i> <small>SUNY-aligned (not including Graphic Design related fields: Accessories design/fabrication, Animation/Interactive Media/Game Design</small>	Manufacturing Production	<p>http://www.careeressentials.org/wp-content/uploads/2017/07/3Dvisualization_blueprint.pdf (3D Visualization & Animation)</p>
	Arts, A/V Technology & Communication	<p>http://www.nocti.org/PDFs/JobReady/1032_Interior_Decorating_and_Design.pdf (Interior Decorating & Design)</p>
<i>Graphic Design</i>	Manufacturing Production	<p>http://www.careeressentials.org/wp-content/uploads/2017/07/GraphicDesignBlueprint.pdf (Graphic Design)</p>
	Arts, A/V Technology & Communication	<p>http://www.nocti.org/PDFs/blueprint/4342.pdf (Graphic Production Technology)</p> <p>https://www.adobe.com/training/certification.html (Adobe Creative Suite, Adobe Creative Cloud)</p>

We will solicit and maintain close ties to professionals in the aforementioned fields as we develop mentorship and internship opportunities for Savanna students. This will be facilitated by the school leadership and in partnership with our CTE instructors. Modeled after Saint Ann's School in Brooklyn, Savanna's CTE instruction will be weekly college-level studio courses taught by adjunct professionals practicing in the field. This will allow Savanna to stay current on developments in these disciplines both in terms of additional training that will give students a competitive edge in the workforce (i.e., structural engineering) and innovations in imaging and modeling technology.

In 2019, software applications related to our CTE tracks include AutoCAD, Maya, Mudbox, and the AutoDesk Product Design Suite; SketchUp; the Adobe Creative Suite (Photoshop, Illustrator, InDesign); and PowerPoint. Savanna will forge partnerships with the education departments at each of the software



companies, which offer free access to their design software for schools and opportunities to engage in deeper learning and student competitions.

(e) Promotion and Graduation Policy

Savanna's performance, promotion, and graduation requirements are aligned with its mission, educational program, and assessment plan. The mission of Savanna is to facilitate student gains in academic footing lost during prior incarceration, school absence, and/or disengagement, and to graduate students with both marketable design certifications and opportunities to continue their education at a four-year college.

This growth is facilitated through mastery over project-embedded academic tasks which demonstrate college and career readiness and readiness for graduation. Topics for said tasks will emerge from class readings and discussion. The tasks will be crafted by the teacher and in some instances by the students. Thus, each semester different questions may be developed. All graduation level tasks will be evaluated using the Consortium rubrics.

Upon enrollment, students and families at Savanna will receive an Individualized Learning Plan which will outline requirements for graduation. This ILP will be updated after each quarter. Students and families will also receive a clear road map of how these credit-requirements will be met at Savanna, as well as a description of when students will earn a credit in each subject area.



g. Accountability Plan

Savanna is an ungraded Transfer High School serving a population of students in need of an alternative high school setting (justice-involved youth, dual status youth, and overaged and undercredited [OU] youth). The school is designed to provide expanded learning opportunities to students at high risk of academic failure, and to help them make up ground on their track to graduation.

The complex needs of Savanna's unique student population do not lend themselves to a traditional Accountability Plan. Due to Savanna's unique student population, there are no peer high schools, community school districts, or cross-sections of schools that can be used to comparatively analyze our outcomes and student performances. This means that high school graduation rates, college acceptance rates, and college enrollment rates are all unavailable to us for a traditional comparison. However, the set of goals that Savanna has created to measure progress and outcomes of student learning and achievement include targeted academic development, social and emotional health, graduation requirements, and college acceptance.

Therefore, in addition to the traditional accountability plan format found below under the "Academic Goals" heading, the Savanna team has created its own unique Accountability Plan based on a similar framework designed by Urban Dove Team Charter School, a high-performing NYSED-approved Transfer High School with a similar student population, that has outperformed its counterparts on all fronts. We believe that this tailored plan can accurately and fairly track student outcomes while still holding the school to rigorous and fair standards of accountability.

Our plan will measure performance in six categories:

1. Retention
2. Attendance
3. Six-Year Graduation Rates as Compared to Those of Alternative School District 79
4. Special Education vs. General Education Graduation Rates
5. College Acceptance
6. Performance-Based Assessments Tasks (PBATS)

These six categories represent measurable performance metrics that, together, clearly establish Savanna's overall success in engaging, educating, and empowering our students.

1. Retention

As mentioned in Section 1ab, Savanna's target students have extremely high dropout rates, even when compared to other vulnerable populations in New York City. The first sign of our success will be our ability to retain students from Year 1 through Year 4, when they will become part of our Accountability Cohort. Students in the Accountability Cohort are those who enrolled, attended school in the beginning of the school year, and did not officially transfer to another school at some point in their first two years.

Savanna's goal is to have a retention rate of 80%, meaning that, of the 48 students that enroll in Year 1, 38



students will end up in our Accountability Cohort in Year 2. We expect that our attrition will be heaviest between years 1 and 2; we have accounted for a possible drop of 10% from year 2 to 3; and less than 5% from years 3 to 4.

2. Attendance

Many schools set goals and track attendance based simply on the Average Daily Attendance (ADA) for the entire school. Drawing on the UD experience with five years of data and 60% attendance rate, Savanna will use 70% overall attendance as the critical attendance rate students must achieve in order to successfully make progress toward graduation. Using this key benchmark, we will divide students into three attendance sub-groups: Disengaged (below 70%), Engaged (70% and above), and Highly Engaged (80% and above). We expect that positive outcomes will increase with greater attendance. An attendance committee led by our Dean and Student Support Cohort will track student attendance weekly to determine which students fall into the three categories, and enlist a menu of targeted interventions to quickly move any student who is in the Disengaged subgroup into the Engaged subgroup. At the same time, we will track all students who are in the Engaged and Highly Engaged category, but who may show signs of decreased engagement and poorer attendance. Given our personalized approach to each student and our high teacher-to-student ratio, our goal is to have a minimum of 70% of all students in the Engaged and Highly Engaged sub-groups.

3. Six-Year Graduation Rates as Compared to Those of Alternative School District 79

In creating the Accountability Plan for Savanna, we looked closely at data from the NYC DOE that allows us to compare our students with other students who share the same age/credit ratio as our students. We will use this peer-peer comparison whenever possible. As a Transfer School, we will use the DOE's model of six year graduation rates for Transfer School student performance. Savanna's goal is to meet or exceed the citywide averages in our first two graduating cohorts (the cohorts that will graduate in the first charter term).

4. Special Education vs. General Education Graduation Rates

The Savanna School is projected to have a very large number of Students with Disabilities. Our fully inclusive model is designed to accommodate the special needs of all of our students and ensure that each student is provided the tools, resources, and support they need to be successful. Due to the large number of SwDs, we will track their outcomes separately. We will seek out disaggregated data from District 79 for SwDs and ELLs and base our targets meeting or exceeding the District average.

5. College Acceptance

As mentioned, no peer-to-peer data exists for College Acceptance data, so Savanna will rely on the closest similar comparison available – NYC DOE Transfer School College Enrollment rates. Savanna's goal will be to match the Transfer School College Acceptance rate of 18%.

6. Performance-Based Assessments Tasks (PBATS)



This unique Accountability Plan will use real data provided by the New York State Education Department and the New York City Department of Education to fairly and accurately judge the success of The Savanna School model as it engages and educates its unique and highly at-risk student population.

ACADEMIC GOALS

Student assessment at The Savanna School will be growth-oriented, taking into account that many students will matriculate well below grade-level proficiency in academic subjects. Therefore, Growth, Comparative, and Absolute measures will all be based on students' progress from their individual starting points upon entering the school, and are only listed as Absolute Measures below.

Goal I: Humanities (ELA/Social Studies)

Goal: Students will demonstrate increased proficiency in English Language Arts & Social Studies.

Absolute Measures

- Baseline data in ELA & Social Studies proficiency will be taken upon enrollment; evidence of growth and impact of school programs and instructional practices will be measured throughout student enrollment.

Goal II: Mathematics

Goal: Students will demonstrate increased proficiency in Mathematics.

Absolute Measures

- Baseline data in Mathematics proficiency will be taken upon enrollment; evidence of growth and impact of school programs and instructional practices will be measured throughout student enrollment.

Goal III: Science

Goal: Students will demonstrate increased proficiency in Science.

Absolute Measures

- Baseline data in Science proficiency will be taken upon enrollment; evidence of growth and impact of school programs and instructional practices will be measured throughout student enrollment.

Goal IV: Career Technical Education (CTE)

Goal: Students will demonstrate growth in professional competencies.

Absolute Measures

- Baseline data in Key Competencies based on the *New York State Learning Standards for Career Development and Occupational Studies* (including communication, collaboration, problem solving,



and response to supervision) will be taken upon enrollment; evidence of growth and impact of school programs and instructional practices will be measured throughout student enrollment.

- Key competencies related to the standards for certification in each of the four design tracks will be taken at the outset of CTE coursework and measured during summative and pre-certification assessments.





Sample School Calendar (2019-2020) 193 Instructional Days

August '19								September '19								October '19								
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S				
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19	20	21		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
18	19	20	21	22	23	24	22	23	24	25	26	27	28	29	30	31								
25	26	27	28	29	30	31																		
4 instructional days								19 instructional days								20 instructional days								
November '19								December '19								January '20								
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S				
						1	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	15	16	17	18	19	20	21	22	23	24	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	22	23	24	25	26	27	28				
17	18	19	20	21	22	23	17	18	19	20	21	22	23	29	30	31								
24	25	26	27	28	29	30																		
16 instructional days								15 instructional days								21 instructional days								
February '20								March '20								April '20								
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S				
						1	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	
2	3	4	5	6	7	8	2	3	4	5	6	7	8	15	16	17	18	19	20	21	22	23	24	
9	10	11	12	13	14	15	9	10	11	12	13	14	15	22	23	24	25	26	27	28	29	30	31	
16	17	18	19	20	21	22	16	17	18	19	20	21	22	29	30	31								
23	24	25	26	27	28	29																		
20 instructional days								22 instructional days								16 instructional days								

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

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

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

August 12-23	Savanna in-school Faculty Retreat
August 26-30	Savanna in-school Faculty & Student Retreat
September 11	School-wide Professional Development
September 18	School-wide Professional Development
September 25	School-wide Professional Development
September 30 - October 1	Rosh Hashana
October 2	School-wide Professional Development
October 9	Yom Kippur
October 14	School-wide Professional Development
October 14	Indigenous People's Day
October 23	School-wide Professional Development
October 28 - November 1	Formal Teacher Observations and Conferencing
November 5	Election Day (*Chancellor's Conference Day for Staff Development)
November 6	School-wide Professional Development
November 11	Veteran's Day
November 13	School-wide Professional Development
November 18	Savanna Fall Exhibition Week
November 27- 29	Thanksgiving Recess
December 4	School-wide Professional Development
December 11	School-wide Professional Development

December 18	School-wide Professional Development
December 24 - January 1	Winter Recess
January 2	School Resumes
January 8	School-wide Professional Development
January 15	School-wide Professional Development
January 20	School-wide Professional Development
January 22	Dr. Martin Luther King Jr. Day
February 5	School-wide Professional Development
February 12	School-wide Professional Development
February 19	School-wide Professional Development
February 24 - 28	Formal Teacher Observations and Conferencing
March 2 - 6	Savanna Spring Exhibition Week
March 11	School-wide Professional Development
March 18	School-wide Professional Development
March 25	School-wide Professional Development
April 6-10	Spring Recess
April 15	School-wide Professional Development
April 22	School-wide Professional Development
April 24	Ramadan Begins
April 29	School-wide Professional Development
May 13	School-wide Professional Development
May 20	School-wide Professional Development
May 25	Memorial Day
May 26	Formal Teacher Observations and Conferencing
May 27	School-wide Professional Development
June 3	School-wide Professional Development
June 8	Savanna Final Exhibition Week
June 17	School-wide Professional Development
June 24	School-wide Professional Development

June 26	Last Day of School
June 29 - July 1	Instructional Design Year-end Retreat

- School Closed/ Holidays Professional Development (half day for students)
- Formal Teacher Observations and Conferencing First and Last Day of School
- Savanna Exhibitions Savanna Retreats & Institutes

2:00 PM							
2:15 PM							
2:30 PM							
2:45 PM							
3:00 PM							
3:15 PM							
3:30 PM							
3:45 PM							
4:00 PM							
4:15 PM							
4:30 PM							
4:45 PM							
5:00 PM							
TOTAL WED HOURS:		TOTAL WED HOURS:		TOTAL WED HOURS:		TOTAL WED HOURS:	
Breakfast 30 min		Breakfast 30 min		Breakfast 30 min		Breakfast 30 min	
Advisory 45 min		Advisory 45 min		Advisory 45 min		Advisory 45 min	
Humanities 1 hr		Humanities 1 hr		Humanities 1 hr		Humanities 2 hrs	
STEM 1 hr		STEM 1 hr		STEM 1 hr		Lunch & Travel 1 hr	
CTE 4.25 hrs		CTE 4.25 hrs		CTE 4.25 hrs		CTE 4.25 hrs	
Lunch 45 min		Lunch 45 min		Lunch 45 min			
TOTAL WEEKLY INSTRUCTIONAL HOURS		TOTAL WEEKLY INSTRUCTIONAL HOURS		TOTAL WEEKLY INSTRUCTIONAL HOURS		TOTAL WEEKLY INSTRUCTIONAL HOURS	
Advisory 3.75 hrs		Advisory 3.75 hrs		Advisory 3.75 hrs		Advisory 3.75 hrs	
Humanities 9 hrs		Humanities 9 hrs		Humanities 9 hrs		Humanities 10 hrs	
Science 4.5 hrs		Science 4.5 hrs		Science 4.5 hrs		Internships/Fieldwork 12 hrs	
Math 4.5 hrs		Math 4.5 hrs		Math 4.5 hrs		CTE 4.25 hrs	
X-Block 4 hrs		X-Block 4 hrs		X-Block 4 hrs			
STEM 1 hr		STEM 1 hr		STEM 1 hr			
CTE 4.25 hrs		CTE 4.25 hrs		CTE 4.25 hrs			

8. Specific Populations

a. Struggling Students

Savanna anticipates that the majority of students who enter the school will not initially be meeting grade-level achievement expectations in all subjects. With an enrollment policy that is restricted to students 16 years or younger who have attended high school and accumulated less than eight credits, most Savanna students will be struggling students when they arrive. Our school is programmatically designed to provide distributed and reinforced supports for all of our students, most who have been incarcerated, chronically absent, often disengaged and underserved prior to their contact with the justice system, as outlined in R-01ac.

During the Savanna In-School Faculty Retreat in August of each year, all teaching staff (content-area teachers and special education staff) will review IEPs, academic records, diagnostic assessment data sent from D79, in addition to Savanna-led NWEA MAP and writing assessments for incoming students. This information will help staff to identify individual student's areas of success, interests, and histories of successful intervention and remediation in academic areas where they may have struggled. It will also help identify the specific supports each Savanna student will need, including those who may struggle, and lay the groundwork for student Individualized Learning Plans (ILPs). During the school year, teachers and special educator teams will use will use MAP progress monitoring data and other embedded assessments in order to flag students for additional supports, as described below.

The Student Support Cohort is comprised of the Director, the Dean, the Lead Special Educator, Lead Social Worker, and the Guidance Counselor. The Team meets weekly to review students whose language, attendance, behavioral referrals, academic and/or social-emotional development are of concern. At each meeting, the SSC will review referrals from the teacher teams and the Director, who will be responsible for maintaining an aerial perspective of the school's progress monitoring data in order to ensure that students do not "slip through the cracks." The SST will work in partnership with the student and the family in order to provide the appropriate supports. This will include recommendations for RtI services that the student can receive during the school day and RtI software or activities that the student can pursue independently during the school day or at home. During subsequent weekly SST meetings, student progress toward stated goals will be evaluated, and students who fail to respond to interventions will move up to the next tier of the RtI process to receive increasingly intensive responses.

Response to Intervention: A Response to Intervention model (outlined below) will be used to identify struggling students and students with disabilities and respond to their needs via immediate and appropriate interventions.

Tier 1: If, through performance on assessments and teacher observation, a student is identified as needing additional support, teachers will add a "Tier 1 Student Profile" to the student's ILP portfolio. This will contain a narrative of the student's strengths and areas of need, a summary of interventions attempted in



the classroom, samples of student work, a summary of existing assessment data, student attendance data, and any other relevant data. The SST (described above) will review this Profile. The team will give the teaching team a range of instructional supports, strategies and programs to be embedded in the classroom. The team will monitor the student's progress after the Tier-1 interventions are instituted.

Tier 2: If Tier 1 interventions are unsuccessful, the student will receive academic intervention services (AIS). The team will generate current assessment data to further identify target problem areas, identify groups of students—if applicable—with similar needs and create smaller, individualized instruction. Students may receive extra tutoring from a content area specialist during an X-Block or during lunch, or before or after school. AIS might also include counseling or support from the Social Worker through a behavior plan or other intervention. This additional attention will allow students to review skills necessary for understanding of new material, proceed at a slower pace to ensure mastery, and avoid distractions that can lead to off-task behavior. With more individualized instruction, students can build habits of success.

Tier 3: Tier 3 supports are reserved for students who have not responded to Tier 2 supports and may include conversation about whether a student requires special education services to participate fully in the general education curriculum. Savanna staff will work with the parent(s) to review procedural safeguards and their respective legal rights to ensure the provision of a free and appropriate public education.

In addition to Savanna's Response to Intervention (RtI) program, Savanna is designed to support diverse learners while capitalizing on their strengths in several key ways:

- **Project-based learning** (as outlined in R-06a) has shown efficacy as a method that supports dynamic, fully-inclusive classrooms, as well as bolstering the confidence and metacognition of students with learning disabilities.¹ The curriculum will be designed by teaching partnerships consisting of one content-area teacher and one special educator, and assessed and refined through a process of collegial oversight, critique, and feedback. Special Educators on each team will use the project-planning and curriculum design process to embed structured interventions for students with IEPs and align project outcomes with IEP and ILP goals, contributing to greater inclusion throughout Savanna. Project-based instruction may also offer advanced learning opportunities for ELLs and other students who may not yet have mastered the technical language of science and mathematics.
- **CTE Instruction:** CTE Instruction at Savanna will contain four successive tracks, all aligned with the fastest growing elements of New York's Creative Economy: graphic design, applied design, landscape architecture, and architecture.² These four tracks offer hands-on opportunities for students who are visual-spatial thinkers, practice in communicating ideas through visual

¹ Belland, B. R., Glazewski, K. D., & Ertmer, P. A. (2009). Inclusion and Problem-Based Learning: Roles of Students in a Mixed-Ability Group. *RMLE Online*, 32(9), 1-19. doi:10.1080/19404476.2009.11462062

² Forman, A. (2015). *Creative New York (Rep.)*. New York City, NY: Center for an Urban Future. <http://www.nycfuture.org>



representation, and innumerable opportunities for interdisciplinary learning in history, sociology, psychology, and physics.

- **Universal Design for Learning (UDL):** Savanna will utilize Universal Design for Learning (UDL), an instructional framework that incorporates multiple means of engagement, representation, action, and expression. UDL is easily integrated into a project-based model, and in addition to its acknowledgment of learner variability, UDL also offers tremendous neuroscientific guidance to teachers seeking to engage students who struggle with executive function. UDL's frameworks for recruiting Interest, sustaining effort & persistence, and self-regulation are robust tools for working with students that struggle with attentional issues.³ Additionally, our science curriculum, with a primary focus on the teenage brain, will incorporate UDL skill-building. This will serve the dual purpose of celebrating neurodiversity and dispensing UDL tools directly to students so that they may deploy them in service of their own learning, and advocate for themselves academically.
- **Advisory & Council Practice (Restorative Circles):** Savanna students will be engaged in schoolwide decision-making via student leadership cohorts in their advisories, and Council Practice. In addition to a method for community building and nonviolent conflict resolution, Council emphasizes social-emotional skill building, positive risk-taking, and the diffusion of organizational stress and strife through daily “temperature checks.” Per our section on Council Practice in R-10a, “Council builds positive relationships between participants and neutralizes hierarchical dynamics formed by the inequality of status... and other social factors. It supports a deep sense of community and fosters recognition of a shared humanity and interconnectedness.”⁴ Small advisories and council will offer opportunities for students to witness their peers’ academic struggles and resource-seeking, to share when they are in need of more support, and to be celebrated when they are thriving. We believe that these social-emotional supports will be significant in increasing persistence for our struggling students.

Progress Monitoring and Evaluation: Once students who are noted as at risk are identified, the team will decide on the most appropriate means by which to support student growth in the identified area. This will include a specific intervention, a timeline for progress monitoring, and identifying specific staff members responsible for the implementation of the intervention. It is important to note that the team will always look to address student needs through Savanna school model supports and Tier 1 interventions first and look to more intensive interventions only when data dictates that students require more support. ☐

Time-sensitive goals will be set for all students in the RtI process, and the tools necessary to measure progress will be identified. An identified staff member will then monitor student progress over a period of time not shorter than six weeks. The team, led by the identified staff member will regularly review the progress of all students, measured against benchmarks and goals. All data will be analyzed to measure student response and growth. ☐

³ Rose, D., Meyer, A., Meo, G., Stahl, S., & Mensi, L. (1984). *The UDL Guidelines*. Retrieved from <http://udlguidelines.cast.org>

⁴ *What is Council?* (2018). Retrieved June 3, 2018, from <https://www.centerforcouncil.org/>



Savanna will constantly evaluate the RtI process to ensure that it is rigorously implemented and driving student growth and performance. The Director will engage in regular observation and feedback cycles with an eye towards developing teachers' ability to support all learners using Tier 1 and 2 strategies, and provide project plan feedback and meet with teachers regularly to ensure their growth in supporting all students. The Social Worker will provide individual and group counseling where appropriate, advise teachers in student support and management and work with the Director to develop specific student behavior plans. The SST will monitor the effectiveness of the school's RtI process, including training of staff, organizing all RtI meetings, facilitating grade level meetings, and collection, analysis, and dissemination of data.

During Savanna's In-School Faculty Retreat teachers will receive training on RtI. Teachers will work with Instructional Support Leaders and student support staff to differentiate their lessons and hone Universal Design for Learning model to ensure that all students have access to learning through multiple means of representations, expression, and engagement. The Director will monitor time-sensitive goals set for all students in the RtI process to gauge the effectiveness of the implementation and create additional professional development as needed. Grade Level Teams will play an integral part in ensuring that Tier 1 interventions are working effectively for students, as well as analyzing student data and identifying effective strategies.

b. Students with Disabilities

Savanna anticipates that up to 65% of students will have IEPs, based on District 79 demographic data. This assumption has guided our decision to have all Humanities and Math classes team-taught by one content-area teacher and one special educator. The one exception will be Science classes where we will have a dually certified teacher in science and special education.

Identification: Savanna's RtI process will drive all decisions around supporting student performance. By employing this method, we will be able to use this cycle to identify students who may qualify for special education services. Savanna's operations team will request all records for all incoming students and the Director and Lead Special Educator will review all files to identify any students with existing IEPs. Those documents will then be analyzed in order to determine any mandated services, as well as Savanna's ability to meet those requirements and any adjustments Savanna may need to make to its staffing.

The Special Education Team will review all student referrals and recommend any evaluations needed for students. The Special Education Team will include the Director, Lead Special Educator, Dean, and Lead Social Worker. If a student moves through the RtI process outlined above and continues to require additional support, the Special Education Team will use the pre-referral Intervention Manual19 (PRIM) as a guide to review any problems interfering with the child's performance, brainstorm solutions, make recommendations to meet the child's needs and monitor/review results of the recommendations.



A referral to the Committee on Special Education (CSE) of a student's district of residence will be considered only after RtI strategies have proven insufficient to address the student's needs. Savanna will use the following procedures to initiate a referral for a student suspected of having a disability to the Chairperson of the CSE.

School Initiated Referrals: Informed by assessment and classroom data, the teacher and Lead Special Educator (Coordinator) will confer with the Director and complete a written request for an initial evaluation to the Chairperson of the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student, and C) Describe the extent of parental involvement prior to the referral request. Upon approval from the Director, the request will be forwarded to the CSE. ²

Parent Initiated Referrals: Savanna will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and a sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, Savanna will write a request on their behalf and obtain the parent signature.

Obligations and Assurances for Referrals: Savanna assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents.

Savanna will hire experienced, certified, and highly qualified special education staff members to meet the needs of all students with disabilities. The Director and the Lead Special Educator will oversee the special education department. The lead Special Educator (Coordinator) will serve as the primary manager of all services for students with special needs, act as the liaison with the CSE, and support compliance with all city and federal guidelines regarding serving students with special needs. They will coordinate with all related service providers and support organizations that serve students and their families. They will provide staff professional development around serving students with special needs, develop and review IEPs, keep all files related to supporting this population, and coordinate with staff to support accommodation in classes.

Project-based learning offers multiple points of entry for diverse learners, straightforward integration of Universal Design for Learning (UDL) principles, and has been shown to create one of the least restrictive environments for special education students' learning.⁵ Founder Ria Fay-Berquist witnessed this in the fully inclusive classrooms of San Diego-based PBL high school, High Tech High, and has developed Savanna's instructional and inclusion strategies with significant guidance from their special education leadership.

⁵ Condliffe, B., et al (2017). *Project-Based Learning: a Literature Review (Working paper)*. New York, NY: MDRC.



Savanna's school social workers will provide counseling and mentoring services for students identified to receive this support, and those who self-refer. Social workers will assist with the implementation and analysis of functional behavioral assessments, development of behavior intervention plans, and overall behavioral support of students with special needs. Savanna will also prioritize the programming of special needs students to ensure their classes are organized in such a way that there are ample opportunities for movement, giving our students recovery time for synthesis, less-focused attention, and arbiters of frustration during tasks they struggle with.

Savanna will meet the needs of students with disabilities by providing all mandated services, including SETTS, and supplement when necessary for Speech, Occupational Therapy, and Physical Therapy. Special education teachers will push-in and pull- out support for students' behavioral and academic advances based on IEP requirements and in collaborate with general education teachers. The Director will coordinate with the CSE to assist families in the Related Service Authorization (RSA) process, allowing families to have a choice of providers, if necessary. ☐

Progress Monitoring and Evaluation: ☐The Director and Lead Special Educator will monitor and evaluate the efficacy of our special education programming based on student performance in relation to their IEP goals, and by tracking their mastery of grade-level standards as compared to their general education peers. The Dean will monitor the student culture and the implementation of student behavior plans with the Social Worker. The Director will work with instructional leaders to ensure that Savanna is in compliance with all city and federal laws and guidelines governing students with special needs, including regular IEP reviews. They will also oversee and evaluate the professional development of staff in regards to serving students with special needs, monitor the collaboration between the special education and general education staff, and observe classroom practices/review discipline data to ensure that all students with special needs are receiving adequate support. Savanna students with special needs will be monitored by individual progress, type of disability and type of service provided, to ensure that all students are being served by all staff members. ☐Savanna will use this information to determine student progress as compared to not only IEP goals or level of English language acquisition, but against Savanna's overall accountability goals.

Savanna provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school per Appendix B of the Charter Schools Institute 2019 Request for Proposals:

- Savanna will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.
- Savanna will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:
 - Have available to them a free, appropriate, public education ("FAPE");



- o Are appropriately evaluated;
 - o Are provided with an Individualized Education Program (“IEP”);
 - o Receive an appropriate education in the least restrictive environment (“LRE”);
 - o Are involved in the development of and decisions regarding the IEP, along with their parents; and,
 - o Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.
- Savanna will employ, at a minimum, a properly certified individual as the school’s special education coordinator, whose responsibilities will include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. Savanna may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator’s responsibilities to ensure the school’s compliance with the IDEA, Section 504, and Title II of the ADA.
- Savanna will make available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE, and provide such teachers and personnel with copies of the student’s IEP.
- Savanna will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- Savanna will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
- The school’s special education coordinator will retain such data and prepare such reports as are needed by each disabled student’s school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
- Savanna will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child’s name to a CSE for potential evaluation.
- Savanna will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. Savanna understands that these responsibilities are left solely to the CSE of the student’s district of residence and will implement IEPs as written.



- Appropriate Savanna personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

c. English Language Learners

Savanna will follow all state and city mandated procedures for identifying students who are English Language Learners (ELLs). Savanna's staff will request records from students' prior schools, as well as use the Department of Education's ATS system to determine if an incoming student has already been qualified as an ELL student. All new families will also receive the Home Language Survey (HLS) to assess if a student's native language is not English, or if a language other than English is spoken in the home. The Director will serve as the ELL Coordinator and work closely with any ELL teachers.

If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student's native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then Savanna will administer the New York State Identification Test for English Language Learners (NYSITELL). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year.

After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services.

The Director will provide overall coordination of the ELL program. They may use additional instruments (such as performance in school or records from the student's middle school) to determine whether to provisionally classify the student as an ELL student. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary.

Less than 7% of incarcerated District 79 students have been identified as ELL.⁶ Savanna is committed to staffing adequately when it has a stronger understanding of the unique needs of its first incoming class of students. To help ELL students achieve the same high standards as the rest of the students at Savanna, the school will use a modified English-immersion program, with supplemental support when needed. While all

⁶ At full enrollment, Savanna may have from 3-10 ELL students.



ELL students will participate in the school's regular classes, some may need extra support. Savanna may need to hire a part-time ELL Specialist to push in during Humanities, Science and other classes, or who may, on occasion, pull students out for Sheltered English Immersion strategies.

Savanna will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. The school will adapt their materials to meet the specific needs of ELL students as necessary and efforts will be made to give ELL students access to native language resources (e.g., native language libraries), or to provide parents with materials in their native language.

Other components of Savanna's design will provide instructional support for ELLs. Qualitative research on project-based learning has shown promising evidence of strengthening ELL students' cognitive, interpersonal, and intrapersonal competencies, as well as "increasing content accessibility (Golden et al., 2014), providing increased speaking time with English-proficient students (Campbell, 2012), integrating content and skills (Beckett, 2002), and increasing motivation (Beneke and Ostrosky, 2009)."⁷ Critiques and exhibitions will allow ELLs to practice speaking, first to their peers and then to adults within and connected to Savanna about their work. Advisory will create opportunities for reading, writing, listening and speaking each day in a non-academic, supportive environment. Savanna will always frame proficiency in more than one language as a strength and design opportunities for ELL students to use their developing language skills to the benefit of the Savanna community. A *Language Ambassadors* program like the one found at High Tech High in San Diego may give students opportunities to generate invitations, emails, or make calls to families who share their first language to alert them to events or important deadlines in the Savanna community.

Except for Sheltered English Instruction as deemed appropriate by the Director, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any curricular or extracurricular activities due to language barriers. Savanna will use the X-Blocks throughout the school day to design specific opportunities to support ELL students either in one-on-one or small group settings.

Savanna will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

The Director and the Instructional Cohort (IC) will engage in regular observation and teacher coaching cycles with a focus on developing teachers' capacity to support ELLs and provide project planning and structural guidance. ELL students will meet weekly with their Advisors who will refer any educational

⁷ Condliffe, B., et al (2017). *Project-Based Learning: a Literature Review (Working paper)*. New York, NY: MDRC.



issues to the Director and the Dean. The Director and Dean will convene a discussion of the student's progress with the appropriate staff, including the Student Support Cohort, when needed. The SSC will collect information from a wide range of sources to determine if the ELL student may also need RtI services. Special consideration will be given to possible language background and cultural background impediments to learning before determining that RtI interventions are not working and therefore a referral to the CSE is warranted.

Student assessment data will be disaggregated with attention focused on the progress of the ELL students, both individually and collectively as a sub-group. Action plans will be developed by the teachers and the ELL teacher for those students who are failing to make adequate progress.

Evaluation: Savanna will use Pearson's Stanford English Language Proficiency Test (SELP 2) to maintain data and track growth for students receiving English Language intervention. SELP 2 is a research-based, computerized assessment aligned to the Common Core and WIDA standards, and is used to predict students' preparation for state language assessments by evaluating listening, reading, writing and speaking skills. Savanna will use the NYSESLAT to determine whether or not the student's level of English proficiency is high enough to exit ELL services.

Internally, Savanna will evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that they are making regular progress in comparison with their peers. The Director will ensure Savanna is in compliance with all state and citywide laws and regulations with regard to serving ELL students.

Savanna will use the Home Language Surveys and our relationships with parents and caregivers to understand the languages spoken our students' homes and will make all necessary materials available to families of ELLs in a language that they can understand.

d. Gifted and Advanced Students

Identifying Gifted and Advanced Students: Students may be identified as advanced or gifted based on our NWEA Maps assessment data, their performance on previous state exams, or by consistently mastering standards at an advanced level in class. The small class size and school community, and team-taught teachers classes allow time for teachers to listen in on project-based discussions and identify the unique strengths of students.

Strategies and Resources: Students who are advanced in a particular subject will have the opportunity for independent study or small-group instruction with one of Savanna's teachers. The variety of elective blocks (X-Blocks) throughout the school day offers opportunities for both creating advanced-skills small classes taught by content-area teachers, and individualized small-group instruction or independent study. Further, project-based learning is an excellent means to challenge gifted and talented students. In addition



to the possibility for more learner autonomy than is typically allotted in discrete assignments, SpEd and core content area teachers have opportunities to embed structured interventions for students who need more challenges.

Progress Monitoring and Evaluation: Once students who are identified as gifted or advanced, teachers will decide on the most appropriate means by which to support student growth in the identified area. This will include specific support, a timeline for progress monitoring, and identification of specific staff members responsible for the implementation of the intervention. Time-sensitive goals will be set for students and the tools necessary to measure progress will be identified. An identified staff member will then monitor student progress over a period of time not shorter than six weeks. The SSC will review individual student cases, when needed, and recommend appropriate interventions for gifted and advanced students.

The Director and the Instructional Cohort (IC) will engage in regular observation and teacher coaching cycles with a focus on developing teachers' capacity to support all learners and provide project planning and structural guidance.



9. Instructional Leadership

a. Instructional Leadership Roles

As outlined in the Governance section of this application, Savanna is committed to a Collaborative Leadership Model.¹ While the Director is the instructional leader of the school, all leadership is jointly overseen by the School Director and Dean, and distributed into three cohorts, as shown on the organizational chart: **Instruction**, **Student Support**, and **Operations**. Day-to-day management of student support will be the responsibility of the Dean, and the Director will manage instructional design and pedagogy, all with oversight by the Board. The implementation of the school's project-based instructional program and educational policies will be approved by the Board of Trustees and shared and implemented with the school community by the Instructional Design Cohort (IC).

The Instructional Cohort (IC) is overseen by the School Director and Lead Teachers in each content area and Special Education,² Speciality Teachers, and all CTE teachers. The Instructional Leadership Cohort is responsible for Instruction, Academic, Community, and Workplace Partnerships, and Student Assessment (in partnership with Student Support) at scale. The IC will also oversee PD, Collegial Coaching, Research, and Teacher Assessment, as well as the School-wide Plan, Accountability, Staffing & Hiring. The IC will meet regularly to analyze student data, identify school community needs, student cohort needs and interests, and develop strategies to address and/or meet them, creating guidance for faculty to generate and maintain high-interest project work aligned with NYSCCLS standards and Savanna's commitment to our students' success.

Savanna's **Student Support Cohort (SSC)** is overseen by the Dean. This cohort consists of the Guidance Counselor and School Social Workers, and may include SpEd teachers as well. Student Support & Interventions, Discipline, Calendar, Schedule, Safety, Events, Community Relationships, Student & Family Engagement, Title One, educational resources (books, technology, supplies, etc.), and Multilingual Services will all be their domain.

(b) Teacher Support and Supervision

Collegial Coaching as a planned, spontaneous, and requested resource, is a key element of Savanna's school-based professional development process. Savanna will establish a baseline of formal observations by the Director three times per year, with follow-up consultation by the School Director and biweekly informal observations by members of the Instructional Cohort, coupled with coaching. Leadership will assume responsibility for the teachers' professional development through a rigorous cycle of observations, feedback and coaching. Self-evaluation will also be a regular part of the observation cycle.

Classroom observation and feedback will be encouraged as a practice between teachers of similar disciplines, trusted colleagues across disciplines, and via Special Educators. We will promote transparency and collaboration between teaching staff so that teachers may observe classrooms in order to bolster their facilitative skills, and encourage other teachers to visit their own classrooms on days that they are looking for feedback. These visits will be framed as a means to both gain knowledge and draw

¹ Dirkswager, E. J. (2002). *Teachers as Owners: A Key to Revitalization of Public Education*. Lanham, MD: Scarecrow Press.

² The lead teachers at the time of Savanna's opening will be the content area teachers that are part of our founding team. Lead teachers will be nominated by their peers as the first group of leads either move to other committees or leave Savanna.



through-lines in project work and instruction.³

(c) Professional Development

Professional Development at The Savanna School consists of the Summer Design Retreat, Ongoing Professional Development (Inclusive of Collegial Coaching, School-wide professional learning opportunities, and faculty-initiated outside continuing education), and our Winter Restorative Retreat, which like our other staff days will present opportunities for Savanna community members to structure deeper dives on strategies related to teacher wellness and resiliency, which will be critical to our school community's longevity and feasibility. Wednesdays will be half-days throughout the school year, facilitating time and space for school-wide professional development. School-wide PD may include collaboration with District 79's Passages Academy teachers; effectively bridging the gap between the justice and community schools so as to inform practice on both sides of the student transition, and to ensure that we are in conversation with Passages should any of our students return to their care.⁴ Savanna will observe professional development within a three-stage cycle adapted from Grant Wiggins and Jay McTighe's book, *Schooling by Design*:⁵

1. Beginning with a clear and powerful vision of where we envision our community of students and staff ending up, based on our mission and agreed-upon learning principles, and then planning backward.
2. A regular and critical quantitative and qualitative data-driven assessment of where we stand at present against the mission.
3. Timely adjustments based on regular analysis of the gap between vision and reality, between goals and results.

During the Summer Design Retreat, subject-area teachers will begin or continue training on Universal Design for Learning (UDL) principles, mastery-based assessment, building intrinsic motivation, and project design. All teachers will receive training on working with special populations, using a variety of interventions to differentiate instruction and roles within projects, and assess student progress, as well as how to create Behavior Intervention Plans and Tier 1 behavior supports inside their classrooms. The Student Support Cohort will begin their training on case management, conducting motivational interviews, non-violent crisis intervention, conducting effective circles through the lens of Savanna's values.

Weekly meetings: Each day contains two hour blocks in which teachers from Science and Humanities are not instructing (Math teachers are not project-based and have a traditional prep period and lunch). On Mondays and Fridays teachers are free to use this unscheduled time for planning, collaboration with colleagues and discharging other responsibilities. Tuesdays are set aside for Leadership Cohort meetings and Thursdays for subject-area specific meetings. Within the subject-area meetings, it is Savanna's goal to align learning objectives and create benchmarks based upon the NYSCCLS. This will allow us to make explicit the general education skills and knowledge we would like our students to have embedded in each

³ Saunders, M., V. Alcantara, L. Cervantes, J. Del Razo, R. López, and W. Perez. 2017. *Getting to Teacher Ownership: How Schools Are Creating Meaningful Change*. Providence, RI: Brown University, Annenberg Institute for School Reform.

⁴ Bilchik, S., Stephens, R. D., & Arnette, J. L. (2000). *From the Courthouse to the Schoolhouse : Making Successful Transitions*. OJJDP Juvenile Justice Bulletin, (February), 1–16.

⁵ Wiggins, G., & McTighe, J. (2007). *Schooling by Design: Mission, action and achievement*. Heatherton, Vic: Hawker Brownlow Education.



project, and what skills and knowledge we will build upon as our students advance through their four cohorts. It is also an opportunity to make certain that we are aligning project work with our values as a school, and the three tasks assigned to each student cohort (e.g., *belonging* in year one). Regular data dives will be scheduled to analyze performance-based assessment data and develop action plans

At the outset of the year, we will focus on pedagogy, project development, building performance-based assessments, resourcing, project-tuning (collegial critique and refinement), and strategies for collaborative teaching.⁶ These sessions will be co-facilitated by special educators and content area teaching teams the majority of the time. The goals for ongoing professional development will be to create and refine projects, to create opportunities for cross-discipline alignment, to break elements of projects into mini-lessons that can be aligned with structured interventions and ongoing assessments, and to examine the results of those assessments. Data gleaned here will be reviewed and analyzed to develop action plans that guide instruction and refining our teaching practices. As mentioned, we will also establish formal partnerships with D79 teachers, and share practices and project-based work that is finding success in our classrooms.

Time at the beginning of all half-day PD will be planned to check in briefly about each student, to analyze student attendance, behavior, and academic achievement. Student cohort teachers and social workers will discuss common interventions that can be used to improve student outcomes. This part of the day will also be used to have an extended “portrait” share-out from all staff on one particular first-year student each week, with a brainstorming session in regards to how we might celebrate and support the student differently or better.⁷ In closing, time will be structured to allow teachers to collect work, data, or materials for the following week.

We will partner with a variety of organizations, such as the U.C. Berkeley Center for Cities and Schools, Morningside Center for Teaching Social Responsibility, NYC Charter Center Special Education and ELL Collaborative, Girls for Gender Equity, Coalition of Schools Educating Boys of Color, among others to provide specific professional development. All members of the Savanna community are encouraged to seek outside opportunities for professional development based on their professional goals, or the overall needs of the school. All staff members will be regularly surveyed regarding their professional development to ensure that it is meaningful, effective, and worthwhile.

In addition to professional development focused on academics, the entire staff will undergo extensive and ongoing training in recognizing and responding to trauma, and specifically PTSD, in young people. Researchers have found that teachers in schools serving children who have high incidences of exposure to violence and death are empowered by deep formal training both to recognize and respond to symptoms of trauma, but also to “re-conceptualize their approaches to curriculum and instruction. [Teachers have felt that learning] about the effects of and pedagogical responses to PTSD [they] are better prepared to create effective learning environments for traumatized students.” Key to this has been not only the mitigation of trauma response in students but also in the replication of trauma through teachers’ vicarious

⁶ Murawski, W. W. (2009). *Collaborative teaching in secondary schools: Making the co-teaching marriage work!* Thousand Oaks, CA: Corwin.

⁷ Raider-Roth, M. B., Albert, M. K., Bircann-Barkey, I., Murray, T., & Gidseg, E. (2008). *Teaching Boys: A Relational Puzzle*. Teachers College Record, 110(2), 443-481. Retrieved May 9, 2018.



experiences, otherwise known as secondary traumatic stress.⁸ Wellness and healing being a critical component of school-wide culture, Savanna teachers and student support staff will need to have a shared language and understanding of triggers, behaviors, responses, and shared and individual practices of self-care. All staff members will also be trained in Council Practice, the restorative justice practices we will be using for school-wide and small group meetings, as well as for conflict mediation within the school in lieu of suspensions. This training will also include community-building and transition circles, mediations, and de-escalation strategies.

At the end of the school year, the Instructional Cohort will take a retreat to take stock of the school vision and mission and key data from the prior year (attendance, grades, credit accumulation, surveys, etc.) They will conduct a gap analysis, providing evidence of programs and practices that are aligned with the vision and mission that are successful, and taking note of areas that are missing. Based on this gap analysis, the school leadership team will calibrate school-wide goals and develop a strategic plan for the next school year..

(d) Teacher Evaluation and Accountability

At Savanna, student and teacher learning and evaluation are guided by the same values. Our culture is focused on shared leadership and collaboration rather than competition, a practice which multiple studies have determined “to be the most powerful predictor of improved student achievement over time.”⁹¹⁰ While we will use findings to both guide colleagues’ improvement and determine personnel retention, evaluations are framed primarily as facilitating job-embedded professional development around instructional practices. To that end, data is seen as an informative rather than punitive tool.¹¹ Classrooms are open to visitors and ongoing observations and feedback are the norm, as is collegial coaching. Critically, Savanna teachers are also researchers, learners, and leaders, whose work is meant to inform a larger body of knowledge. This fosters a sense of internal accountability that dovetails with our commitment to our students’ success.

The Director, (or other appropriate school leader at the Director’s discretion), will work with each Savanna teacher to establish individual professional development goals and define the ways in which progress will be supported, monitored, and documented. Professional development goals may be shared with other members of the teaching/staff community at the discretion of the Director. Progress towards meeting established goals will be monitored, supported, and documented by the Teacher, Director, and educational colleague through such means as informal observations, formal observations, coaching meetings, and teacher/staff reflections. All documentation related to performance will be added to the teacher personnel files at the end of each school year. All employees shall have the right to make written objections to any observation or review findings to state any areas of disagreement. These written

⁸ Ferreira, D. W. (2012). *Healing Lessons: Urban High School Teachers Learning to Teach Black Youth with Post-Traumatic Stress Disorder* (Doctoral dissertation, University of California, Berkeley).

⁹ Darling-Hammond, L. (2012). *Creating a Comprehensive System for Evaluating and Supporting Effective Teaching*. Stanford, CA. Stanford Center for Opportunity Policy in Education.

¹⁰ Jackson C. K., & Bruegmann, E. (2009, August). Teaching students and teaching each other: The importance of peer learning for teachers. Washington, DC: National Bureau of Economic Research.

¹¹ Kawasaki, J. & Choi, S.. (2014). *Using Data to Learn: From Multiple Measures to Systems of Support* (Research, Practice, and Policy Brief). Los Angeles, CA: UCLA.



objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Savanna will use the Danielson Framework for Teaching for teacher evaluation at the school. The Framework is aligned to Savanna's mission and is an approved rubric for teacher evaluation for NYCDOE. Savanna teachers will receive frequent, consistent, non-evaluative feedback through biweekly informal observations from the Instructional Cohort. This formative data will be used to guide improvement of teachers' instructional and planning practices leading up to two formal evaluations by the Director each school year.

Each formal observation will entail 1) a pre-observation conference in which the teacher discusses his or her growth goals and how it will be demonstrated within the formal observation, 2) a formal classroom observation, 3) a post-observation reflection and self-assessment by the teacher, 4) a post-observation conference in which the evaluator and teacher discuss evaluation scores and next steps. Individual student-level and class-level assessment data from internal and external sources will be utilized to evaluate teacher performance 5) the Director's summative evaluation including notes from the post-observation conference. Summative data from interim benchmark assessments and performance-based assessments will provide additional data points for teacher evaluation. The Director will utilize student data to celebrate student performance and encourage the sharing of best practices for effective teachers and take swift action to mobilize coaching support for teachers in which data indicates lack of sufficient student growth.

Teachers are evaluated twice a year at Savanna. The aggregate of initial assessments are used to guide professional development for the coming school year. Evaluation is primarily the purview of IC and overseen by Savanna's director. All member of the IC and to a lesser degree, teachers at Savanna will receive training in observation, supervision, and evaluation. This will include anecdotal reporting for observations, so as to avoid editorializing in the observation reports. Observations should be generated with the goal of showing teachers a comprehensive snapshot of their classroom; multiple reports should illustrate trends and areas of strength and growth. With early evaluations, in particular, narratives and coaching should be geared towards tracking teachers who need assistance and being responsive to their professional development needs.

The first yearly assessment is a formative or baseline assessment for new teachers, and a professional growth map for veteran teachers. Each observation will use a rubric and scoring process adapted from of the National Board for Professional Teaching Standards (NBPTS) evaluations for veteran teachers, and the Interstate New Teacher Assessment and Support Consortium (INTASC) for new teachers. Both are aligned with New York State teacher certification standards and have demonstrated success in building student achievement.¹² After the initial observation, new teachers will meet with the lead instructor in the PCLC. This will provide an opportunity for reviewing rubrics, recorded commentary and, where appropriate, annotated video. The formative evaluation will commence with a co-constructed professional learning plan with improvement or growth goals.

¹² Darling-Hammond, L. (2012). *Creating a Comprehensive System for Evaluating and Supporting Effective Teaching*. Stanford, CA. Stanford Center for Opportunity Policy in Education.



The year-end evaluation is the most comprehensive assessment and will measure growth made since the initial observations at the outset of the school year. Teachers will present portfolios which will include their professional learning plan, samples of project plans and artifacts of the project's accessibility to both English Language Learners and students with IEPs or 504 plans, observations (video and written), student feedback, and evidence of student learning (multiple scored writing assignments, reading samples, mathematics assessments, demonstration of science or history mastery, or pre and post student performance assessments). In addition, each teacher will present a written reflection on their performance. The reflection and portfolio will also be an opportunity for teachers to speak to their contributions to the greater Savanna community.

Evaluation of Non-teaching Staff: All staff will create a Professional Growth Plan (PGP) in collaboration with the Director and Dean to be regularly reviewed. During the school's start-up period, the Director will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all non-instructional staff. Aspects of Bambrick-Santoyo's Leverage Leadership will be employed in the evaluation of staff in leadership positions.



10. School Culture and Discipline

(a) School Culture

"After sending much of the past two decades listening to the young people we dub juvenile offenders -- having read the literature, interviewed the experts, and visited juvenile prisons across the country -- I have seen a single theme emerge with incredible consistency: rehabilitation happens in the context of relationships."¹

A student's sense of connectedness is of primary importance and will be facilitated through the curriculum as well as the culture of the school. The combination of small advisories and one-to-one check-ins, a community orientation to our humanities and other project work, and a teacher and staff makeup that is demographically representative in terms of both race and socioeconomic origins of the students we serve will lay the foundation for both a sense of belonging and opportunities to learn about the experiences of others.

Our uses of protocols for staff and student decision-making and daily Council practice (circle practice in the restorative justice tradition) will also set precedents for mutual respect, deep listening, and honoring of all viewpoints. Per the Center for Council's website, "Council is an age-old practice that involves bringing people together in a circle to bear witness and share authentically. By fostering attentive listening and authentic expression, Council builds positive relationships between participants and neutralizes hierarchical dynamics formed by the inequality of status, race, or other social factors. It supports a deep sense of community and fosters recognition of a shared humanity and interconnectedness."² In addition to circle processes, Savanna will also facilitate multiple means for conflict resolution in alignment with the NYC Department of Education's 2017 *Citywide Behavioral Expectations to Support Student Learning* Grades, including collaborative negotiation, peer mediation, and formal restorative conferences, where appropriate.

Restoration is one of our guiding principles, therefore we will invest the bulk of our efforts and training into decreasing the need for formal disciplinary action. Community norms and the related outcomes when they are broken are co-created with students at the outset of the new school year and reviewed regularly in school-wide community meetings and project development. Students' joint ownership over school-wide physical and emotional safety will encourage multi-tiered investment in the health of the community. We believe that all Savanna students will be able to meet our school norms over time.

Savanna is also grounded in in-class supports provided by content area and special education teachers and pedagogy that, by way of design-thinking and project-based learning, teaches, values, and reinforces active listening, empathic analysis, and resource management strategies. This and regular access to and strong relationships with our school staff and social workers, students will become equipped and rewarded for positively managing their own behaviors.

¹ Bernstein, N. (2015). *Burning Down the House: The End of Juvenile Prison*. New York, NY: New Press.

² *What is Council?* (2018). Retrieved June 3, 2018, from <https://www.centerforcouncil.org/>



Because our students will have recently left a highly regulated and confined environment, it is critical that all Savanna staff are mindful that behaviors that may typically be seen as disruptive in an educational context can be a result of Savanna students' transitional or prior traumas, and may be exacerbated by conventional disciplinary actions. Students in justice settings may have recently experienced seclusion, physical restraint, or invasive searches.³ They may also be adjusting to living with their primary caregivers and community again, or feeling disconnected from relationships they forged during their incarceration.⁴ This is widely reported in the youth justice literature and also supported anecdotally during our focus groups with formerly incarcerated students in New York City.

In addition to a structured transition period with discrete stages, Savanna will employ a highly relational, trauma-responsive approach that frames intense emotions as communication, and teach both staff and students skills that can diffuse intensity and lead to connection.⁵ The PBL curriculum will also afford our students the opportunity to learn experientially while building a community of support from their peers and Savanna staff. The support received from the community can potentially serve as a promotive factor for prosocial behavior and community investment.

The entire staff will be trained in a modified version of School-wide Positive Behavior Interventions and Support (SWPBIS), co-creating normative structures with input from students, to this end. School-wide Positive Behavior Support (SWPBIS) emphasizes accountability by way of a three-tiered behavioral framework, that addresses conflict with increasingly individualized attention,⁶ beginning with school-wide norms (in Savanna's case, co-created), then more personalized redirection or interventions on an individual level, escalating to heightened and personalized work with students who have deeper challenges meeting school-wide norms. More detail on this is provided in our section on discipline.

Typical school conflict will be resolved through heightened community support and co-led student and teacher Council Practice, the restorative practices we will be using for school-wide and small group meetings, as well as for conflict mediation within the school in lieu of suspensions. This training will also include community-building and transition circles, mediations, and simple de-escalation strategies. Council practice at Savanna will emphasize both high levels of accountability and high levels of nurturing and support and will address conflict within the school day, with continued support where needed in the following days. Wellness and healing are a critical component of school-wide culture, thus having a shared language and understanding of triggers, behaviors, responses, and shared and individual practices of self-care will need to be attended to.

Savanna will support the fidelity of non-punitive interventions organization-wide by providing ongoing training and support for teachers and staff to serve as effective de-escalation intervention practitioners. All teachers and support staff will be trained in de-escalation techniques, and will spend significant

³ Bilchik, S., Stephens, R. D., & Arnette, J. L. (2000). *From the Courthouse to the Schoolhouse: Making Successful Transitions*. OJJDP Juvenile Justice Bulletin, (February), 1–16.

⁴ Marrow, M., Benamati, J., Decker, K., Griffin, D., and Lott, D. A. (2012). *Think trauma: A training for staff in juvenile justice residential settings*. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress.

⁵ National Child Traumatic Stress Network. (2014). *Complex trauma: Facts for educators*. Los Angeles, CA, & Durham, NC: National Center for Child Traumatic Stress.

⁶ Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the Evidence Base for School-Wide Positive Behavior Support. *Focus on Exceptional Children*, 42(8). doi:10.17161/fec.v42i8.6906



time during PD as well as the various in-school faculty retreats practicing redirection as well as agreed upon processes for how to identify and appropriately respond to escalating tensions between students, or between students and staff. In the spirit of all Savanna students being known well, our weekly PD sessions will also involve share-outs about our first-year students each week. This will present opportunities for the whole community to know what “makes our students tick,” so that deescalation efforts are not themselves a trigger for the students (e.g., asking a student to lower their voice, vs. quietly transitioning to another space).

Savanna shall also conduct ongoing professional development to build the skills of all staff members, including, but not limited to teachers, administrators, social workers, custodians, and advisors to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to developmentally appropriate strategies to prevent and respond to bullying behavior; the complex interaction and power differential that can take place between all parties involved in bullying behavior; information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; and information on the incidence and nature of cyber-bullying.

Savanna will conduct regular assessment of the effectiveness of our efforts to prevent and respond to bullying behavior through our YouthTruth Surveys.



10. School Culture and Discipline

Discipline Policy (general education)

Savanna has designed a great deal of its discipline strategy in alignment with the *Dignity In Schools Campaign's Model Policies*.¹ Each Savanna student is a unique child with unique personal, social, and educational needs. As a result, every disciplinary situation will be treated as such. Being the purview of the Dean and the Student Support Cohort, our discipline policy will rely on multidisciplinary professional expertise and varied experience with each student to collaboratively assess the needs of individual youth as well as the overall safety and health of the school community in making judgments regarding appropriate consequences.

Per Savanna's policy on school culture, community norms (and the related outcomes when they are broken) are co-created with students at the outset of the new school year, and reviewed regularly in school-wide community meetings. Students' joint ownership over school-wide physical and emotional safety will encourage multi-tiered investment in the health of the community. We believe that all Savanna students will be able to meet our school norms over time.

We will reserve suspensions and expulsions for very rare cases when a student has caused physical harm to another person, or we truly believe there is a credible threat of harm.² We recognize that some behaviors may compromise the learning environment and safety for all students and will address these through a system of suspensions and, if necessary expulsion. Savanna School's suspensions will normally be for one day. If the incident is repeated behavior, subsequent suspensions will be matched to the unique student and the unique situation, per the review and recommendation of the Student Support Cohort. In the case of students with disabilities, the Dean will determine if a pattern of removal exists and if it is warranted given all the relevant information about the student..

Concrete consequences for harm to the community that is not physical in nature will be meted out through youth and staff collaboration. Best practices and brain research (fig. 2 and 3) supports the notion that the impact of collaborative resolution creates both community safety and ideal brain states for learning, connection, and relational trust. Conversely, severity in our behavioral approach will not only shame our students and potentially serve as a trigger to withdraw or disengage, but will additionally disrupt our students' working memory and activate their central nervous systems, disrupting their school day learning and that of other students present.

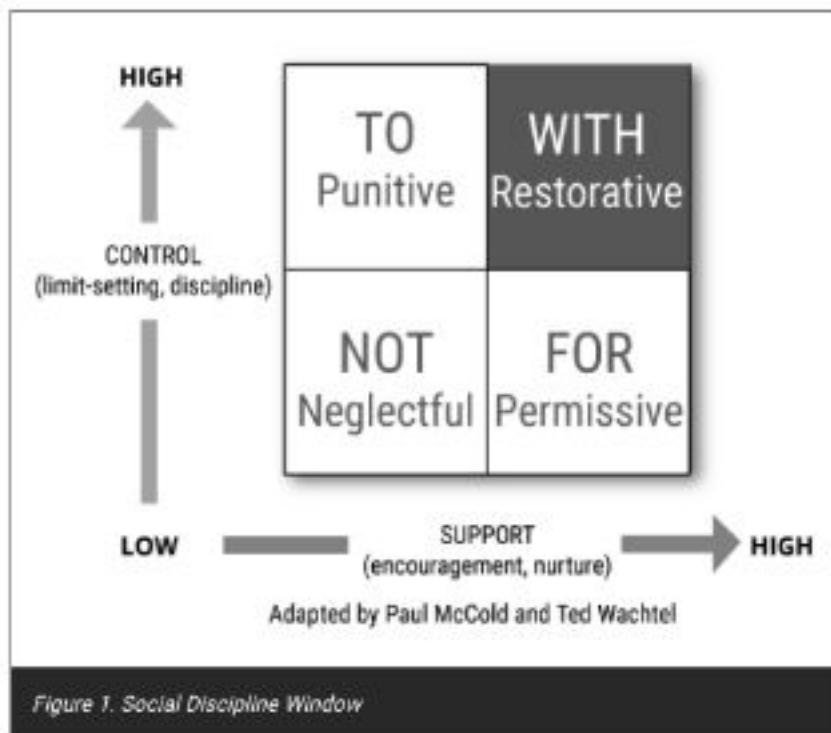
The social discipline window (fig 2) ... describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things **with** people, rather than **to** them or **for** them. The fundamental unifying hypothesis of restorative practices is that "human beings

¹ Model School Codes. (2018, October). *Dignity in Schools*. Retrieved from <https://dignityinschools.org>

² Kegler v. United States DOJ, 436 F. Supp. 2d 1204, 1212 (D. Wyo. 2006)

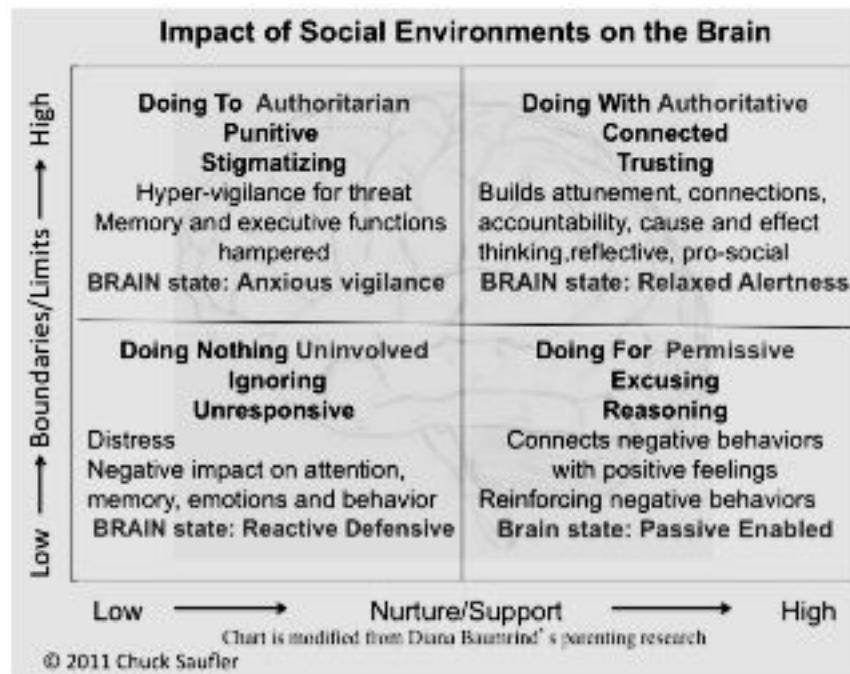


are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things ³⁴ with them, rather than to them or for them.”



³ <https://www.iirp.edu/defining-restorative/social-discipline-window>

⁴ Wachtel, T. (2005, November). The next step: developing restorative communities. Paper presented at the Seventh International Conference on Conferencing, Circles and other Restorative Practices, Manchester, UK.



It is Savanna's policy to draw on positive relationship theory to incentivize exhibiting positive behaviors.⁵ In the event that students need redirection around disruptive behaviors, the following techniques will be used:

1. Students may receive a non-verbal cue first, prompting them to stop what they are doing and help them to refocus.
2. If the non-verbal cue is not successful, a verbal cue will be given. If the student needs to be relocated so that they can refocus, they may "Take 5" in a designated calming space or in the School Commons, reentering once they have had a moment to ground themselves.
3. Before reintegrating into the class, the SpEd or content area teacher will check in with the student outside of the classroom to "take their temperature."
4. The student will have an opportunity to reflect on their actions through a short, restorative inquiry. Teachers will be trained in evidence-based motivational interviewing to assist students during their restorative inquiry. Questions and statements will loosely follow the motivational interview OARS format: open-ended questions, affirmations, reflective listening, and summarizing to help elicit insight from the youth and validate their experiences.
5. Questions may be:
 - a. What happened?
 - b. What were you thinking about at the time?
 - c. What did you think about when you took a moment away?
 - d. Who do you think has been affected by your actions? How?
 - e. What do you think you might need to do to make it right?

⁵ Rimm-Kaufman, S., & Sandilos, L. (2011). *Improving Students Relationships with Teachers to Provide Essential Supports for Learning*. American Psychological Association. doi:10.1037/e501992017-001

If the teacher intuits that the student is in need of more support, they may relay what they noticed about the incident and probe further, using questions such as:

- a. Tell me what you should be doing right now.
- b. Can you do that?
- c. Do you need help?

Students whose disruptive behavior does not de-escalate through the aforementioned interventions will be referred to a one-on-one with their school social worker. Parents of students referred to a one-on-one will be notified by phone of their child's referral. In the one-on-one setting, students will work with their social worker and develop writing skills while reflecting upon their behavior.

If the disruptive behavior includes inappropriate or unwanted touching, extremely disruptive classroom behavior, use of electronics or technology to download sexual or otherwise inappropriate materials, or to bully or threaten others, students will be required to participate in an after-school mini-course as a behavioral intervention. The purpose of a mini-course is to take an educational approach to help students avoid disruptive or boundary-crossing behaviors. Often students do not understand the impacts of their actions, and the mini-course is prescribed to help students understand how their actions can be perceived by others. A letter will be sent home to parents before a student is to participate in a mini-course. The mini-course will be delivered through the Student Support Cohort and students will return to class upon completion of this intervention and a reentry circle.

Any student who was harmed by bullying, unwanted touching, or on the receiving end of the offending student's behavior will be immediately referred to appropriate support services in the school and community and be given the opportunity for a private circle with trusted adults and peers of their choosing. This will create an opportunity for the student to establish their needs in order to feel safe once the other student returns to class. No student will ever be required to sit in a restorative circle with a student who has caused them harm against their will, and in the event that the harmed student wishes to abstain from participating in the reentry circle, an adult will sit in as their proxy. Once the student who has caused harm is returned to class, ongoing actions intended to prevent recurrence will follow: increasing adult supervision of any activities in which incidents have occurred and close monitoring of the security of those harmed. Removal, suspension and expulsion will only be used as a measure of last resort.

When students exhibit bullying behavior (including bullying done on social media channels), Savanna will adopt positive and restorative responses that hold students accountable for their actions so that they may grow as individuals and repair any harm they have caused. The Savanna School defines bullying as behavior that takes place in a pattern that is repeated over time that harms or threatens to harm any student's physical, social, or emotional well-being. Bullying behavior may be connected to a negative and biased view of a targeted student due to an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, mental or physical disability, or by any other distinguishing characteristic.

Savanna will invest the bulk of their efforts in community building, relationship building, and using the



unique functions of the school's design that will circumvent the need for students to engage in interpersonal or physical conflict (e.g., small class size, two teachers in each classroom, daily circle practice in Advisory and Council at the end of the day, social worker-led group and individual session). Savanna believes that fighting, while not uncommon in adolescence, jeopardizes the community's safety and well-being. Our response to fights on school grounds and during school-sanctioned events will begin with non-punitive interventions whenever possible. These will take the form of school-wide positive behavior interventions and supports, counseling services, restorative circles, and peer mediation.

In the unfortunate event that tensions escalate to the point of a physical fight, the staff closest to the fight will break it up (using safe and appropriate techniques learned via child serving organizations, such as Ramapo) and move students to separate spaces. Support staff will be called in immediately to work directly with the involved students. If students are not prepared to mediate within the school day, they will be released at separate times, and it will be made clear that any social media discussion of the aforementioned or precipitating events will be a violation of community norms.

Out-of-school suspensions and exclusions will be limited to incidents that involve conduct which poses a serious and credible threat to the safety of the school environment. Any situation in which a student has inflicted serious bodily harm will be expelled without the possibility of return.

Savanna will define the aforementioned categories and their requisite consequences as such:

1. Fighting: Mutual, intentional participation in a physical altercation occurring between two or more persons with no one main offender and no major injury. Fighting does not include verbal confrontation, unintentional contact that does not cause serious bodily harm, or self-defense.
2. Credible Threat: A threat that is "real and immediate, not conjectural or hypothetical."
3. Self-Defense: Right to use reasonable force to protect oneself or others from the fear of or infliction of bodily injury or violence.
4. Serious Bodily Harm: Bodily injury that will occur without significant delay which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Savanna will make reasonable and fair distinctions in assessing student conduct to determine if a student has violated the school's rule against fighting. The following factors will be considered when determining if a student has violated the school's policy against fighting:

1. A distinction between intentional and unintentional contact. Unintentional contact shall not be considered fighting; students shall only be disciplined for conduct in which the student intentionally participates. Unintentional contact includes, but is not limited to, bumping, brushing or tripping.
2. Verbal misconduct, including gestures and profanity, will not be considered fighting.
3. A distinction will be made between minor contact and serious physical injury with severe discipline reserved for intentional contact that results or could result in serious physical injury.

Provision of Instruction During Removal

The Savanna School will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the general Savanna School curriculum.



Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take any scheduled exams, keep pace with other students, and progress to the next academic year. All suspended students are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. The dates and times of alternative instruction will be listed on the student's suspension letter. All students will be provided with a minimum of two hours per day of alternative instruction.

For a student who has been expelled, alternative instruction will be provided in like manner as with a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Alternative instruction will take place at The Savanna School or another appropriate site. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

Gun-free Schools Act

Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal or School Leader may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm" as used in this law is defined by 18 USC § 921(a) and includes firearms and explosives.



10. School Culture and Discipline

(c) Special Education Discipline Policy

As outlined in sections 1ac, 2ab, 6af, 8ad, and 10a, we anticipate that we will enroll large numbers of students with disabilities or those whom we suspect may have disabilities. We have designed Savanna curriculum, culture, and the structure of our classrooms — team-taught by Special Education and content area teachers, with this in mind. Our relational, high-support adult to student ration and school-wide Discipline Policy additionally reflect this. Therefore, students with or suspected of having disabilities will be governed by the same discipline policy as other students, except when it is determined by an IEP team during a Manifestation Determination Review(MDR) that the behavior at issue is a manifestation of the student's disability. In such instances, a review will be undertaken to determine disciplinary consequences, decided in accordance with a student's individualized education program (IEP), behavior intervention plans, and/or 504 plan, if applicable.

If a student with an IEP is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability, an FBA will be conducted or updated and a BIP developed or modified. The FBA will be based on multiple sources of data, obtained across multiple settings and times of day including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), advisor(s), social workers(s), and others with whom the student interacts; and a review of available data and information from the student's record and other sources, including any relevant information provided by the student's parents/caregivers. An FBA will be conducted by a team; the Dean will designate the team and its facilitator.

A behavioral intervention plan (BIP) will be based on the results of an FBA and include, at a minimum: 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. The BIP will identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s). Baseline data will be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness. The BIP will be monitored (and reported to the parent/guardian) using the same data collection measures (frequency, intensity, duration and/or latency) that were used to collect baseline data for the FBA. The goal is for the problem behavior to decrease as the replacement behavior increases.

After an FBA has been conducted, the IEP team will be convened to review the results of the FBA, develop a corresponding BIP (if appropriate), and update the student's individualized education program (IEP) to indicate if a particular device or service, including an intervention, accommodation or other program modification, is needed to address the student's behavior. Savanna classes being team-taught by special and content-area educators, elements of the student's BIPs will also be integrated into project and lesson planning, and areas of growth and support as both embedded skill building and assessments, per our instructional model.



In rare cases, it may be necessary to suspend or remove students with disabilities from the academic environment. In the event that a student is removed from school for more than 10 consecutive or cumulative days, a Manifestation Determination Review will be conducted in accordance with the requirements of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, as applicable. We will adhere to all applicable state and federal laws and regulations to ensure due process and the provision of mandated procedural safeguards.

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that Savanna, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. Savanna will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

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

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

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

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2. The commission of any infraction resulting from the student's disability.

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. Savanna will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.



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

During any removal for drug or weapons offenses pursuant to 34 CFR §300.520(a)(2), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

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

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in her current educational placement pending the determination of the hearing.

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



10. School Culture and Discipline

(d) Dress Code Policy

With agency as a guiding principle, Savanna wants to ensure our students are able to express their individuality during their school day. We hope to bring a sense of belonging and safety to our community by appreciating our students' unique choices in hairstyles and other accessories. The specifics of school dress guidelines will be co-designed by students, with approval from the Director and the Dean of Students in Savanna's first year.

Basic Guidelines for Savanna's School Day:

Tops

- Shirts must have sleeves, and be buttoned.
- Mid-sections should be covered
- Sweaters and jackets may be worn over, but not in place of, an appropriate shirt.

Bottoms

- Long pants, shorts or skirts, worn with the waistband at the waist.
- Skirts and shorts must be of acceptable length (2 inches above the knee).

Other clothing guidelines

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts, or feature profanity.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Hats, hoodies, and other head coverings, including those worn for religious reasons will be allowed as long as students' faces are visible.
- Students must remain in dress while at school, with exception to physical education class or special events.

Basic Guidelines for Student Internships:

- Appropriate attire for academic internships varies by workplace. Students should familiarize themselves with their workplace norms and raise any questions they have about the appropriate dress with their direct supervisors.

If school staff notice that a student is not meeting the requirements of the dress code:

- An effort will be made to have a school staff person that has a positive relationship with the student address the issue.
- If there is enough time to discuss the issues before class begins, staff will approach the student sensitively and take them to a private area to discuss the dress code.
- If the student will be late to class, staff should allow them to proceed to class and wait to have the conversation during lunch, or after school.



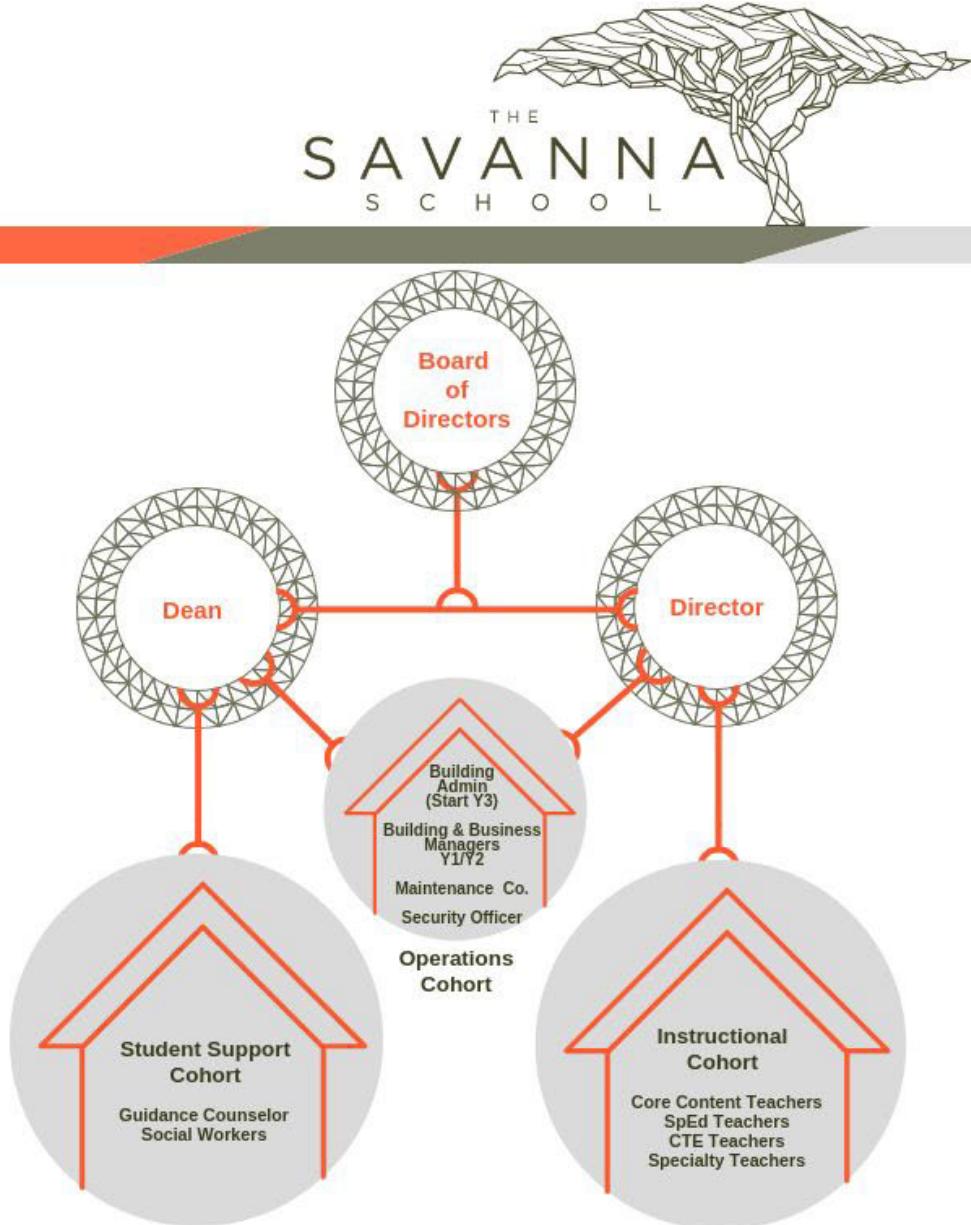
- If violations are ongoing, school staff should determine if there are other factors for why a student may not be meeting the dress code (e.g., not knowing or understanding the dress code rules, lack of access to acceptable clothing, or no clean clothes), and try to help them address those barriers by connecting them to resources that will help them, including those that will give them access to the ability to launder their clothes.¹

¹ *Model School Codes*. (2018, October). Dignity in Schools. Retrieved from <https://dignityinschools.org>



11. School Management and Leadership

a. Organizational Chart



b. School Leadership and Management Structure

The Savanna School is organized as a professional partnership, and will be led by founder and Director Ria Fay-Berquist.¹² While the Director is the instructional leader of the school, decisions impacting the direction of the school are made jointly between the School Director and Dean, Dean, and Building Administrator (or Business Manager in years one and two) when relevant. The leadership team will serve as the central leadership figures within the school community. Decisions within the leadership team will be made by way of consensus where possible, but team members will concede to majority rule in the event that consensus cannot be achieved. The Director and Dean and Dean will work closely with, and report directly to the Board, and will hold joint responsibility for ensuring that the school adheres to its mission and that its academic goals and objectives are achieved. The Director will communicate directly with the board on behalf of the leadership team, and with consent of the Board, with the charter authorizer.

Savanna is committed to a Collaborative Leadership Model. There are several reasons for this. At a very basic level, we believe it is critical to the success of our students that the academic and social-emotional components of the school are in heightened collaboration with one another, and that they are given equal measure in mapping our students' goals, needs, and overall trajectories. This is one component of education within the justice system that can be very effective. With heightened responsibility for teachers and student support personnel, it should follow that they are given heightened decision-making power. Hence, the equal footing of Director.

Further, it is our goal to recruit experienced educators who have more than five years of teaching experience and whose subject area expertise, pedagogical practice, and classroom routines are refined enough to take on a sometimes challenging student population. For skilled educators seeking new challenges and more responsibility but not interested in leaving the classroom, Savanna may offer an exciting opportunity to lead without giving up direct instruction and relationships with youth.

One tenet of Savanna School culture is that every child is known well. This should extend to the faculty and staff in the building. Working at Savanna will be a rewarding, but demanding job. Distributed leadership will give teachers opportunities to co-design and influence school practice and policy based on evidence from their classrooms; leading to greater teacher agency, retention, and compassion satisfaction -- the latter a protective factor against burnout. We believe that the structure of distributed leadership will increase the likelihood that Savanna's policy and practice decisions serve our students and are implemented with fidelity.

¹ Kolderie, T. (2014). *The Split Screen Strategy: Improvement Innovation - how to get education changing the way successful systems change*. Edina, MN: Beavers Pond Press.

² Noguera, B. P., Darling-Hammond, L., & Friedlaender, D. (2015). Deeper Learning Research Series: "Equal Opportunity for Deeper Learning," (October).



Research also demonstrates a clear relationship between teacher leadership and student achievement. In Ingersoll, Dougherty, and Sirinides' 2017 report, *School Leadership Counts*, the authors note that in schools where teachers have a "large" role in school improvement planning, student achievement in ELA outranks schools where teachers have a "small" role by 20%, and by 11% in mathematics.³ Their study also found that policy and planning were the most critical areas of teacher influence and agency that correlated with student success, with particular emphasis on discipline policies.

Priorities and Key Organizational Decisions:

We will design our frameworks for schoolwide decision-making based on the leadership and governance structures of several successful Teacher-powered schools, including those within the New York City Department of Education and UFT's *Progressive Redesign Opportunity Schools for Excellence* (PROSE) Initiative.⁴⁵ Savanna's founding team will engage in a concentrated period of training and professional development on distributed leadership during our planning year.

Savanna instructional, student support, and operations staff are organized into three faculty cohorts, as shown on the organizational chart. Lead teachers and student support staff and, where appropriate, students and families, serve on schoolwide committees with advisory or decision-making power. The Director will manage instructional design and pedagogy, all with oversight by the Board. The implementation of the school's project-based instructional program and educational policies will be approved by the Board of Trustees and shared and implemented with the school community by the Principal and Instructional Cohort. The school's curriculum development, professional development, and data-driven decision-making initiatives will be designed and led by the Director and committees within The Instructional Cohort. Student support and family engagement will be the responsibility of the Dean, as will overseeing and implementing discipline policies. Day-to-day management of facilities and general operations will be within the purview of the Building Administrator (or Business Manager in years one and two).

Each staff member at Savanna will serve on either an instructional team and/or schoolwide committee of their choosing. Teams may be work groups that emerge because of trends at Savanna (e.g., attendance, college persistence), or ongoing committees that report in on a regular timetable and assess data and policy (e.g., discipline). Some committees will have autonomy, others will carry out the bulk of their work independently, which will later be reviewed and approved by the full team at a Savanna (e.g., budgets).

³ Ingersoll, R. M., Dougherty, P., & Sirinides, P. (2017). *School Leadership Counts* (pp. 1-35, Issue brief). Santa Cruz, CA: New Teacher Center.

⁴ Junge, A., & Farris-Berg, K. (2015, July). *15 Areas of Autonomy Secured by Teams of Teachers Designing and Running Teacher-Powered Schools* (Rep.). Retrieved October 12, 2017, from Teacher Powered Schools Initiative website: <https://www.teacherpowered.org/files/Teacher-Powered-Autonomies-Detailed.pdf>

⁵ Dubin, J. (2017, Spring). In New York City, Encouraging Successful Schools to Share and Grow. *American Educator*, 25-44.



Evaluation Procedures for Management and Leadership:

Savanna Board of Directors will perform a 360 degree evaluation of its Director and Dean annually, and semi-annually, in the first year. The evaluation process will include a self-evaluation and Board evaluation rubric. Using the Director and Dean's school-wide plans as a reference, the Board uses self-evaluation, surveys from parents, teachers and students, school data, personal observations, and an in-person interview to create the annual evaluation.

Areas of improvement are identified and a corrective action plan is collaboratively created, if necessary. A mid-year evaluation will be done if there is a specific issue or trend that concerns the Board, and the evaluation can be used to set a correction that can be implemented before the school year ends in June, with goals and expectations set by the Board to be met by the Director and/or Dean on a specific timeline. Or, in the case of a new Director or Dean being hired, a mid-year evaluation may be conducted to ensure that they are receiving the support they need to be successful and that they are progressing in the professional development as needed to perform the job as required. The Board uses the full evaluation to determine the compensation for the upcoming year and the full Board votes to adopt and approve the conclusion of the evaluation and compensation as part of the annual budget. The Director and Dean are evaluated based on the following performance standards:

- Personal Leadership
- Distributive Leadership
- Commitment to Students
- Relationship Building and Communication
- Culture Building
- Data Orientation
- Advocacy and Community-building Efforts
- Critical Thinking
- Self Awareness
- Strengths-based Orientation to Students, Families, and Staff
- Success in Teaching and Coaching (Director)
- Coherence of Instructional Vision (Director)
- Curricular Expertise (Director)
- Academic Outcomes (Director)
- Discipline, Suspension, and Expulsion Data (Dean)

The Director and Dean will receive a score for each standard (ranging from 1-5 which represent no evidence, approaching standards, meeting standards, mastering standards, and exceeding standards). In the event that the Director or Dean receives a 1 or 2, an improvement plan will be created by the Board and leadership, and periodic check-ins will be performed to monitor and support the leader in this area. At



either the next mid-year or end of year evaluation, the Board will expect the leader to show growth in this standard.



R-12 - Personnel

a. Staffing Chart and Rationale

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	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	1.0	1.0	1.0
Operation / Business Manager	0.3	0.3	0.0	0.0	0.0
Administrative Staff	1.0	1.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF	3.3	3.3	3.0	3.0	3.0
INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	4.0	8.0	10.0	10.0	10.0
Teachers - SPED	3.0	6.0	8.0	8.0	8.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	2.0	3.0	4.0	4.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	3.0	4.0	4.0	4.0	4.0
Other	0.5	0.5	0.5	0.5	0.5
TOTAL INSTRUCTIONAL	11.5	20.5	25.5	26.5	26.5
NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	1.0	1.0
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	1.0	1.0
TOTAL PERSONNEL SERVICE FTE	14.8	23.8	28.5	30.5	30.5

Administrative Personnel

Savanna Community Charter School envisions a very small administrative staff that is based on shared decision-making leadership models that guide Teacher Powered Schools and the Progressive Redesign



Opportunity Schools for Excellence or PROSE [program in NYC](#). In national teacher-powered schools and PROSE schools, teachers work collaboratively with school leaders to make changes that can positively impact student achievement. All stakeholders will participate in the school's governance at Savanna through the three cohorts - Instructional Cohort, Student Support Cohort and Operations. Cohorts will be empowered to institute strategies and systems that will address non-budgetary issues and concerns. With budgetary items, the cohorts will make recommendations to the administrative team who, along with members of the various cohorts, will bring those recommendations to the Board of Trustees for their discussion and approval.

The teacher-powered schools have demonstrated positive impacts on student achievement and school culture. Additionally, teachers report higher degrees of professional satisfaction and therefore the issue of teacher turnover is positively impacted.¹ Given the high rate of teacher burnout and turnover in urban school settings and the need for Savanna's teachers to be experienced and dedicated to this unique student population, as well as the urgent need for Savanna students to enjoy the stability of a highly committed teaching staff dedicated to them and their school, teacher empowerment will be extremely important to the success of the school. We also believe that this unique aspect of our school will be critical in attracting excellent teachers and other staff to our school.

Because all of the school functions are vital to the success of Savanna, our administrative staff will assume responsibilities that might typically be relegated to additional staff. Communication will be maximized with a small administrative team. We are not opening with a Director of Operations because, given our very small size (student N will be 48 and 83 in Years 1 and 2), we believe that the operations tasks can best be accomplished with a part-time finance and business manager and some job sharing with the Dean. As we grow in student enrollment and complexity into our third year, a full-time operations manager will be hired to join our administrative team.

Instructional Personnel

Because Savanna has created efficiencies through a smaller administrative team, the school is able to devote significant human assets to its teaching and intervention staff. Savanna's teaching corps falls into the following design ethos: co-teaching classes for Humanities and Math with two teachers, a general educator and a special educator. Science teachers will be dual-certified, as science class is highly engaging and hands-on, and our science teacher will have the opportunity to manage small student groups engaged in collaborative work.

Core subject teachers: Mapping to the academic program, each grade will have two Humanities Teachers, one Math Teacher, and one Science Teacher, with exception to Year 4 (Grade 12), wherein students will have completed their science credits. All core content teachers will have five years minimum teaching experience and a master's degree in education. We will give preference to teachers who have experience with project-based learning, or have experience in a field with a strong project orientation (e.g., engineering, media production). We will seek out teachers who have ties to our

¹ Ingersoll, R. M., Dougherty, P., & Sirinides, P. (2017). *School Leadership Counts* (pp. 1-35, Issue brief). Santa Cruz, CA: New Teacher Center.



students' communities of origin and those who have come from justice-impacted families and communities themselves.

Special Education Teachers and Counselors

Our model is grounded in distributed and reinforced student supports, meant to serve and change outcomes for a student population that has a high school attainment level of 6% in New York City. As a population that has a strong overrepresentation of Students with Disabilities, approximately 20% of whom have come from Special Education District 75, it follows that our staff should be highly trained special educators, well-versed in learner variability. As outlined in 2b, projects will be planned between content-area teacher and special educator teaching teams, utilizing this design process to embed structured interventions for students with IEPs and align project outcomes with IEP goals, contributing to time optimization and greater inclusion throughout Savanna.

Savanna will rely on a combination of school social workers, guidance counseling, and advisory to ensure that each student at Savanna is known well by multiple adults at the school. Research lauds the "distributed counseling" nature of advisory, and points out that a student being known well translates into "secure and reciprocal attachments with peers, adults, and the school itself."² Advisory has also been shown to be a protective factor in emotional well-being, and a mitigating factor in violence, substance use, and other risky adolescent behavior.³

School social workers with expertise in trauma and related mental health issues will work collaboratively with all of the adults in the building. Our social workers will be positioned to offer educators both general and specific direction on the mental health needs of their students, and give direction on how to respond to resistance or trauma adaptations in appropriate and effective ways. Social workers will also serve as leads in de-escalating crises and emergencies when student needs outstrip teachers and advisors' ability to meet them. We anticipate that some youth returning from incarceration will need additional mental health support and time with their social workers to engage in therapeutic sessions, as well as connections to non-academic resources.

Between core coursework and CTE instruction, students will complete a surplus of credit-hours within each semester. This schedule is deliberately designed to be 'inattendance-tolerant'⁴ so that students who may require a longer on-ramp to full engagement will still make gains academically even if attendance or tardiness is initially irregular. The additional time and opportunities to build academic and professional competencies will strengthen students who have experienced gaps in school enrollment, many of whom have also been diagnosed with learning disabilities.

² Poliner, R. A., & Lieber, C. M. (2004). *The advisory guide: Designing and implementing effective advisory programs in secondary schools*. Cambridge, MA: Educators for Social Responsibility.

³ Jennings, P. A., & Greenberg, M. T. (2009). *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. Review of Educational Research, 79(1), 491-525.

⁴ Mullainathan, S. (October 4, 2018). Too Little, Too Much [Interview by S. Vedantam, Transcript]. In *Hidden Brain*. Washington, D.C.: National Public Radio.



Specialty Teachers:

Modeled after Saint Ann's School in Brooklyn, Savanna's CTE instruction will be weekly college-level studio courses taught by adjunct professionals currently practicing in the field. Savanna's **CTE Instruction** and certifications are meant to offer opportunities for rigorous hands-on and visual learning, and are aligned with the fastest growing segments of the city's creative economy; those that have exceeded the growth of New York City's various employment sectors in recent years: Graphic Design, Applied Design, Architecture, and Landscape Architecture.⁵ We will solicit and maintain close ties to professionals in the aforementioned fields as we develop mentorship and internship opportunities for Savanna students. This will be facilitated by the school leadership and in partnership with our CTE instructors. This will allow Savanna to stay current on developments in these disciplines both in terms of additional training that will give students a competitive edge in the workforce (i.e., structural engineering) and innovations in imaging and modeling technology.

Non-Instructional Personnel

Savanna will employ a janitorial service, a back-office accounting and payroll management company, and a security officer.

b. Qualifications and Responsibilities

Savanna strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will, therefore, be the responsibility of the Director and Instructional Cohort to locate and recruit the best-qualified candidates to meet the school's educational needs. All Savanna positions will be posted publicly and will include a job description and minimum requirements.

Savanna's leadership is committed to finding a diverse and talented staff that will serve our students, value their unique contributions and concerns in the classroom, and persist in driving them to discover their own pathways of intrigue and success. Savanna will post for job openings on websites and in leading national publications, but will also recruit heavily by word of mouth, through the board of directors, alumni networks, by way of recommendations from veteran teachers in District 79, and through Tri-state alumni networks of HBCUs, CUNY, and Rutgers, to name a few. We will encourage all staff to network and be involved in identifying qualified individuals and attend hiring fairs in and around the New York area.

c. Staff Recruitment and Retention

Recruitment

All postings will include the following wording: "As an equal opportunity employer, Savanna hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability." All applicant resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references, which will be checked and will be required to provide FBI clearances upon hire. Savanna's hiring process will include the following phases:

Submission of Resume and Cover letter: All prospective employees will submit their resume and a

⁵ Forman, A. (2015). *Creative New York* (Rep.). New York City, NY: Center for an Urban Future. <http://www.nycfuture.org>



cover letter specifically tailored to the available position they are applying for at Savanna.

Interview: Savanna's interview will help the Director, or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school's staff; and b) will fit into Savanna's unique culture and environment. The interview phases consist of a pre-screening phone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with Savanna's instructional philosophy and culture. Select candidates will be invited for a formal interview. Savanna will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria.

In addition to mastery over one's subject matter, an ability to connect with and inspire young people to take risks in the classroom, and strong preparation for a demo lesson, Savanna's Director will assess candidates for evidence of many of the same leadership competencies that guide the board's assessments of leadership:

- Strengths-based Orientation to Students, Families, and Staff
- Personal Leadership
- Commitment to Students
- Relationship Building and Communication
- Culture Building
- Data Orientation
- Advocacy and Community-building Efforts
- Critical Thinking
- Self Awareness
- Innovation

For administrative staff such as the Building and Business Manager, Savanna will ask scenario-driven questions designed to assess their ability to work under pressure, to prioritize teacher and student needs, and be able to deftly navigate methods and styles of communication as well as develop procedures for instructional staff to meet their needs while also maintaining fidelity to financial policies and procedures and the law.

Onsite or Offsite Assessment Activities: Evaluation of candidacy will not be limited to an interview for most positions. Candidates will perform onsite and/or offsite activities designed to assess key competencies required of the position.

For teaching candidates invited to continue in the process, they will conduct one or more demonstration lesson(s). Time will be reserved between lessons, if applicable, for the candidate to debrief with Savanna leadership and receive feedback. They may also review student performance data (real or imagined) to provide their capabilities of data analysis and differentiation. For non-instructional personnel, Savanna will implement a series of tasks to measure their skills. The Business Manager, for example, will review and identify errant purchases that are out of compliance with a Financial Policies and Procedures Manual, describe a process that maintains the proper levels of internal control, and performed timed



tasks related to their job functions.

Checking References: Savanna will call references provided by the employee, which must include a former employer.

Offering Employment: Savanna will offer employment through a hire offer memo/contract and a phone call. Savanna's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will. The candidate is expected to sign the contract. Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by Savanna. Any falsification of information and/or documentation will result in the individual not being hired or immediately terminated.

Fingerprinting: All employees must first clear the fingerprint screening and criminal background check process.

Making an offer: The candidate must sign an offer letter/contract accepting the position, with the understanding that the position is considered "at will". Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by Savanna. Any falsification of information and/or documentation will result in the individual not being hired or immediately terminated. While the Board has final hiring and firing authority, the Director, Dean and Business Manager have the day-to-day authority to hire staff members.

Staff Retention

Savanna is committed to retaining successful teachers and keeping them in the classroom where their instructional talents can be maximized. Savanna has built several mechanisms for retention of high-quality teachers into its school design.

Teacher autonomy, agency, and authentic input: As a teacher-powered school, Savanna educators will participate in the governance of the school. As teachers spot opportunities for innovation within Savanna, they will be empowered to generate new initiatives and committees to this end. Our school day and calendar respect and protect teacher planning and professional time. Teachers also have 3 to 4.5 hours per week of professional development on Wednesdays, when students are released early, and four full-day professional development days during the year. The calendar includes a two-week retreat for staff orientation and planning period before school starts.

Protected Pedagogy: Savanna believes that the vast majority of teacher time should be used for planning, instruction, assessment, and feedback. Teachers will not be required to perform administrative tasks; specifically, they will not be asked to perform other tasks such as hallway supervision or lunch duty. Our Dean, school support staff and social workers will spend this time out of their offices, taking advantage of this opportunity to engage with Savanna students in a more informal way, and build multifaceted relationships.



R-12d - Personnel Policies

Equal Opportunity Employer

Savanna 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 applies to all aspects and phases of employment at Savanna, including recruitment, hiring, training, promotion, demotion, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Savanna 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. In addition, Savanna will make reasonable accommodations for any employee's religious beliefs and/or practices.

Savanna will comply with all applicable state and federal employment laws and regulations.

At-Will Employment

Employees at Savanna 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 Savanna 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 Savanna. 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

Savanna strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Director, Dean, and Savanna staff to locate and recruit the best-qualified candidates to meet the school's educational needs. All Savanna positions will be posted publicly and will include a job description and minimum requirements. All postings will include the following wording: "As an equal opportunity employer, Savanna hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability." All applicants' resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references, which will be checked and will be required to provide FBI clearances upon hire. Savanna's hiring process will include the following phases:

1. **Submission of Resume and Cover letter:** All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at Savanna
2. **Interview:** Savanna's interview will help the Director, DCI, DSS, or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school's staff; and b) will fit into Savanna's unique culture and environment. The interview phases consist of a pre screening phone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with Savanna's instructional philosophy and culture. Select candidates will be invited for a formal interview. Savanna will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria.
3. **Demonstration Lesson:** Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s). Time will be reserved between lessons, if applicable, for the candidate to debrief with Savanna leadership and receive feedback.
4. **Checking References:** Savanna will call references provided by the employee, which must include a former employer.
5. **Offering Employment:** Savanna will offer employment through a hire offer memo/contract and a phone call. Savanna's job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will. The candidate is expected to sign the contract. Refusal to comply with these requirements and/or failure to provide adequate documentation will result in the individual not being hired by Savanna. Any falsification of information and/or documentation will result in the individual not being hired, or immediately terminated. All staff will receive and sign for the receipt of the Savanna School Code of Ethics and Conflict of Interest Policy upon employment.
6. **Fingerprinting:** All employees must first clear the fingerprint screening and criminal background check process.

Employment Status

Savanna 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 at a flat rate, regardless of any variation in their hours worked. They are eligible for all benefits that Savanna 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 Savanna 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 Director, and a new contract will be generated.

All employees will receive letters of employment, regardless of full- or part-time status. Savanna 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 Finance and Operations.

Benefits

Savanna will provide a comprehensive and competitive benefits package, including medical, dental and vision insurance. The plan will be available to full-time employees, (and their eligible dependents), who are not contracted on a temporary, substitute or 1099 basis. All health insurance may be subject to monthly premiums deducted from employees' paychecks.

Savanna will establish a 401k or 403B-retirement plan for full-time employees, and Savanna will aim to match each employee's contribution up to 4% in our initial charter. While Savanna will budget for this expense, it is not guaranteed and will be at the sole discretion of Savanna.

Employees asked to travel to a conference, professional development, or other event in support of Savanna, will be reimbursed for travel and accommodations, and provided with a suitable per diem for meals. With the exception of emergency or unforeseen circumstances, 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 Director or Director of Finance and 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 Director or Director of Finance and 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 Savanna 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 Savanna 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, Savanna will grant a specified number of paid leave days, which may include personal days, sick days, and bereavement time. Where possible, employees of Savanna 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 Savanna. 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 Director.

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 Savanna 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, Savanna 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

Savanna 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 Savanna, 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:

- Step 1: Informal Efforts to resolve complaint
- Step 2: Formal Complaint to the Director or Board of Trustees
- Step 3: Formal Complaint to Authorizers

Final Pay

Any employee who leaves Savanna 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 Director.
- The final date an employee works is not the date that the employee receives his final pay, unless approved by the Director.
- The Director, 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 Savanna. Topics to be discussed 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 Savanna are committed to creating a workplace free of bias, prejudice and harassment. Savanna 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

Savanna 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 Savanna premises or while performing work for Savanna off-premises;
- Striking, attempting to strike or threatening to strike a supervisor, fellow employee, client, visitor or any other person affiliated with Savanna;
- Threatening or intimidating a supervisor, fellow employee, client, visitor or any other person affiliated with Savanna.

Reporting Procedures: Any potentially dangerous situation or violation of this policy must be reported immediately to the Director or Dean. All reported incidents will be promptly investigated. Savanna 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 Savanna 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 Savanna 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 Savanna to immediately report any accident or injury occurring on the Savanna premises so that arrangements can be made for medical or first aid treatment. This policy will be in place for any Savanna 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 Operations Cohort, and made available to all employees.

Social Media

Savanna 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, Savanna 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 Savanna's policies against discrimination, harassment, retaliation, or workplace violence;
- Disclose confidential personal or business information concerning Savanna'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 Savanna or to speak for Savanna. Employees must direct all media inquiries to the Director or Director of Finance and Operations.

Drug-Free Workplace

Savanna 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 Savanna events or trip, or where the interests of Savanna are in any way affected.

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 Director 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 Savanna are smoke-free environments.

OSHA



Savanna 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 Policy

Savanna 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 Finance and Operations with the support of the Director and overseen by the Board Chair. Procedures will include: documenting reported Violations; working with legal counsel to decide whether the reported Violation requires review by the Board or should be directed to another person or department; keeping the Board informed of the progress of the investigation; interviewing



employees; requesting and reviewing relevant documents, and/or requesting that an auditor or counsel investigate the complaint; and 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 with regard to 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 in order 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:

Savanna 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 Savanna, and exercise all such powers subject to all applicable laws, the Savanna Charter, and by-laws.
- The Board may delegate the management of the activities of Savanna to others, so long as the affairs of Savanna 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.



- Savanna shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which Savanna 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 Savanna 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 Savanna 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 Savanna worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of Savanna.

Reporting Responsibilities

All Savanna 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 student who talks about wanting to cause injury to 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; or
- A student 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 Director. A child suspected of suffering abuse should not be allowed to leave the school building without express permission of the Dean.

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 Director should be notified, so that they may file a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

All Savanna 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 Director, 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 have 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

Savanna will produce a new calendar annually, one that complies with New York State Education Law surrounding attendance requirements. While Savanna 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 School Closings

Savanna 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 Savanna is automatically closed as well. The Director 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.



13a - Partner Organizations

Request Not Applicable



13b - Partner Commitment

Request Not Applicable



R-14ad - Governance

a. Board Members

All board members were recruited by leveraging personal networks.

NAME	POSITION	COMMITTEE AFFILIATIONS	EXPERTISE	VOTING	EX-OFFICIO
Martha Haakmat	Board Chair	Executive	Governance & Accountability	Y	
Andrew O'Connor	Treasurer	Finance	Finance	Y	
Chike Croslin	Secretary	Executive	Law	Y	
Hernán Carvente Martinez	Trustee	Community Engagement	Youth Justice/Policy	Y	
Blanca Ruiz-Williams	Trustee	Academic	Education & School Leadership	Y	
TBD - will recruit 2019	Trustee	Facilities	Real Estate		

b. Education Corporation Board Roles and Responsibilities

The roles and responsibilities of the education corporation's board of trustees (the "Board") are as follows:

- The Board will, by vote of its members be consistent with the provisions of its by-laws, approve the selection of the Director, after the recommendation of the Savanna Instructional Cohort. Other staff members will be selected by the Director and/or his or her designee(s);
- The Board will, by vote of its members be consistent with the provisions of its by-laws, select any partnering organization(s) or management organizations (Savanna has no current intentions to enter into any such partnering or management relationships);
- 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 Director and Dean (and any partner or management organization(s) 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.

c. Education Corporation Board Design

As set forth in the Board's by-laws, the design of the education corporation will involve the following elements; Please note the reasons for each:

- There will be between 5 and 12 trustees. 5 trustees is the minimum allowable under Section 226 of the New York Education Law and 12 seems to Savanna's founders to be the maximum number that would be workable. The founders want to reserve to the Board the discretion to set the exact number;
- The Board's officer positions will be the Chairperson, Secretary, and Treasurer. The founders consider these to be the core functions needed to manage the work of the Board. 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; and the Chairperson will preside over meetings and perform such other functions as are delegated by the Board;
- 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 Dean 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 Director 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 Director 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): works to secure, renovate and maintain a private facility for the School should that be necessary. We understand that an appropriate public facility space may not be available. Accordingly we are prepared to pursue a private facility, should an appropriate public facility not be available.
- The Board may choose to delegate authority to any committees, officers, employees and/or contractors as it sees fit;
- 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;
- Consistent with applicable law and the by-laws, the Board will meet monthly at the School. 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 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.□

d. Stakeholder Participation

Parents and school staff, including teachers, will be integral parts of Savanna's tight-knit community. The School will create many ways for each stakeholder group to provide input and participate in the governance of the education corporation. All are welcome at meetings of the Board and their voices can be heard during the public comment portion of those meetings. 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 results of the surveys will be shared with the Board and discussed during board



meetings.



R14e - Board By-laws

By-Laws of The Savanna Community Charter School

ARTICLE I

Name and Office

Section 1. Name. This Corporation is a charitable, educational and non-profit corporation and shall be known as the "The Savanna Community Charter School," herein referred to as the "School."

Section 2. Office. The School shall have its Director 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.

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. Powers. The Board of Trustees of the School shall:

- A. Ensure the academic, financial and operational success of the School, set policy, and take ultimate responsibility for the management of the affairs, property and business of the School;
- B. Designate an Executive Committee, a Finance Committee, an Academic Committee and the other standing committees designated under Articles IV and V hereof by resolution passed by a majority vote of the entire Board of Trustees no later than its third meeting, each committee to consist of three (3) or more Trustees. The Chairperson of the Board of Trustees may designate one or more Trustees as alternate members of any standing committee, and such alternate members may replace any absent or disqualified member at any meeting of such committee. A Trustee may serve on more than one committee. Each standing committee shall serve at the pleasure of the Board of Trustees, and shall have such name(s) as may be determined from time to time by resolution adopted by a majority vote of the Board of Trustees. Each committee shall follow the notice provisions of the New York Open Meetings Law and keep regular minutes of its meetings, if any, and report the same to the full Board of Trustees;



- C. Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees;
- D. Hire and remove the Director and approve the hiring of the teachers;
- E. Monitor budgeting, regulatory, financial, compliance, and academic performance with respect to the School; and
- F. Remove a Trustee for cause by a majority vote of the Board of Trustees in accordance with the New York Education Law.

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. Composition. The Board of Trustees shall be composed as follows:

- A. Those individuals who are named as Proposed Trustees in the application to operate the School, submitted to the Charter School Institute on January 9, 2019 (the "Application")
- B. Additional Trustees from among individuals of high moral character who are leaders in the School's community or in the nation, and who have evidenced sincere concern for the welfare of children and the improvement of education. Each Trustee shall be at least eighteen (18) years of age; provided, however, that one Trustee may be below eighteen (18) years of age but not less than thirteen (13) years of age and such Trustee shall be an ex-officio and non-voting Trustee. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. In all cases, non-voting Trustees shall not be counted for purposes of quorum.

Section 4. Term of Office. Trustees, other than the ex-officio members named in Section 3(A) and 3(B), will be elected to serve terms of two (2) years dating from the day of their election and extending to the date of the annual meeting of the Trustees two (2) years thereafter. All Trustees shall be eligible for re-election.

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 (12) 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. 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 a 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 the 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. Intentionally Omitted.

Section 16. 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. 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 3. 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.

ARTICLE IV

Committees:

The Board of Trustees, by resolution adopted by a majority of the entire board, may designate from among its members an Executive Committee, a Finance Committee, an Academic Committee and other standing committees, each consisting of three (3) or more directors with the exception of the Executive Committee, which must consist of five (5) members, and each of which to the extent provided herein or in the resolution shall have all the authority of the board, except that no such committee shall have authority as to the following matters:

- (1) The submission to members of any action that requires membership approval under the New York Not-For-Profit Corporation Law,
- (2) The filling of vacancies in the board of trustees for serving on the board or in any committee,
- (3) The amendment or repeal of the by-laws, or the adoption of new by-laws,
- (4) The amendment or repeal of any resolution of the board of trustees which by its terms shall not be so amendable or repealable, and
- (5) The removal from office of any member of the Board of Trustees or the Executive Committee or any other committee.

Executive Committee of the Board of Trustees

Section 1. Appointment. There shall be an Executive Committee of the Board of Trustees, which committee shall consist of the Chairperson of the Board of Trustees, who shall preside at all meetings; one (1) other officer of the Board of Trustees; and not less than one (1) other Trustee, elected by the full Board of Trustees.

Section 2. Quorum. A majority of the members of the Executive Committee shall constitute a quorum.

Section 3. Powers. The Executive Committee shall have and may exercise such powers of the Board of Trustees in the management of the business and affairs of the School as are delegated to the Executive Committee by the Board of Trustees. The Executive Committee shall inform the Board of Trustees of all of its actions at the next meeting of the Board of Trustees.

Section 4. Meetings. Meetings of the Executive Committee may be called at any time by the Chairperson



of the Board of Trustees or a majority vote of the members of the Executive Committee.

Section 5. Notice. Notice of all meetings of the Executive Committee shall be given by either written notice, facsimile, telegraph or other means of electronic transmission to all Trustees. Notice shall be transmitted at least five (5) days but not more than ten (10) days prior to such meeting. A 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. Notice to the general public as set forth in Article II, Section 12 shall also be given and the record-keeping and other provisions of the Open Meetings Law followed.

ARTICLE V

Standing Committees

Section 1. Finance Committee. The Finance Committee shall review the regular budget and other fiscal reports to be submitted to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee.

Section 2. Academic Committee. The Academic Committee shall be vested with the responsibility of analyzing student assessment data and monitoring the implementation of Savanna Community Charter School's curriculum.

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

Director

Section 1. Selection. A Director shall be appointed and employed by the Board of Trustees.

Section 2. Powers. The Director 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 Director 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 Director 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 By-Laws may be amended, altered or repealed by the Board of Trustees by a three-fourths (3/4) vote of those Trustees present at a duly organized meeting of the Board of Trustees, after approval of such amendment, alteration or repeal by the Charter Schools Institute/SUNY or statement by it that such approval is not required, provided that those present constitute a quorum and further provided that notice of the meeting shall give notice of the proposed repeal, alteration or amendment of the By-Laws as a purpose of the meeting.



R14f - Code of Ethics

The Savanna Community Charter School (the "School") recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the School's Board of Trustees ("Board") (each member a "Trustee" and collectively, "Trustees") and the School's staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School's goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the "Code of Ethics") consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law.

The Trustees, officers, and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers, and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer, and employee of the School. This Code of Ethics shall be incorporated by reference into the School's duly adopted by-laws (the "By-laws") (See R14e). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School's charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee's Family.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not 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 School 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.
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee



relating to: **(a)** a "self-dealing transaction" (see below); **(b)** a potential Conflict of Interest (as defined in the Board's Conflict of Interest Policy (the "Conflict of Interest Policy") and also incorporated in the By-laws; **(c)** indemnification of that Trustee uniquely; or **(d)** any other matter at the discretion of a majority of the Trustees.

6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of The School shall engage in any Self-Dealing Transactions, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction **(a)** is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and **(b)** results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.
9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
10. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.☒
11. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the Exceptions to Conflicts of Interest set forth in the Conflict of Interest Policy and the approval of



such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy.

12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not 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.
13. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
14. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
15. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such a business relationship.
16. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
17. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
18. **Financial Disclosure.** Trustees, officers, and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
19. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee 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 or was intended as a reward for any official action on his or her part. Trustees, officers, and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.



20. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
21. **Related Party Transactions.** The School has not had, nor does it anticipate having, any related party transactions that have occurred or may occur as a result of a less than arm's length relationship with a related party. The School has established requirements and procedures in its By-laws to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.



R-14g - Complaint Policy

Except as described below, any individual or group may bring a complaint to the School's attention. A complaint should include a detailed written statement of the nature of the complaint including the names of the individuals involved and the time, date, and place the incidents and/or actions at issue occurred; an allegation referring to the specific term of the charter or provision of law that the School has violated, what response, if any, was received from the School thus far, what relief the complainant is seeking, and the name, address, and phone number of the complainant.

If a complaint is made regarding a staff member at Savanna, it will first be the responsibility of the Director to address the complaint to the satisfaction of the Board and the complainant. The Board will serve as the appeals body for any complaints not satisfactorily resolved or that involve the Director directly in the complaint. Complaints must be submitted to the Board at least one week prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board will act on the complaint and provide a final response to the complaint within thirty (30) days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required.

The complaint process is guided by Education Law Section 2855(4)(2)(d). An individual or group (a complainant) may bring a complaint alleging a violation of the school's charter, the New York Charter Schools Act of 1998 (Charter Schools Act), or other applicable law relating to the management or operation of the charter school to the school's Board.

Consistent with Section 2855(4) of the Charter Schools Act, if the complainant is alleging a violation of law or of the School's charter and determines that the Board has not adequately addressed the complaint, the complainant has the right to present the complaint to the school's authorizing entity, the New York City Department of Education, which will review the complaint and investigate as appropriate. If after bringing the complaint to the authorizing entity, the complainant determines the authorizing entity has not adequately addressed the complaint, and the complaint alleges a violation of the law or of the School's charter, the complainant may present the complaint to the State Board of Regents, which will review the complaint and investigate as appropriate. The determination of the Board of Regents shall be final.



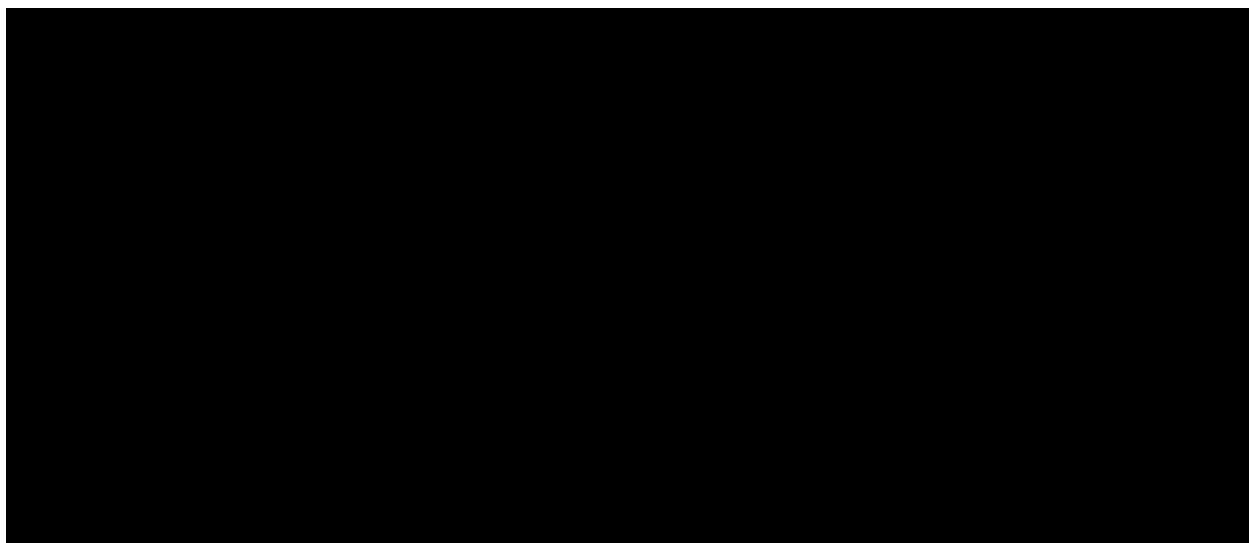
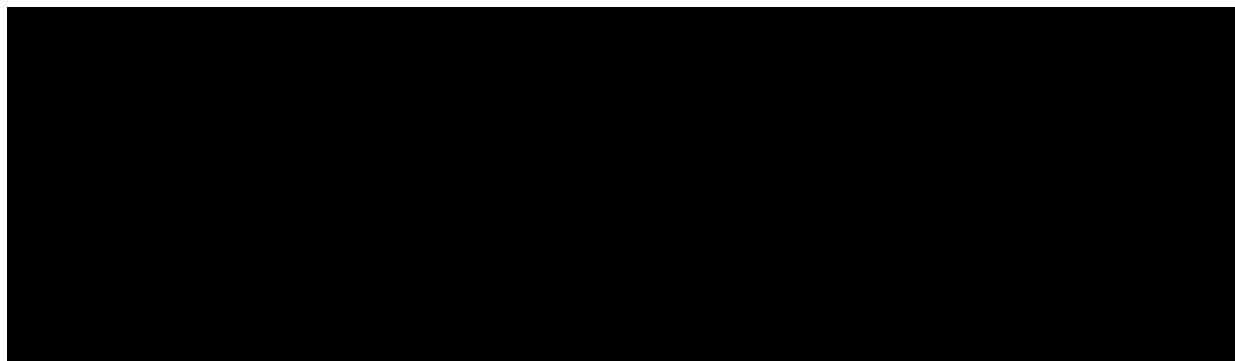
MARTHA HAAKMAT

Brooklyn, NY 11225

The figure consists of a 10x10 grid of black horizontal bars. Each row contains 10 bars. The length of each bar varies, with some being very short and others extending across the entire width of the grid. The bars are arranged in a staggered pattern, creating a visual effect of depth or movement.

MARTHA HAAKMAT

██████████ Brooklyn, NY 11225
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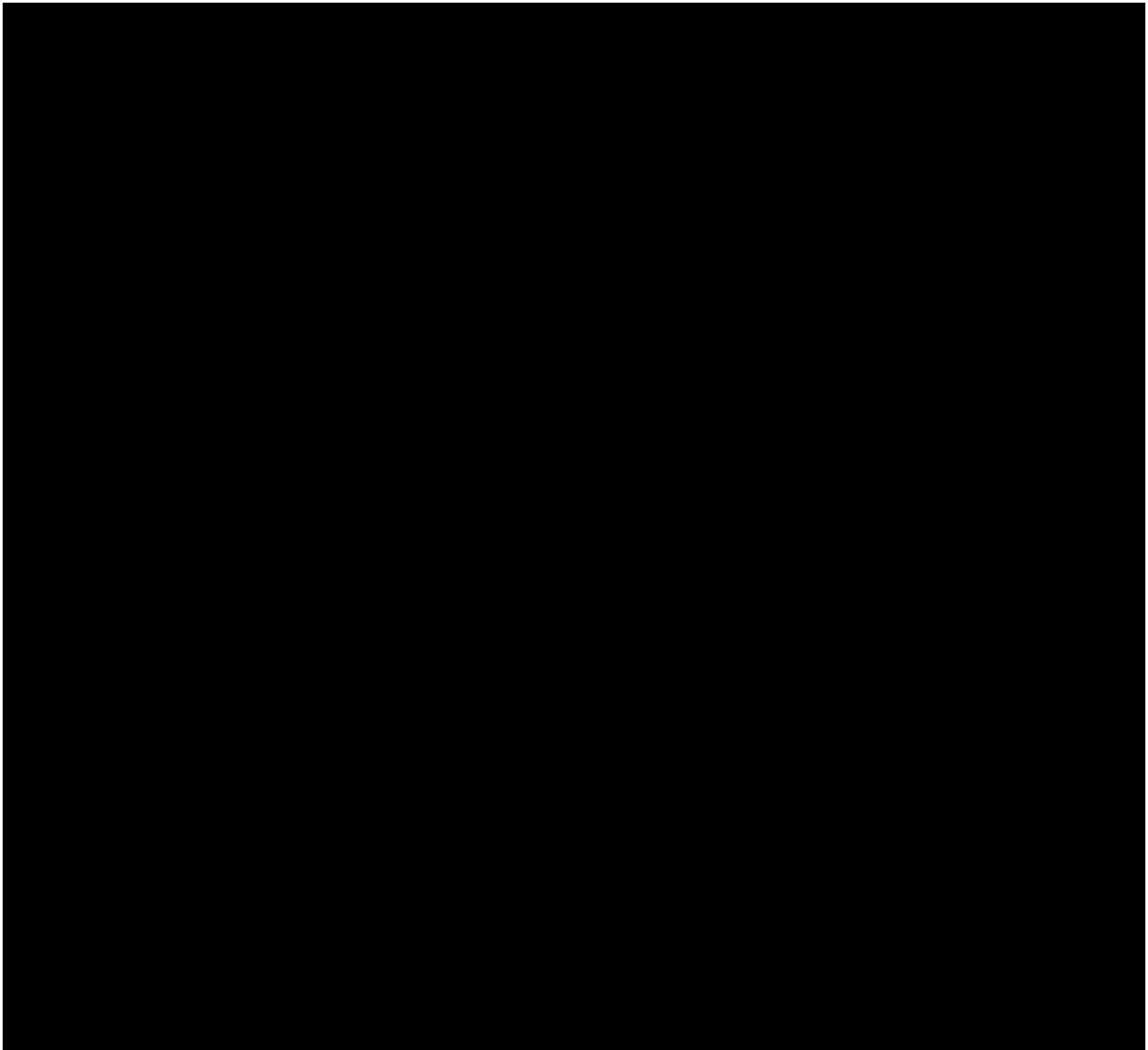
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MARTHA HAAKMAT

Brooklyn, NY 11225



Andrew O'Connor

• New York, NY 10019 •

EXPERIENCE:

EDUCATION:

Columbia University, Columbia College, New York, New York
OPUS Full Tuition Grant Recipient

Sept 2003 – May 2007

ACTIVITIES:

CHIKE BASCOM WAUGH CROSLIN

Hyattsville, MD 20781

EDUCATION

HARVARD LAW SCHOOL, Cambridge, MA

J.D. Cum Laude, May 2016

Honors: 2013 MCCA Lloyd M. Johnson Jr. Scholarship

2014 Ford Foundation Public Interest Law Fellowship

Dean's Scholar Prizes: First Amendment, Federal Courts and the Federal System, International Criminal Law

Activities: *Harvard Law Review*, Notes Editor, Vol. 129

Teaching Fellow, American Constitutional Law, Professor Richard H. Fallon, Jr.

Harvard International Human Rights Clinic

Research Assistant, Professor Laurence Tribe

Research Assistant, Professor Alex Whiting

Jessup International Law Moot Court Competition

Drafting Committee: HBLSA Model State Legislation on Police Body-Worn Cameras

Harvard Black Law Students Association (HBLSA), Parliamentarian

Participant in HBLSA Africa Summit 2014 in Tanzania

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE (LSE), London, UK

MSc. in Anthropology and International Development, Fall 2012

Honors: American Friends of LSE Scholarship

Degree awarded with Distinction

Thesis completed with Distinction

Thesis: "Endangering Democracy, Endangering Development: What Anthropology, Development and the Bank Bailouts Tell Us about the State of American Democracy"

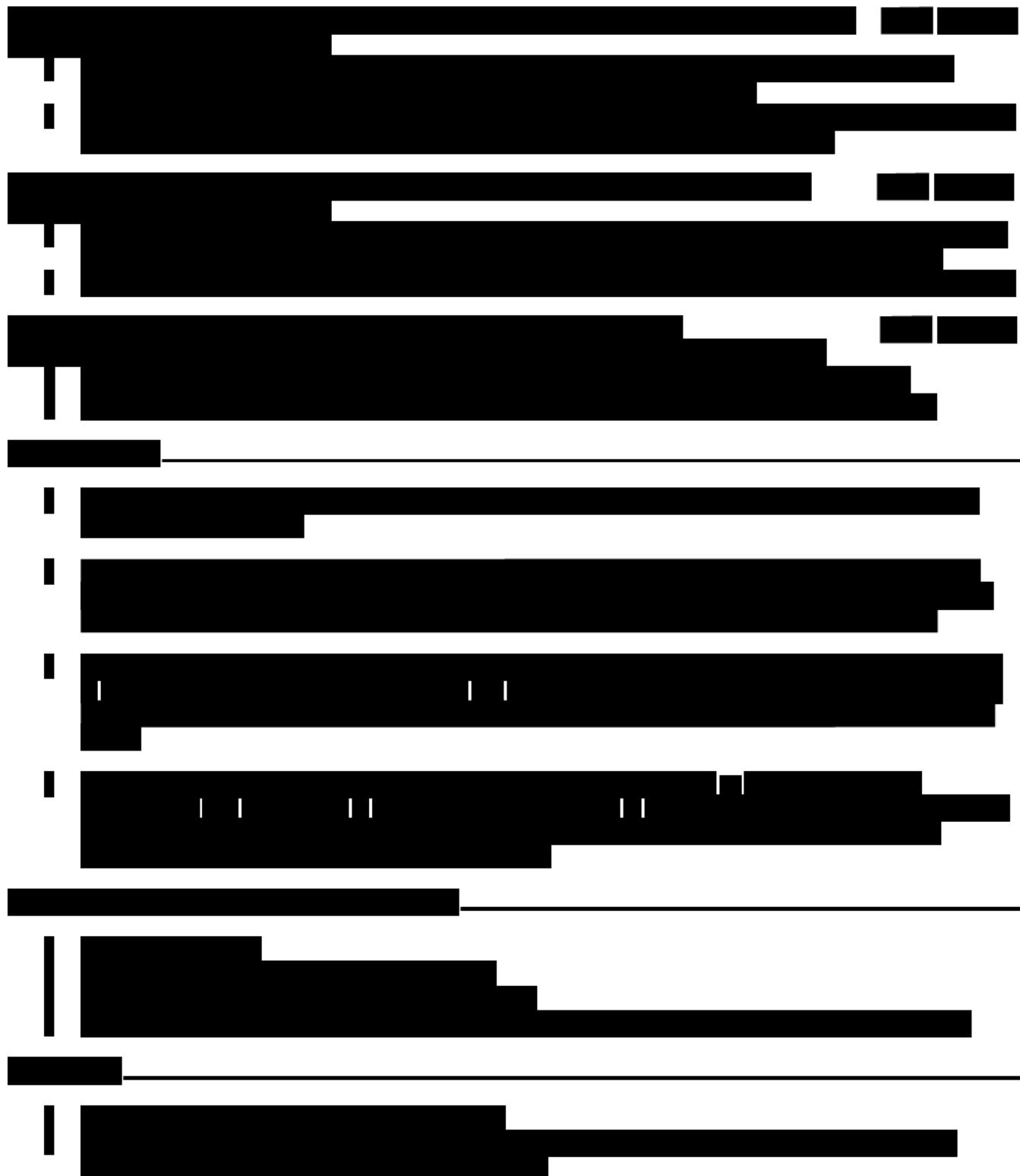
WASHINGTON UNIVERSITY IN ST. LOUIS, St. Louis, MO

A.B. Political Science, awarded with College Honors in Arts & Sciences, Spring 2011 Minor: Institutional Social Analysis

Honors: W.E.B. DuBois Honors – Ralph Bunche Award for academic excellence

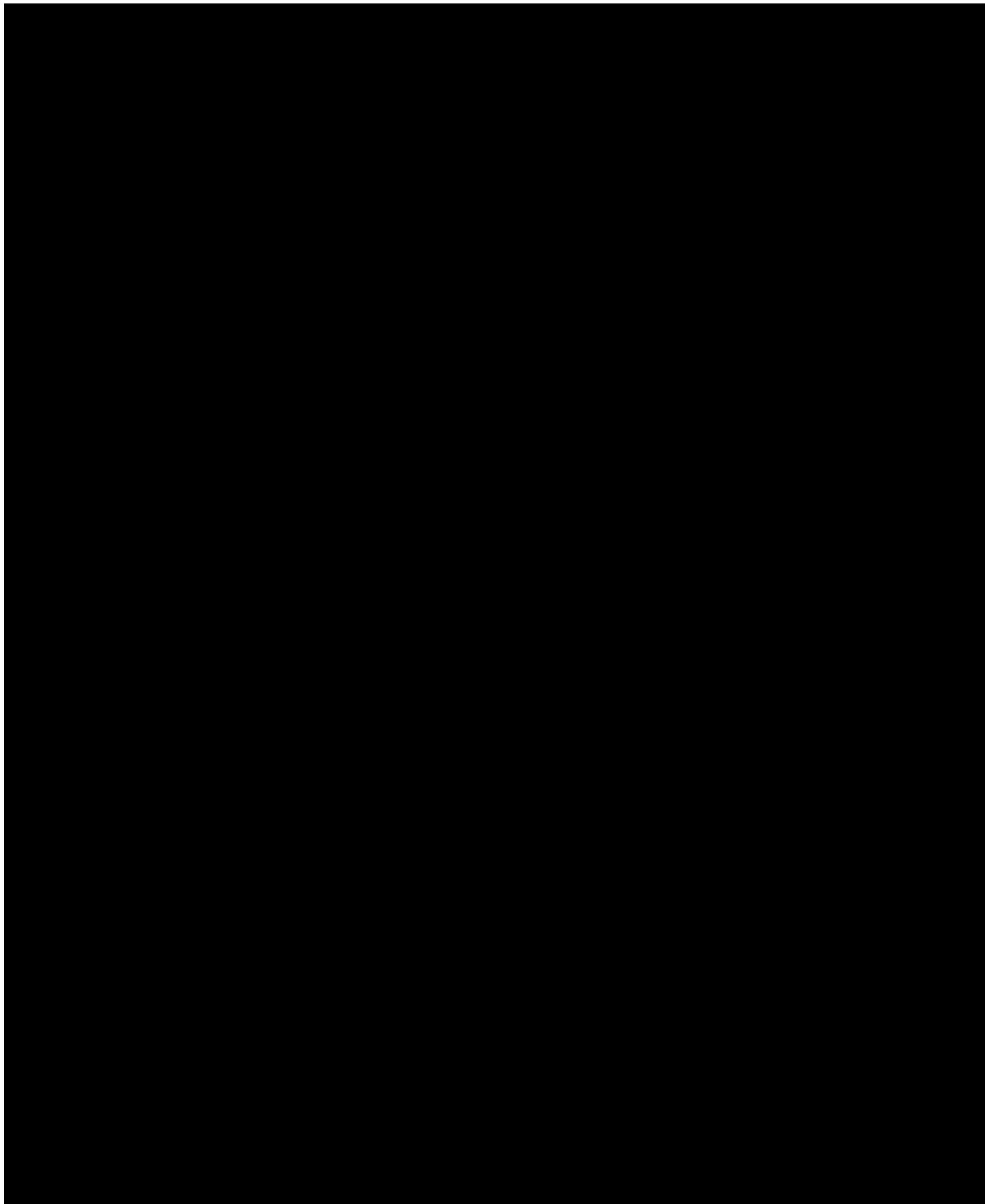
Hirsch Family Fellow of the Center for New Institutional Social Sciences (CNISS), founded by 1993 Nobel Laureate in Economics, Douglass C. North





Hernan Carvante

, NY 11418 |





EDUCATION

John Jay College of Criminal Justice

NYC

08/12-05/15

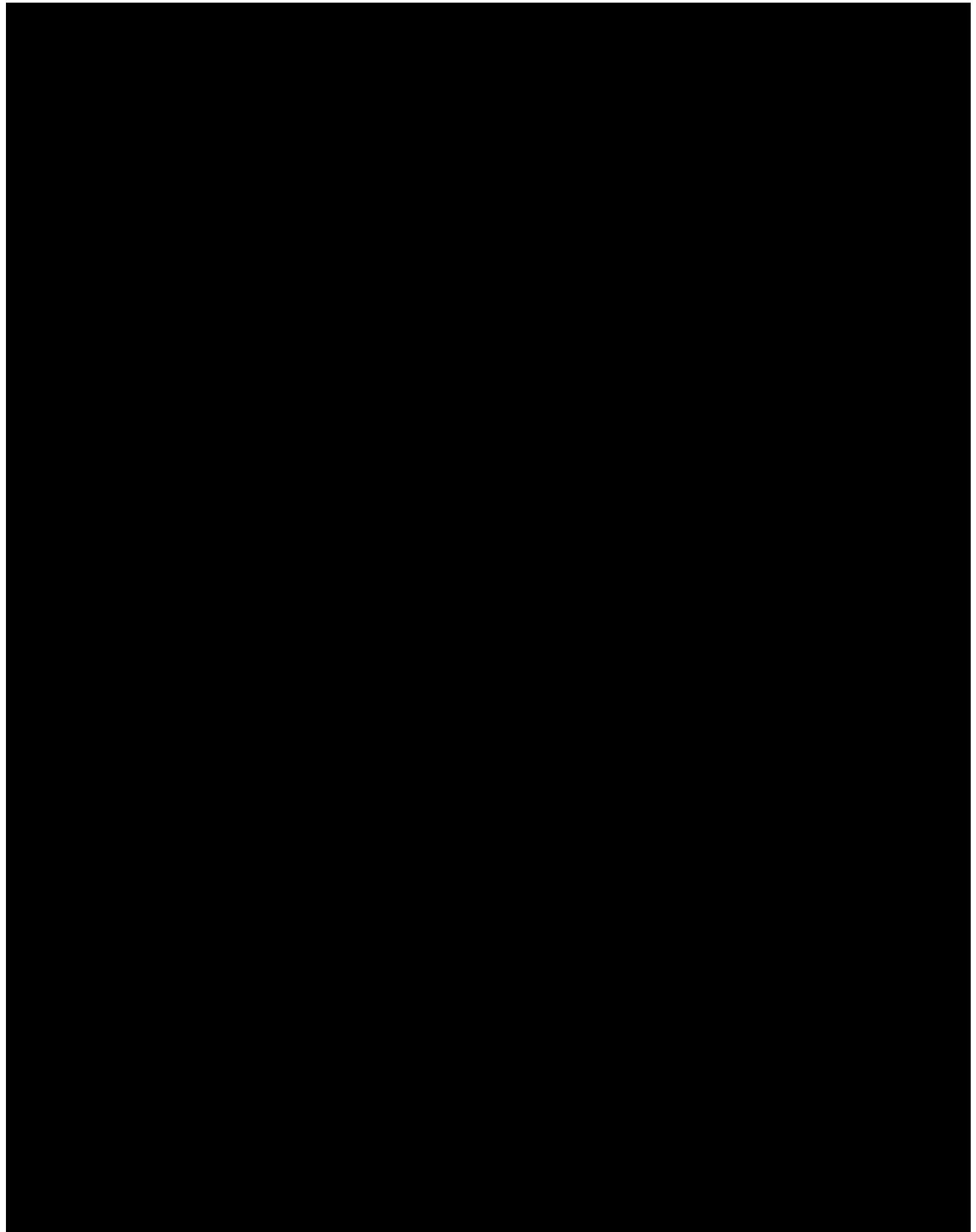
Criminal Justice (B.S)- Deans List 2012-2015

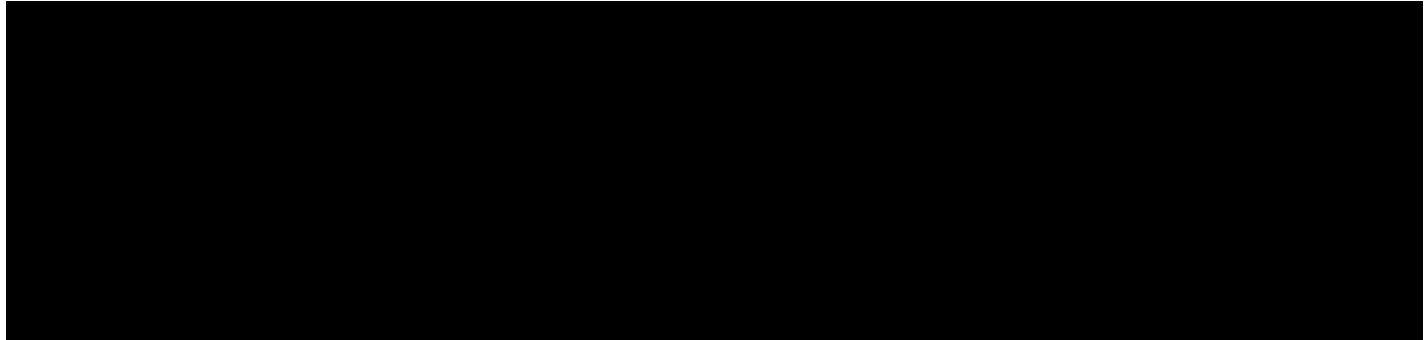
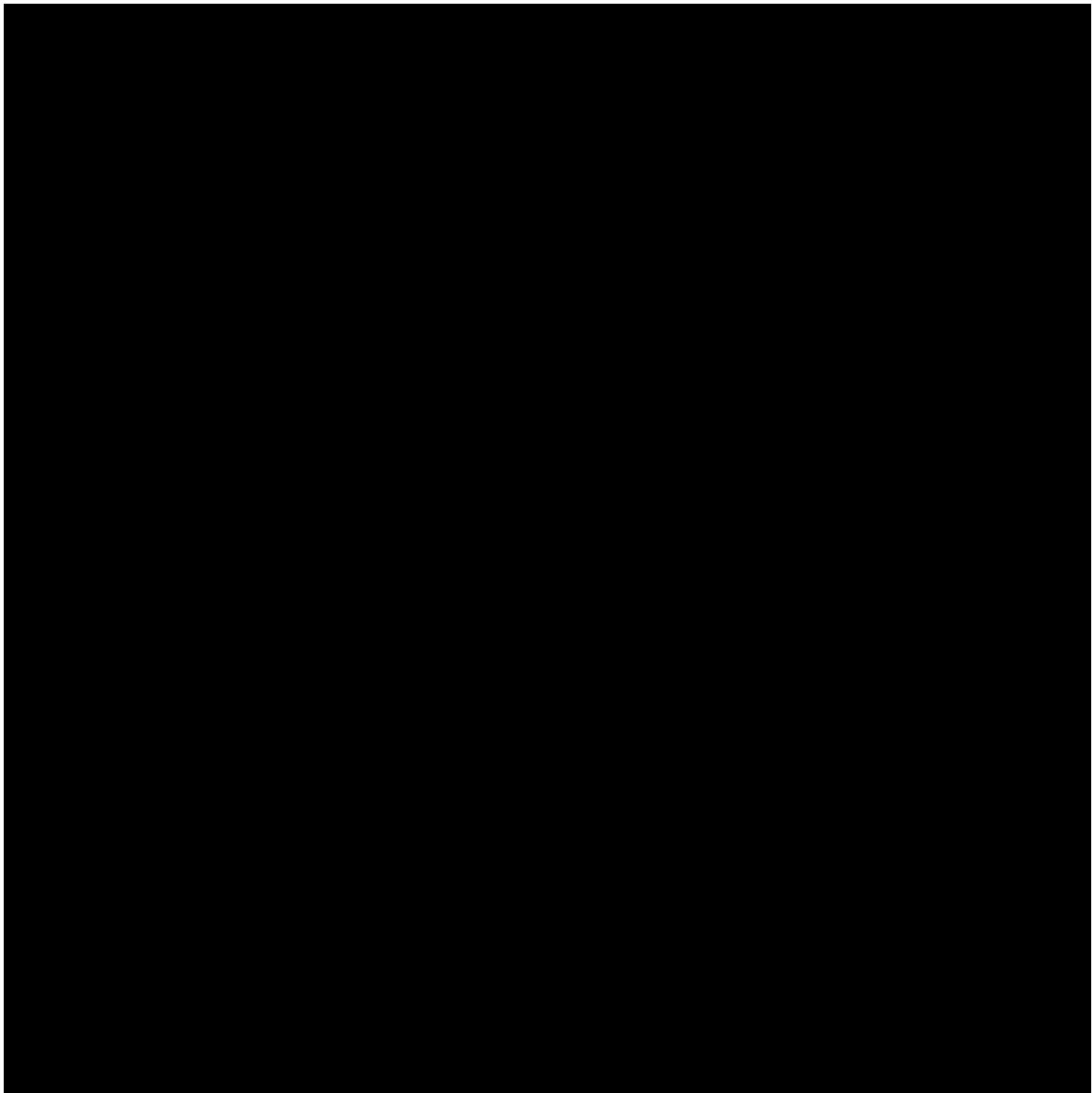
GPA: 3.84

Blanca Ruiz-Williams, Ed. D.

Brooklyn, NY 11216







Education

National-Louis University, Chicago, IL

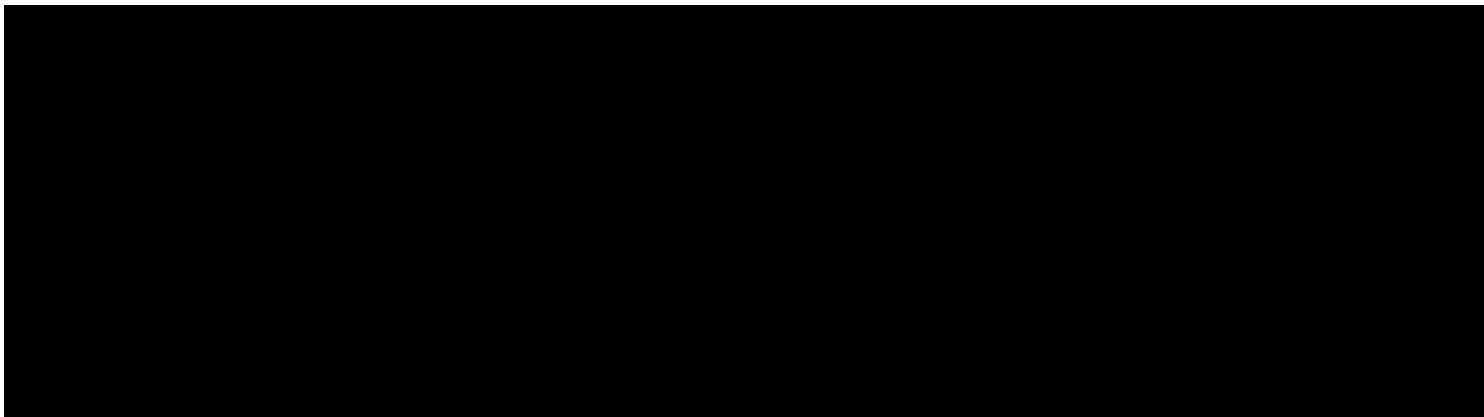
Doctorate, Ed.D. in Educational Leadership
Masters of Education

2012-2015
2006-2007

Georgetown University, Washington, DC

Bachelor of Arts and Science, **Majors:** Government and English

1995-1999



1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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 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, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must

be made to the Institute or the education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) 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 11 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; Education Corporation 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 Trustees); 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;" any sections dealing with governance;
 - 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, 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. The Institute will

approve or reject such proposed trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. **Responsible Tasks**

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. 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 together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- 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 board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. The Savanna Community Charter School
2. Full name: Martha Haakmat
[REDACTED]
3. A brief educational and employment history (or 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. Yes, I serve on 3 Boards currently: Independent School Admissions Association of Greater NY, Early Steps, and NYS Association of Independent Schools.
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.
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.

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.
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.
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.
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.
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.
I / we do not know any such persons.
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. I / we have no such interest.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.
I / we or my family do not anticipate conducting any such business.

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, 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.

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.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.
None.

18. 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. In keeping with the bylaws of the Board, I would work with trustees charged with Board development and membership in order to terminate the service of any trustee involved in self-dealing.

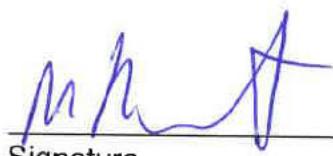
Other

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

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

Certification

I, Martha Haakmat, 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

January 7, 2018
Date

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

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C. *Discussion*

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 - 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 Trustees); 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;” any sections dealing with governance;
 - 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, 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. The Institute will

approve or reject such proposed trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

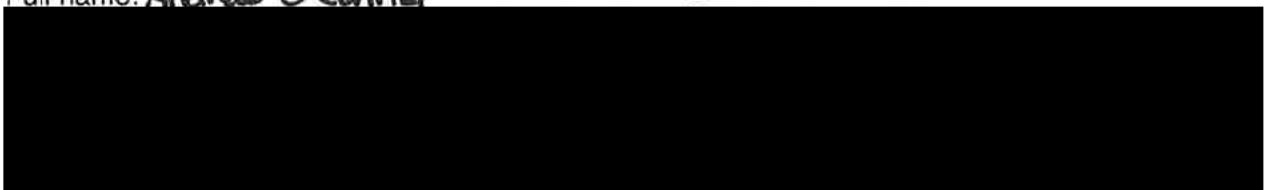
D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. 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 together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- 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 board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. The Savanna Community Charter School
2. Full name: *Andrew O'Connor*

3. A brief educational and employment history (or 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. 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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None. Yes, .

18. 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.

I would review code of ethics / conflict of interest policy and make sure the individual(s) were aware of this policy. I would ask said individual(s) to disclose the potential conflict to the board to avoid even the appearance of an issue. If he/she/they refused, I would disclose it to myself, and seek the ~~an~~ opinion of legal counsel on how to proceed.

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

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

Certification

I, Andrew O'Connor, 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

1/4/19

Date

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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 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, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the education corporation may not fill the seat. In cases where the board is expanding the

number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) 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 11 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; Education Corporation 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 Trustees); 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;” any sections dealing with governance;
 - 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, 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. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. 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 together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- 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 board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. The Savanna Community Charter School

2. Full name: **Chike Croslin**
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
E [REDACTED]

3. A brief educational and employment history (or 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.

No.

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.

Not Applicable.

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.

Not Applicable.

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 do not know any such trustees.

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 do not know any such employees.

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 do not know any such persons.

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 do not anticipate conducting any such business.

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.

I do not know any such persons.

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

I have no such interest.

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Neither I nor my family anticipate conducting any such business.

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, 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.

Not applicable to me or family.

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.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

18. 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.

I would first review our code of ethics and conflict of interest policy. I would then reach out to the individuals in question in order to share that policy with them and directly ask them about the self-dealing. I would also independently notify the board chair of the potential conflict, and ask the individuals involved to disclose the particular issue to the board to avoid even the appearance of impropriety. If they refused to make that disclosure, I would disclose the issue. If there appeared to be any potential merit to the issue we would seek advice of counsel on how to best handle the situation in compliance with the law and our policies.

Other

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

I affirm.

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

Certification

I, Chike Croslin, 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 Savanna Community Charter School is true and correct in every respect.



Signature

January 7, 2018

Date

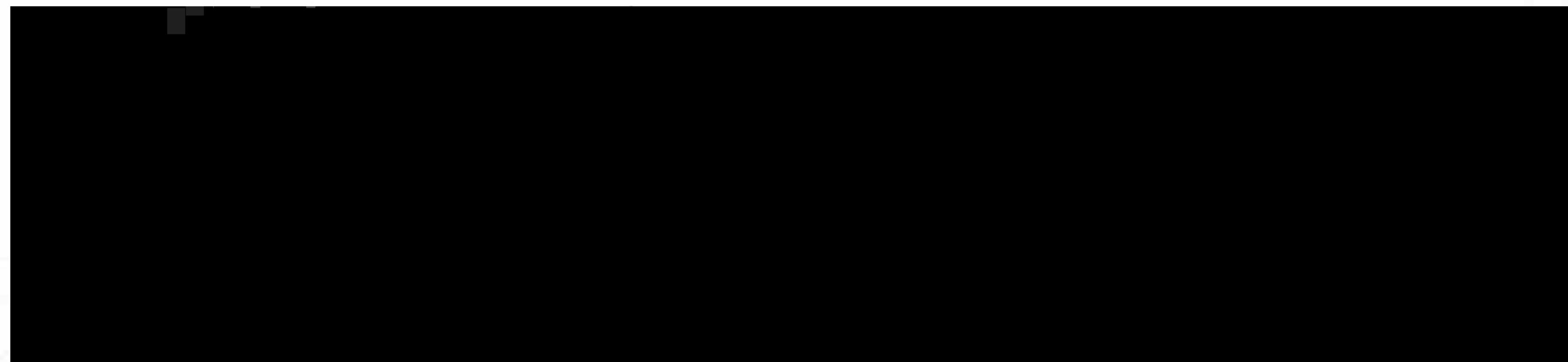
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. The Savanna Community Charter School

2. Full name: Hernan Carvente



3. A brief educational and employment history (or 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. 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, convicted of attempted murder in the second degree, in October of 2018, and was sentenced to 2 to 6 years in a juvenile prison. Spent 4 years in prisons and was then released in June 2012 on parole. Successfully completed parole in June 2014. Graduated from John Jay College of Criminal Justice with a Bachelors in Criminal Justice. .

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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .

18. 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.

I would review our code of ethics and conflict of interest policy, and reach out to the individuals, share that policy with them and directly ask them about the issues, I would also notify the board chair of the potential conflict, and ask the individuals involved to disclose the particular issue to the board to avoid even the appearance of impropriety. If they refused to, I would do so, if there was any potential merit to the issue, and we would seek advice of counsel on how to best handle the situation, in compliance with the law and our policies.

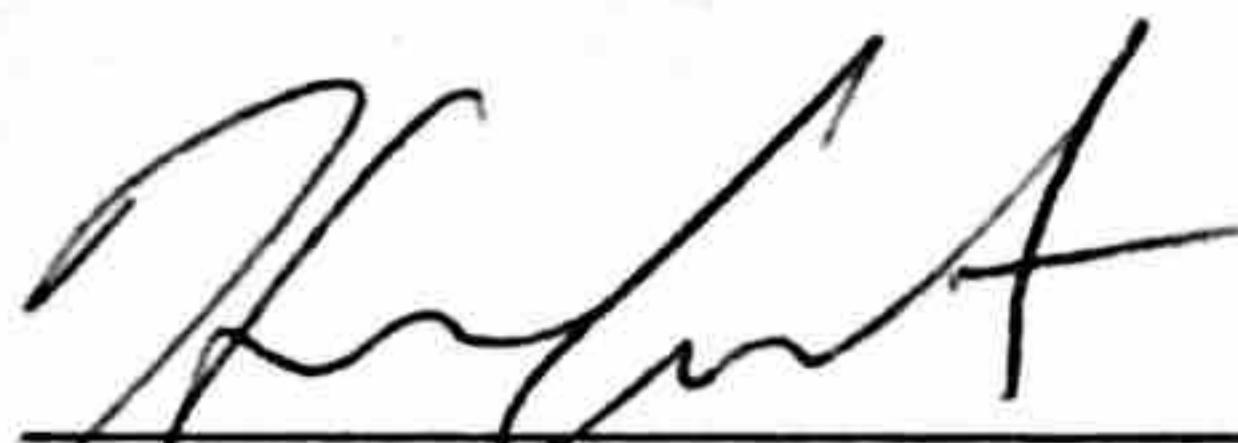
Other

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

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, Hernan Carvante-Martinez, 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 Savanna Community Charter School is true and correct in every respect.



Signature

1/8/19

Date

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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 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, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) 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 11 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; Education Corporation 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 Trustees); 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;” any sections dealing with governance;
 - 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, 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. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. 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 together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- 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 board.

Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. The Savanna Community Charter School
2. Full name: Blanca Ruiz
[REDACTED] [REDACTED]
[REDACTED] [REDACTED]
[REDACTED] [REDACTED]
[REDACTED] [REDACTED]
3. A brief educational and employment history (or 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. **Does not apply to me**
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**
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**

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.
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 do not know any such employees.
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
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
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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. I / we have no such interest.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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. I / we or my family do not anticipate conducting any such business.

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, 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.**

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.**

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. **None.**

18. 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.
I would review our code of conduct to confirm that there is in fact a conflict. Depending on the violation, I would reach out directly to that member to make him/her aware of the code of conduct, and speak through the violation. Additionally, I would make the board chair aware of the information so that s/he can advise or seek legal advice on to proceed so that we comply with the code of conducts and our board policies.

Other

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

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

Certification

I, Blanca Ruiz, 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 Savanna School is true and correct in every respect.

Blanca Ruiz
Signature

January 7, 2019

Date

R15 – District Relations

a. Relationship Strategies

Savanna has built a strong relationship with the New York City Department of Education Alternative School District 79 and has received tremendous support from District Superintendent Tim Lisante; Sam Rosaldo, Director of Referral, Enrollment, and Transition; and Andrew Brown, Principal of Judith S. Kaye High School at Co-Op Tech. Superintendent Lisante has been both responsive and generous in connecting founder Ria Fay-Berquist with data, resources, and other District 79 personnel who have acted as thought partners and collaborators on the design of the Savanna School. Savanna will continue to work in concert with District 79 once our doors open, and build opportunities for future collaboration, such as reciprocal data sharing practices, shared professional development opportunities, family engagement events, and evening programming within Horizons to both recruit students for Savanna and build transitional bridges during their re-entry period.

b. School Partnerships

The primary focus of Savanna's relationship building thus far has focused on D79, primarily because the District has stated outright that the lines between zip code, community school district, and their incarcerated students are not always neatly drawn. As mentioned in Request 1ac, demographic data collected by District 79 shows that, while there is a strong overrepresentation of students who are referred to the justice system from schools within Special Education District 75, there is not one single Community School District (CSD) or school that detained students arrive from. As a Transfer High School, Savanna expects to draw students from several of the most justice-impacted parts of New York City, including but not limited to Brownsville, East New York, Stuyvesant Heights and Cypress Hills in Brooklyn; and Far Rockaway in Queens.¹

Zip Code	Neighborhood	Students Detained at Horizons Juvenile Detention Center (2018)	Community School District
11212	Brownsville	60	CSD 22
11208	Cypress Hills	46	CSD 18
11207	East New York	42	CSD 19
11691	Far Rockaway	41	CSD 27
11233	Stuyvesant Heights	31	CSD 16

¹ NYC Juvenile Detention Experience Fiscal Year 2018. (2018, September 20). NYC Administration for Children's Services website: <https://www1.nyc.gov/assets/acs/pdf/data-analysis/2018/October2018/AnnualDemographicDataForDetentionFY2018.pdf>



That said, Savanna plans to engage district leadership in CSDs 16, 18, 19, 22, and 27 in ongoing and open dialogue on both the needs in the district, initiatives underway meant to curb justice-involvement, and the same data sharing arrangements that we may forge with District 79. Savanna's Dean and Director will continue to cultivate these relationships throughout our charter term and pursue goals shared within District 79's Family and Community Engagement Core Values (FACE):

- Savanna will establish communication with surrounding schools in the community.
- Collaborating with surrounding schools will result in appropriate referrals to Savanna.
- Counselors and support staff in these schools should know what we do, who we serve and how students and families can apply to Savanna.
- Savanna will host events throughout the school year that include families and community partners from the most impacted districts.
- Families and community partners should always be given the opportunity to attend Savanna events.

Our Director and Dean will continue conversations with local school leaders to identify how we can partner together to share best practices and innovations. Savanna is committed to sharing best practices and resources and to becoming an exemplar school for justice-impacted youth. Savanna will have an open door policy for district teachers and instructional leaders, particularly those from low-performing schools, and will seek to include those interested in professional development opportunities at Savanna. Savanna will maintain respectful and collegial relationships with the Principals and other staff of aforementioned CSD's high schools at school fairs when discussing transfers of student records and in all other contexts.

Finally, as a project-based school, we will have several exhibitions of student work per year. District teachers, families, and school leaders will be invited to attend the exhibitions. We imagine that there may be parents in the district who need support or resources that Savanna may be in a position to supplement, in particular around connecting with other caregivers who are navigating the child-serving systems on behalf of their child.



16ac- Facilities

a. Facility Needs

Per the feedback from our youth focus groups at Judith S. Kaye High School, Savanna will seek a school facility in Lower Manhattan (CSD 2) as a permanent home. In the interim, Savanna will seek incubation spaces in other areas that our students perceive as “neutral” and that have close proximity to the 4, 5, and 6 trains (e.g., Downtown Brooklyn). Savanna will be a small school of no more than 148 students total enrollment. As a design and fieldwork-centric school, Savanna will have some flexibility with classroom space, and imagines students will be distributed into one large humanities classroom with an expanding and bifurcating door for ideal concentration; one science classroom, and one math classroom. Classrooms will be empty during fieldwork times, which can be used for pull-out services, and small group discussions for both between students, faculty, and social workers, or any combination thereof. Scheduling and communication around available space will be a top priority of the building administrator so as to make the most effective use of our facilities.

	Year 1	Year 2	Year 3	Year 4	Year 5
# students	48	83	115	148	148
# sections	4	8	12	16	16
# classrooms	4	8	12	16	16

Based on the demographics of District 79 Savanna anticipates approximately anywhere from 20 to 65% of students will require special education services and 8% of students will require ELL services. By team-teaching during both Humanities and Math, and a science teacher who is dual-certified, special education services will take place in regular classrooms. Savanna hopes to have 1-2 small rooms to provide pull-out Special Education and English Language Learner services and conduct administrative and compliance functions.

	Year 1	Year 2	Year 3	Year 4	Year 5
SpEd/ELL services rooms/offices	1	1	1	1	2



Savanna will need to provide a private office to each counselor/social worker on staff for private meetings with students.

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Counseling FTE</i>	3	4	4	4	4
Counseling offices	1	1	2	2	2

Savanna will also require offices for administrative personnel, who can share offices as needed:

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Director and Dean</i>	1	1	1	1	1
<i>Guidance Counselor and Social Workers</i>	1	1	1	1	1
<i>Business Office</i>	1	1	1	1	1

Savanna also hopes to have a common workspace (to house 3D printers and other equipment for CTE projects), and eventually a library, staff workspace/lounge, auditorium space, and curriculum/supplies storage space.

b. Facility Selection

Savanna is committed to exploring all potential options to identify a facility that would allow us to both provide an excellent education and a healing environment to our students. We will inquire with the New York City Department of Education to see if there is an appropriate public facility in CSD 2 where Savanna could co-locate. Our design team and Board will engage fully in the NYC DOE's public citing hearings and procedures.

If an appropriate public facility space is not available Savanna will look for private space to minimize disruption to the nearby traditional public schools. Accordingly, we are prepared to pursue a private facility with the guidance of our Board and Civic Builders should an appropriate public facility not be available.

Savanna has approached our facilities needs with guidance from both our student focus groups and preliminary conversations with Civic Builders. Ellen McBurney, Chief of Staff at Civic Builders has expressed hope that, while we would typically be priced out in Manhattan, because Savanna is a very small school 30,000 square feet might be possible. Additionally, our innovative model serving high needs students could offer some interesting partnership opportunities and could potentially make a strong case for a



capital campaign where we could tap larger foundations for big dollars after several years of operation. Savanna would be the smallest school Civic Builders has ever worked with, which Ellen saw as an exciting opportunity. To begin this conversation in earnest, Savanna shared similar school design floor plans and preliminary sketches with Civic Builders in April 2018.

c. Facility Related Conflicts of Interest

No members of the Savanna Board or any members of the Savanna founding team are associated with any of the facility options currently being considered. If at any time there develops any actual or perceived conflict of interest surrounding Savanna's facility, such potential conflict of interest will be disclosed to the SUNY Charter Schools Institute immediately.



16d- Facilities Documents

Response not Applicable



R-17 - Food Services

The School will apply for and participate in the U.S. Department of Agriculture's free and reduced-price breakfast, lunch, and snack programs for students eligible thereunder. Savanna intends to contract with the New York City Department of Education to provide food service to eligible students. However, Savanna reserves the right to contract with another food service provider if such policy is set by its Board of Trustees. The School will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch, and snack to the school's students as needed.

Regardless of whether the New York City Department of Education or another entity provides such food service, any and all revenues from the federal free and reduced-price breakfast, lunch, and snack programs shall be used exclusively for the provision of services to students eligible thereunder as required by the terms of the program(s).

Students not eligible under the U.S. Department of Agriculture's free and reduced-price breakfast, lunch, and snack programs shall be responsible for their own meal and snack needs. Students can opt to bring their own lunch and not partake in the school lunch program.

Day-to-day implementation of the School's food services shall be the responsibility of the Building Administrator and supervised by the Director of Operations.

As part of the School's regular annual professional development of its leaders and instructional and non-instructional staff members, teachers will be informed of the School's Food Services Policy so that they may possess sufficient knowledge to inform students' families on the matter.

The School will inform students' parents and guardians of the School's Food Service Policy before students start school at Savanna and at the start of each succeeding school year, so students and their families will be fully informed of their rights and choices when making school meal and snack arrangements for their children.



R-18 - Health Services

General Medical Services

The Savanna Community Charter School will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the New York City Department of Health and Mental Hygiene (the “DOH”), because the City of New York serves more than 1 million students, will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in New York City public schools. The School will request these services from the DOH in sufficient time to allow for inclusion of the requested services into the DOH’s and the New York City Department of Education’s budgetary and staffing plans.

Permanent, non-consumable and consumable facilities and supplies shall be provided by the School and DOH as provided by applicable law and practice. The School will store health records for enrolled students as required by law. While the School will be responsible for storage, the day-to-day maintenance of these records will be the responsibility of the health services staff of the DOH.

Immunization: New York State law requires that each student entering a new school in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the fourteenth (14th) day of school. The School will require all students to have all required immunizations and vaccinations as required by law. Before a child can be permitted to enter and attend school (subject to the fourteen day waiting period) parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the charter school’s student population. The School will grant variances from vaccinations as per §2164 of the Public Health Law. If a parent seeks to waive immunization requirements of his/her child, the School in consultation with the DOH will make the waiver determination.

Vision Testing: All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

Defibrillator: Savanna, in accordance with §917 of the Education Law, and in coordination with the DOH, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in Savanna and at any School-sponsored events at other locations.

Medication Delivery System Procedures



These requirements for the administration of medication in school will be communicated in the student-parent handbook and individual parent/student counseling.

- Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of Savanna staff.
- Physician Orders: The School requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
 - Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
 - The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.
- Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions.



- OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery, and storage.

Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time.

Storage of Medication: All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer, and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.



R-19 - Transportation

Students attending Savanna will receive transportation services for which they are eligible under §2853(4) (b) and §3635 of the Education law.

In the event the School is in session on days when New York City public schools are not in session, including any instances where the School requires student attendance for The Savanna School in the summer, test preparation, or Saturday school, 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.

Savanna has also anticipated the cost of a daily Metrocard for all students for 35 days outside the DOE calendar (20 in summer and 15 during the school year) in its budget. Parents or guardians of students who are ineligible for transportation under §2853(4) (b) or §3635 of the Education Law will be responsible to provide transportation for their student(s).

Day-to-day implementation of the School's Transportation Services will be the responsibility of the Operations Manager or Administrator, as decided by the Director.

As part of the School's regular annual professional development, School leaders and both instructional and non-instructional staff members will be informed of the School's Transportation Policy so that they may possess sufficient knowledge to counsel students' families on the matter.

The School will inform parents and guardians of potential students of Savanna's Transportation Services Policy as part of its student enrollment outreach programs, ensuring that students and their families are fully informed of their transportation rights and choices when considering Savanna Community Charter School.

Special education students often have different eligibility for transportation, which is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Eligible students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation will become the responsibility of the child's parents or guardian.

Parents of special education students seeking transportation services will be required to submit a written request each year, no later than April 1st, to the CSE, as the CSE is responsible for updating student records in the Department of Education Pupil Information System. Parents or guardians can contact the Office of Pupil Transportation's Customer Service Unit to check a student's transportation status. Because of the CSE's April 1st deadline, parents or guardians will have to make transportation requests prior to



being admitted to Savanna.



R-20 - Insurance

Savanna requested a quote from Austin & Co. for the School, including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property that align to the School being in DOE space, estimated payroll and total number of students served in Year 1. The annual premiums quotes on the following pages are included in the proposal budget. *Note that that Workers Comp Insurance is included in the Austin & Co's quote, but is a standalone line-item in the budget itself.



R-21ad – Fiscal Soundness

a. Budget Narrative

As opposed to other typical charter applications that have relied on a budget model built upon theories of conservative revenue and expansive expense projections to secure approval, Savanna Community Charter School's budget bases its financial management approach on first advancing a heavily-resourced direct staff and intervention education program model based on small school design and a robust staff to student ratio to meet our students' needs.

Utilizing this approach, primarily because our extensive research, experience, and outreach with our target population demand its consideration, our submitted narratives demonstrates that the school can operate on per-pupil funding alone when it reaches full growth in its 4th year. Moreover, our outreach and knowledge of the funding landscape illustrate that our projected revenue from nonprofit philanthropy and other fundraising are incredibly conservative.

The budget presented for approval is also built upon the following principles:

- **Fixed Revenue Projections for Known Revenue:** Savanna Community Charter School estimates its per-pupil, special education, IDEA, DYCD, E-rate, NYSTL, and other federal entitlement funds such as Title I, Part D, Title II and Title IV, Part A are based on actual allocations of similarly-populated charter schools or funding calculations, e.g., E-rate, which includes a cap of 80% of \$150 per student on a five year basis. To that end, the budget is conservative in that it does not project any annual percentage increases in public funding.

Our special education funding represents the current percentages for District 79, which is 65% of all students. However, Savanna has taken a conservative approach in calculating the special education allocation, with only 23% of special education students, or 15% of the student body receiving services (and thus eligible for an additional \$19,049 per student) over 60%.

- **High Attrition Rates:** One of our assumptions to lower revenue projections is that Savanna has assumed an aggressive attrition rate of 20% for all first-year students, which tails off as students return each year.
- **“Aggressively Conservative” Philanthropic Fund Development:** Savanna derives its success from these ventures given its track record of success in securing funds for its charter proposal. To date, the team, led by Ria Fay-Berquist, has secured \$20k in cash and several times this in startup services, which has represented 100% of its applications for seed funding.
- **A Justice Reinvestment Strategy:** As a team, Savanna has conducted significant research on the high costs of incarceration. Savanna's research has determined that the costs of detention for a student in New York City juvenile justice system amounts to \$78,000 per year and that the cost, per inmate, in an adult prison was more than \$300,000 in 2014.¹

¹ Snead, T. (2014, December 9). What Youth Incarceration Costs Taxpayers. Retrieved August 4, 2018, from <https://www.usnews.com/news/blogs/data-mine/2014/12/09/what-youth-incarceration-costs-taxpayers>



- **Reserves:** Savanna has built into its budget an ethos of moving to reserves all but \$100,000 over revenues over expenses annually, when possible, and evident at full growth to minimize carryover.

Result: The net result of this budget is that the 5 year projection illustrates the ability of Savanna to meet short and long-term obligations, while building a 500K reserve by the end of its first charter term, despite the following built-in scenarios: lower beginning cash; lower enrollment; lower than actual high-needs special education students, and high attrition.

Savanna is aware that several of its projected revenue streams, at least until its fourth year, could present significant challenges to operations and its desire to operate a self-contained, small school that our focus groups with students and our own research has determined as important to achieving our mission. First, our approach to serving justice-involved youth may not provide sufficient proof points to persuade our philanthropic targets to provide the financial commitment that we seek, even though our modest requests represent a statistically insignificant amount as compared to the costs of incarceration of our actual students, in New York City. Second, the political realities of New York State reaching the charter cap could adversely affect the potential of existing rent subsidies of 30% for new charter schools.

Because of these potentialities, Savanna, as described below, will institute significant advance financial planning and strategic management to assure program solvency. Should our revenue or expense projections portend shortfalls, Savanna is wholly prepared to engage in the following steps, no less than six months before each fiscal year or as dictated by deadlines such as charter revision requests:

- Submission of charter revisions and an updated budget to increase its enrollment as necessary and expand its model to all students, up to 115 students in Year 1, which follows the model of other successful high schools service justice-involved youth, such as [Judith S. Kaye High School \(04M310\)](#), which opened with 94 students and currently services 102 9th and 10th grade students in its second year.
- The imposition of a second planning year to further develop its corporate and foundation philanthropy initiatives, and fundraise to bolster opening cash.
- Further austerity measures to pare down initial costs, including paring down support staff and lowering classroom and capital expenditures.

b. Financial Planning

Oversight, Accounting, and Reporting

As the Board of Trustees is ultimately responsible for the fiscal oversight of the School, it will review the fiscal integrity of Savanna to ensure that sound financial procedures are in place and being followed. The operational development and maintenance of financial plans, budgets, financial statements, and audits, and will be overseen by the Director with the assistance of the Business Manager and outsourced bookkeeping firm such as Charter School Business Management.

Budget Planning and Approval

To assure more aggressive financial planning for a school of Savanna's size and provide explicit, built-in inflection points for budget modifications, charter revisions, and strategic planning, Savanna will adhere to the following protocols and schedule for budget development and approval:



Who will be involved

The Board of Trustees is responsible for approving the school's budget each year. The Director, under the guidance of the Board of Trustees' Finance Committee, will develop an annual budget that identifies funding priorities, expected revenues, enrollment, and expenses.

The Director will also report to the Board monthly using the reports listed below, which the Board will receive prior to each meeting, to provide recommendations for adjusting the budget on an ongoing basis. S/he will also report at the beginning of each year organizational priorities and challenges to help outline key expenditures.

How needs will be identified and weighed:

Once the Director has developed a budget, the Finance Committee will review the budget and work with Director to identify priorities, rectify any conflicts, and make adjustments and corrections as needed. The Board of Trustees will have the final say on budget priorities.

The timeline for creating and approving budgets:

A first draft of the school's budget for the upcoming year will be submitted to the Board for a first review no later than March 30 of the current fiscal year, with approval by the Board and submission to the Institute, no later than June 30th.

Savanna will also conduct a mandatory budget review session in the month of November following the stabilization of student enrollment in October, to provide a forecast of expected revenues and expenses for the year. The Finance Committee, in consultation with the Director, will recommend to the full Board, any needed immediate or short-term action plans or budget modifications that require implementation no later than December 15.

Procedures for monitoring and modifying budgets and on what interval:

Savanna will report to the Board of Trustees at Board meetings at least once per month with the Finance Committee of the Board providing oversight and guidance. These reports shall include at a minimum:

- Monthly budget status reports showing budgeted and actual amounts and any variances
- Monthly cash flow reports and bank reconciliations
- Quarterly statements of activities
- Annual financial reports on performance relative to projections
- Annual financial statements, including a statement of position, a statement of activities, and a statement of cash flow, including a functional expense schedule
- An annual audit conducted by an independent auditor, including audited financial statements, notes, and a management letter to the Board

The Board of Trustees will also institute a financial dashboard to regularly monitor financial performance ratios provide 30, 60, and 90-day forecasts of revenues and expenses when

Savanna will also report to the Institute all required quarterly statements of income and expenses, annual audited financial reports and templates and Form 990s by prescribed deadlines.



Revenue

Savanna primarily receives revenues from federal, state, and local government, and contributions or grants from corporations, foundations, and individuals, all transactions of which will be recorded in the school's accounting system.

The Business Manager will be responsible for receiving all checks and marking them for deposit, as well as making the appropriate copies for the cash receipts file. Any payments received in cash, such as parent or student payments for field trips or uniforms will be collected by designated staff and forwarded to the Business Manager for tracking, counting, safe storage, and deposit. All payments in cash will be issued receipts.

The School's accounting and documentation system will meet the specific requirements imposed by grant agreements and donor designations and restrictions. Restriction parameters (such as job codes, donors or classes) will be set up in the accounting system to allow for accurate tracking of the applicable revenue, expenses, and assets based on the funding requirements. The Business Manager will ensure that all reporting requirements and deadlines are met.

Inventory Controls and other Basic Fiscal Policies

Savanna Community Charter School has created policies and procedures to handle the day-to-day fiscal and accounting functions of the school consistent with its explicit goal of demonstrating fiduciary responsibility in managing public and private resources. While the Board of Trustees will provide fiscal oversight, Savanna's Business Manager will perform all internal functions relating to the general financial and regulatory obligations of the school. If necessary, Savanna will engage Charter School Business Management, Inc. to analyze, reconcile and possibly adjust account balances and to verify that our records are maintained in accordance with generally accepted accounting principles (GAAP). The Business Manager will develop monthly and annual budgets to be presented by the School Director for approval by the Board. All assumptions shall be set forth in the budgets.

Payroll

The Business Manager will keep a file of salaries for each employee securely kept with limited access. Personnel will be paid bi-weekly by check or by direct deposit through a payroll provider such as ADP. All personnel will sign in every morning with a full signature. These attendance sheets will be forwarded to the Business Manager for each pay period for verification and approval. S/he will be responsible for all payroll distributions. Subsequently, the Business Manager records payroll to the accounting system according to GAAP. Contractual services are processed as accounts payable with Form- 1099 issuing annually to independent contractors.

Purchases and Receipt of Goods and Inventory

Purchases made by the school will be regulated via a strict set of internal controls and are governed by a Board of Trustees approved Financial Policies and Procedures Manual.

For example, Purchase Orders are required for all purchases to be made by the school. Purchasers shall fill out a Purchase Request Form for all purchases and obtain the proper signatures according to the school's Financial Policies and Procedures (less than \$5,000, the Director, less than \$10,000, the Director and the Dean, greater than \$10,000, the Director and Chairperson or the Treasurer of the Board of Trustees)



before making the transaction. No photocopies or invoice duplicates shall be processed unless specifically approved by the Director.

The Requestor (any staff member) shall fill out a Purchase Request form, with the requisite signatures, and submit it to the Business Manager at least 5 days prior to Purchase. The Business Manager negotiates the best-cost possible from multiple vendors if necessary, places the order by creating a Purchase Order and secures the requisite signatures, and informs the Requestor.

The Receiver of goods, which cannot be the Business Manager, shall document the receipt of the item, check the delivery for all ordered items, inform the Requestor, and obtain Requestor signature before releasing the item and sending documentation to the Business Manager.

At a minimum, highly mobile and high-value assets will be required to be asset-tagged and inventoried annually to prevent loss.

Only the School Leader and Director of Operations may sign checks or authorize the disbursement of school funds. In addition, checks may not be signed in advance and may not be payable to cash.

c. Fiscal Audits

Savanna will contract with an independent certified public accountant to perform audits of our financial statements at least annually as required by law, and such audit shall be conducted in accordance with generally accepted auditing standards and Government Auditing standards issued by the Comptroller General of the United States. In addition, Savanna will submit annual audited financial statements to the Charter Schools Institute and State Education Department on a yearly basis that will show clear evidence of sound financial practices. The school's first annual audit will include the start-up period through the end of its fiscal year ending June 30, with the financial statements denoting the start-up portion in footnotes.

Savanna will develop an Accountability Plan as prescribed by the State University Charter Schools Institute that will contain multiple measures to determine school progress in academic measures, organizational viability and other program areas which we will determine in consultation with the Institute. This will include the required schedules and any mandatory audit templates provided by the Charter Schools Institute.

d. Dissolution Procedures

In the event of closure or dissolution, the Board of Trustees of Savanna shall delegate the School Director or another responsible party to manage the dissolution process, in accordance with the SUNY closure plan and Assurances made under the school's charter with SUNY as its authorizer. This process shall include – at the earliest possible opportunity and within 30 days of notification of pending closure or nonrenewal – notification to parents of children enrolled in the school of their need to seek an alternative choice for the education of their child. Additionally, a list of students enrolled at the school will be sent to the New York City Department of Education.



Savanna Community Charter School shall transfer student records to the New York City school district. The parents of the enrolled students shall be notified of the transfer of records and a copy of those records will be available for their retrieval, subject to governing policies and regulations surrounding FERPA and student records.

The remaining assets of the school shall be transferred to another charter within the school district where Savanna is located, as the first choice, or to the New York City school district, if no such school is available. As a contingency, Savanna will place \$25,000 in an escrow account for possible dissolution each year for the first three years of operation, for a total of \$75,000.

In respect to the above, Savanna will follow the below process to assure an efficient dissolution:

- Savanna delivers current student list to the appropriate New York City School District. The School Director works with the School District to discuss openings and availability for students being displaced by the closure or dissolution.
- The Director, the Business Manager, and Dean begin the process of identifying assets required for transfer.
- The School Director notifies all parents in writing of the closure of the school and the ensuing placement process. The School Director addresses the students and informs them of the school's closing and ensuing placement process.
- Savanna schedules and promotes an evening meeting with students, families, and community members to discuss Savanna's closing and the transfer of students to other public schools.
- Savanna hosts a series of information sessions for families and students about the possible schools available and outlines the assistance that will be provided during the transfer process.
- Savanna's website serves as a source of information about the school's closing, and the placement of students in other public schools.
- Savanna's pupil personnel staff schedules placement meetings with each enrolled student/parent to discuss his/her placement.
- The pupil personnel staff prepares a written report for the School Director confirming the scheduling of placement meetings for each student/parent. Student placement meetings begin.
- Savanna informs support services such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures.
- Savanna notifies in writing Principals in schools likely to receive transfers of assets from Savanna and provides contact information for school personnel handling transfers.
- Student records are transferred to the School District upon completion of the placement meeting between the School pupil personnel staff and individual students.
- Savanna informs parents of enrolled students of the transfer of their students' records to the School District and provides a copy of those records. Savanna conducts a final meeting with the School District to ensure that each student has been properly enrolled in either a local public or non-public school.





Charter Schools Institute
The State University of New York

**2019 New School Proposal
Budget(s) & Cash Flow(s) Template**

The Savanna Community Charter School

Contact Name: Ria Fay-Berquist

Contact Title: School Director

Contact Email: [REDACTED]

Contact Phone: [REDACTED]

First Academic Year: 2020-21

Pre-Opening Period: July 1, 2019 - June 30, 2020

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.

THE SAVANNA COMMUNITY CHARTER SCHOOL

2020-21 through 2024-25

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Select grade 5 level from dropdown list →					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School	48	45	45	45	13-16
10th Grade	High School		38	36	36	14-17
11th Grade	High School			34	34	15-18
12th Grade	High School				33	16-21
Ungraded						
TOTAL		48	83	115	148	148

*** N O T E**
Please copy the ENROLLMENT
CHART
(cells B5:H21)
and paste into the Enrollment
Section
of the New School Proposal.

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School	3	3	3	3	3
10th Grade	High School		3	3	3	3
11th Grade	High School			3	3	3
12th Grade	High School				3	3
Ungraded						
TOTAL		3	6	9	12	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
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	16	15	15	15	15
10th Grade	High School	0	13	12	12	12
11th Grade	High School	0	0	11	11	11

12th Grade	High School	0	0	0	11	11
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment						
Total Middle School Enrollment	-	-	-	-	-	-
Total High School Enrollment	48	83	115	148	148	
Total Ungraded Enrollment	-	-	-	-	-	-
Total Enrollment						
Change in Net Enrollment from Prior Year (Count)						
Change in Net Enrollment from Prior Year (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%	
Anticipated rate of attrition (Percent)	20.0%	10.0%	5.0%	2.0%	2.0%	

ADDITIONAL NOTES/COMMENTS						
Attrition listed above assumes a 20% attrition rate with 1st year students, which drops to 10% in their second year, 5% in third year and 2% by graduation.						

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS	48	83	115	148	148	
Enrollment by Grade vs Enrollment by District (should = 0)						

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
---	---

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2020-21	2021-22	2022-23	2023-24	2024-25
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ 16,572,235,768	\$ 16,572,235,768	\$ 16,572,235,768	\$ 16,572,235,768	\$ 16,572,235,768	
ENROLLMENT (Charter School)	48	83	115	148	148	
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	https://www.politico.com/states/new-york/albany/story/2018/08/31/new-york-city-to-spend-an-average-of-17-500-per-student-this-school-year-589344 . This publicly available information uses the projection of 980,767 expected students in the district, and only includes the allocated cost of \$16,897.22 per student. Including central costs, this					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2020-21	2021-22	2022-23	2023-24	2024-25
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ -	\$ -	\$ -	\$ -	\$ -	
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

PRIMARY/OTHER	DISTRICT NAME(S)	2020-21	2021-22	2022-23	2023-24	2024-25
Other District 3	Select from drop-down list →					
Other District 4	Select from drop-down list →					
Other District 5	Select from drop-down list →					
Other District 6	Select from drop-down list →					
Other District 7	Select from drop-down list →					
Other District 8	Select from drop-down list →					
Other District 9	Select from drop-down list →					
Other District 10	Select from drop-down list →					
Other District 11	Select from drop-down list →					
Other District 12	Select from drop-down list →					

* **N O T E**
Enrollment by Grade
should equal
Enrollment by District
RED Numbers
indicate that corrections are necessary.

Other District 13	Select from drop-down list →					
Other District 14	Select from drop-down list →					
Other District 15	Select from drop-down list →					
Other District 16	Select from drop-down list →					
Other District 17	Select from drop-down list →					
Other District 18	Select from drop-down list →					
Other District 19	Select from drop-down list →					
Other District 20	Select from drop-down list →					
Other District 21	Select from drop-down list →					
Other District 22	Select from drop-down list →					
Other District 23	Select from drop-down list →					
Other District 24	Select from drop-down list →					
Other District 25	Select from drop-down list →					
Other District 26	Select from drop-down list →					
Other District 27	Select from drop-down list →					
Other District 28	Select from drop-down list →					
Other District 29	Select from drop-down list →					
Other District 30	Select from drop-down list →					
Other District 31	Select from drop-down list →					
Other District 32	Select from drop-down list →					
Other District 33	Select from drop-down list →					
Other District 34	Select from drop-down list →					
Other District 35	Select from drop-down list →					
Other District 36	Select from drop-down list →					
Other District 37	Select from drop-down list →					
Other District 38	Select from drop-down list →					
Other District 39	Select from drop-down list →					
Other District 40	Select from drop-down list →					
Other District 41	Select from drop-down list →					
Other District 42	Select from drop-down list →					
Other District 43	Select from drop-down list →					
Other District 44	Select from drop-down list →					
Other District 45	Select from drop-down list →					
Other District 46	Select from drop-down list →					
Other District 47	Select from drop-down list →					
Other District 48	Select from drop-down list →					
Other District 49	Select from drop-down list →					
Other District 50	Select from drop-down list →					

THE SAVANNA COMMUNITY CHARTER SCHOOL

		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	48	83	115	148	148

***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	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	1.0	1.0	1.0
Operation / Business Manager	0.3	0.3	0.0	0.0	0.0
Administrative Staff	1.0	1.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF	3.3	3.3	3.0	3.0	3.0

Description of Assumptions

Y1: Director
Y1: Dean
Y3-Y5: PT Bldg Manager becomes FT Bldg Administrator (Row 17)
Y1/Y2: PT Business Manager
Y1/Y2: PT Building Manager

INSTRUCTIONAL PERSONNEL FTE

	4.0	8.0	10.0	10.0	10.0
Teachers - Regular	3.0	6.0	8.0	8.0	8.0
Teachers - SPED	0.0	0.0	0.0	0.0	0.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	2.0	3.0	4.0	4.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	3.0	4.0	4.0	4.0	4.0
Other	0.5	0.5	0.5	0.5	0.5
TOTAL INSTRUCTIONAL	11.5	20.5	25.5	26.5	26.5

Y1 & Y2: Humanities (2), Math, Science; Y3 & Y4: Humanities (2)
Y1 & Y2: 3 SpEd; Y3 & Y4: 2 SpEd
Y1-Y4: 1 CTE Adjunct per year
Y1: 1 Guidance Cslr and 2 Social Workers (SW); Y2: 1 SW
Y1: Phys Ed at 0.5 FTE

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	1.0	1.0
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	1.0	1.0

Y4: Library/Media Specialist

TOTAL PERSONNEL SERVICE FTE

14.8	23.8	28.5	30.5	30.5
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STAFFING PLAN WAGES

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
Grades	9	9-10	9-11	9-12	9-12
Enrollment	48.00	83.00	115.00	148.00	148.00

***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.**

PRE-OPENING CASH FLOW 6-MONTH		THE SAVANNA 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						
		Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."						
Total Revenue		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Total Expenses		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Net Income		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Cash Flow Adjustments		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Beginning Cash Balance		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Net Income		- 0	- 0	- 0	- 0	- 0	- 0	- 0
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE								
REVENUES FROM STATE SOURCES								
Grants								
Stimulus		- 0	- 0	- 0	- 0	- 0	- 0	- 0
DYCD (Department of Youth and Community Development)		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other		- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL REVENUE FROM STATE SOURCES		- 0	- 0	- 0	- 0	- 0	- 0	- 0
REVENUE FROM FEDERAL FUNDING								
Grants								
Charter School Program (CSP) Planning & Implementation		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other		- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL REVENUE FROM FEDERAL SOURCES		- 0	- 0	- 0	- 0	- 0	- 0	- 0
LOCAL and OTHER REVENUE								
Contributions and Donations		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Fundraising		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Erate Reimbursement		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Earnings on Investments		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Interest Income		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Food Service (Income from meals)		- 0	- 0	- 0	- 0	- 0	- 0	- 0
Text Book		- 0	- 0	- 0	- 0	- 0	- 0	- 0
OTHER		- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL REVENUE		- 0	- 0	- 0	- 0	- 0	- 0	- 0
EXPENSES								
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions						
Executive Management	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Instructional Management	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Deans, Directors & Coordinators	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
CFO / Director of Finance	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Operation / Business Manager	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Administrative Staff	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL ADMINISTRATIVE STAFF	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Teachers - SPED	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Substitute Teachers	- 0	- 0	- 0	- 0	- 0	- 0	- 0	- 0

Teaching Assistants	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Specialty Teachers	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Aides	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Therapists & Counselors	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL INSTRUCTIONAL	- 0						
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Librarian	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Custodian	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Security	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL NON-INSTRUCTIONAL	- 0						
SUBTOTAL PERSONNEL SERVICE COSTS	- 0						
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Fringe / Employee Benefits	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Retirement / Pension	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL PAYROLL TAXES AND BENEFITS	- 0						
TOTAL PERSONNEL SERVICE COSTS	- 0						
CONTRACTED SERVICES							
Accounting / Audit	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Legal	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Management Company Fee	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Nurse Services	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Food Service / School Lunch	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Payroll Services	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Special Ed Services	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Title Iment Services (i.e. Title I)	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other Purchased / Professional / Consulting	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL CONTRACTED SERVICES	- 0						
SCHOOL OPERATIONS							
Board Expenses	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Classroom / Teaching Supplies & Materials	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Special Ed Supplies & Materials	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Textbooks / Workbooks	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Supplies & Materials other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Equipment / Furniture	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Telephone	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Technology	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Student Testing & Assessment	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Field Trips	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Transportation (student)	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Student Services - other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Office Expense	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Staff Development	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Staff Recruitment	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Student Recruitment / Marketing	- 0	- 0	- 0	- 0	- 0	- 0	- 0
School Meals / Lunch	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Travel (Staff)	- 0	- 0	- 0	- 0	- 0	- 0	- 0

Fundraising	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL SCHOOL OPERATIONS	- 0						
FACILITY OPERATION & MAINTENANCE							
Insurance	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Janitorial	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Building and Land Rent / Lease / Facility Finance Interest	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Repairs & Maintenance	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Equipment / Furniture	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Security	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Utilities	- 0	- 0	- 0	- 0	- 0	- 0	- 0
TOTAL FACILITY OPERATION & MAINTENANCE	- 0						
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	- 0						
TOTAL EXPENSES	- 0						
NET INCOME	- 0						
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Total Operating Activities	- 0						
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Total Investment Activities	- 0						
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Other	- 0	- 0	- 0	- 0	- 0	- 0	- 0
Total Financing Activities	- 0						
Total Cash Flow Adjustments	- 0						
NET INCOME	- 0						
Beginning Cash Balance	- 0						
ENDING CASH BALANCE	- 0						

TRUE

21f - Letters of Commitment

Request Not Applicable



21g - Non SUNY Financials

Request Not Applicable



R-22 - Action Plan

Assigned to	Task	Sub Tasks	Due Date	Status
FoundingFac	Student recruitment including schools visits		2/1/20	
Director	Hire Operations Staff		3/1/20	
Director	Create job descriptions, begin recruitment		4/1/19	
Director	Conduct Lottery		4/1/20	
OPS	Onboard all staff, including fingerprinting check		4/1/20	
OPS	Adequate Space		4/1/20	
OPS	Accessibility		4/1/20	
OPS	Create and adopt budget for school year 20-21		5/1/19	On Track
OPS	Source and Secure Insurance		5/1/20	
OPS	Source and purchase school furniture, technology and equipment		6/1/20	
OPS	Source and execute all necessary contract with service providers		6/1/20	
Director	Conduct Student Open House Enrollment Orientations		6/1/20	
Dean	Handbooks and other Policies.		6/1/20	



OPS	Safety		6/1/20	
Director	Source and purchase all classroom materials and supplies		7/1/20	
Director	Host leadership retreat		7/1/20	
Dean	Finalize all policies and procedures, including staff and family handbooks		7/1/20	On Track
OPS	Obtain Certificate of occupancy		7/1/20	
OPS	Food Service		7/1/20	
Dean	Mandated Reporting		7/1/20	
OPS	Signage		7/1/20	
OPS	Exit Signage and Evacuation		7/1/20	
OPS	Security		7/1/20	
OPS	Hazardous Areas		7/1/20	
OPS	Automated External Defibrillator		7/1/20	
OPS	Window Guards		7/1/20	
Director	State and Federal Laws		7/1/20	
Dean	Complaint Policy		7/1/20	
Director	FOIL		7/1/20	
Director	Renovations as needed (if private facility)		7/1/20	
Director	Transportation		8/1/20	



Director	Locked Student Records		8/1/20	
Director	FERPA Access Log		8/1/20	
Dean	Religious Symbols		8/1/20	
Board	Hire School Leader		n/a	Complete
Director	Create Savanna website		12/30/18	Complete
Director	Student Records		10/1/20	
OPS	Create Financial Systems		10/1/20	
Director	Create and adopt budget for planning year		10/1/20	Complete
Director	Purchase technology for Pre-Op staff		11/1/20	
Director	Create student and staff recruitment materials		6/1/19	Ongoing
OPS	Kitchen/Cafeteria		1 month from Move in	
OPS	Fire Extinguishers		1 month from move in	
OPS	Accounting System		Right after incorporation	
OPS	Payroll		Right after incorporation	
Director	Compliance Contact		Right after incorporation	
OPS	Initial Statement Process		Right after incorporation	
OPS	Finalize facility plan		TBD	



23a - Supplemental Narrative

Response not Applicable



23b- Supplemental Attachments

Request Not Applicable

