

## Application Summary Form

1. Charter School Education Corporation Name

Atmosphere Academy Public Charter Schools

2. Charter School Name

Atmosphere Academy Public Charter School

3. Charter School Location

Community School District 10, Bronx, New York City

4. Anticipated Opening Date

August 1, 2015

5. Management Organization Name (if applicable)

Not Applicable

6. Other Partner Organization(s) (if applicable)

Not Applicable

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	6	120
Year 5	2019-2020	6-10	576

8. Applicant(s)

	Name	Bio
X	Colin J. Greene	Colin Greene is currently a Building Technology Consultant in the Byram Hills Central School District. Previously, he has served as the Head of Academic Program at Link Community School in Newark and Director of Curriculum and Instruction with Sponsors for Educational Opportunity. Prior to working as an administrator, he was an English teacher in New York and New Jersey. Mr. Greene holds a Bachelor of Arts in English (with a specialization in Writing) from New York University, Master of Arts in Teaching of English from Teachers College, Columbia University, and a Master of Science in Educational Leadership from Fordham University. Mr. Greene is the President and Executive Director of the Atmosphere Foundation and Founder of Atmosphere Academy.

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
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X	Jesse J. Greene, Jr., JD	<p>Jesse J. Greene, Jr. is currently a Senior Fellow at the Richard Paul Richman Center for Business Law, and Public Policy (a joint venture between Columbia Law School and Columbia Business School). Mr. Greene also sits on the Board of Directors of Caterpillar. Previously, Mr. Greene was the VP Financial Management and Chief Financial Risk Officer at IBM, where he was responsible for the identification, assessment, and monitoring of financial risks of the corporation as well as the company's Enterprise Risk Management program. Mr. Greene began his career at IBM in 1971, and has held a broad range of positions in IBM as an engineer, tax attorney, and financial executive. In 1994, Mr. Greene left IBM to join Eastman Kodak as Treasurer, VP Finance, acting CFO and Senior VP, Strategy and Information Technology. In 2000, he joined Compaq Computer Corporation as CFO and Senior VP of Strategic Planning. In 2002 he returned to IBM as VP and Treasurer and was later named VP, Financial Management and Chief Financial Risk Officer. Mr. Greene graduated from Columbia Law School with a Juris Doctorate and Columbia Business School with a Master of Business Administration. He also holds a Master of Science in Mechanical Engineering and Bachelor of Science in Mechanical Engineering from NYU School of Engineering and Science. He is a member of the New York State Bar Association, the American Society of Mechanical Engineers, and the Economic Club of New York and has also served on the Board of Directors of the Strong Medical Center in Rochester, NY.</p>
X	Dr. Michael Lagas, EdD	<p>Dr. Michael Lagas served as the Director of Finance and Operations for New Canaan Public Schools in Connecticut, a district of over 4,000 students, from 1995 until 2011. Earlier in his career, Dr. Lagas was a Client Solution Executive with IBM. Dr. Lagas currently works as an education consultant and adjunct professor at Fordham University. Dr. Lagas holds an Education Doctorate in Educational Leadership from Fordham University and a Professional Diploma in School Business Administration from Fordham University.</p>

X	Dr. Migdalia Maldonado-Torres, EdD	<p>Dr. Migdalia Maldonado-Torres, Ed.D is an adjunct professor at Fordham University. Prior to her position at Fordham University, she served in the New York City Department of Education for thirty-three years. Her two most recent positions with the NYC Department of Education were Local Instructional Superintendent (where she supervised nine inner-city schools: elementary and middle schools) and Senior Achievement Facilitator (where she assisted principals and assistant principals in 19 schools citywide with their inquiry teams and the NYC Department of Education accountability tools). Dr. Maldonado-Torres began as a classroom teacher and a specialist in reading. Following her teaching experience, she served in leadership roles as Principal of elementary schools and Director of a bilingual elementary school for twenty-two years. Dr. Maldonado Torres was the Project Director of the Leadership Development Initiative and participated in extensive leadership development training citywide. In addition, she has mentored and coached administrators in leadership development. She has a wealth of experience in leadership and instruction.</p>
X	Grant Grastorf	<p>Grant Grastorf is the Academic Operations Administrator for Fordham University's Westchester Campus. Previously, Mr. Grastorf served as the Director of Campus Events at Yeshiva University and the Director of College Events and Summer Programs at Sarah Lawrence College. Mr. Grastorf is the President of the Fordham Kiwanis Club and President of the Fordham University Association. He holds a Master of Science in Educational Leadership from Fordham University and a Bachelor of Science in Food and Business from the State University of New York at Oneonta.</p>
X	Rev. Thomas Lynch	<p>Father Lynch is the Pastor at Our Lady of Angels Roman Catholic Church in the Kingsbridge Heights section of the Bronx, where he serves an ethnically diverse parish. Father Lynch was ordained in 1992, receiving two master's degrees in Divinity and Church History. His first assignment was Holy Family Church on Castle Hill Avenue in the Bronx. He was sent for doctoral studies at Catholic University of America in Washington, DC. He later served as Professor of Church History, Director of Pastoral Formation, and Dean of Cathedral Preparatory Seminary (a discernment program for young men of high school age considering a vocation to the priesthood) at St. Joseph's Seminary (Dunwoodie) for more than eight years before his present assignment to Our Lady of Angels. Father Lynch is a member of the Northwest Bronx Clergy and Community Coalition and sits on NWBCCC's Clergy Caucus.</p>

X	Dr. H Evan Powderly	Dr. H. Evan Powderly has served as the principal of HC Crittenden Middle School in Armonk, New York for almost two decades. During Dr. Powderly’s tenure HCC has consistently scored among the top middle schools in New York State. In 2012, HCC ranked first in the state in 6th grade mathematics and 8th grade English language arts as well as second in the state in 7th grade mathematics and 6th grade English language arts. In the latest round of testing in 2013 (that included new cut scores and more rigorous standards), HCC continued to rank first in the state in some categories and in the top ten in most. Previously, Dr. Powderly was principal of a middle school in New Jersey. Dr. Powderly holds a Doctorate in Education from Fordham University. He has served as President of the Westchester/Putnam Middle School Principals Association.
X	Mervin Burton	Mervin Burton serves as a Senior Investment Manager at the IBM Retirement Funds, which oversees over \$50 billion in pension fund assets. He is responsible for developing investment strategy and making investments in various financial markets such as equities, fixed income, and alternatives. Previously, Mr. Burton worked in the IBM Finance organization, focusing on structuring and negotiating mergers and acquisitions. Prior to joining IBM, Mr. Burton worked at PricewaterhouseCoopers as a Manager in Corporate Development & Corporate Strategy. He was responsible for the firm’s venture capital investments and strategic partnerships, and participated in the sale of the consulting division to IBM. Mr. Burton began his career as a Financial Analyst within the asset management group of Goldman, Sachs, & Co. Mr. Burton is a CFA Charterholder, and a member of the CFA Institute. He graduated from Stuyvesant High School in New York City, and received his B.S. from the Wharton School at the University of Pennsylvania.

Add New Trustee

## 10. Overview of the Proposed Program

**Mission statement:** Through the creation of a highly engaging school setting, Atmosphere not only prepares students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school’s shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

**Rationale for establishing the school:** Atmosphere intends to open in a predominantly low-income section of the Bronx with poorly performing and overcrowded public school options. The founders chose this location based on the strong evidence of need, a plethora of community assets, opportunities for partnerships, and personal connections to the community.

**Key design elements:**

- **Shared Culture and Values:** Atmosphere’s school culture is designed to promote leadership and collaboration, which is accomplished by providing an “atmosphere” for learning and inculcating a correlating set of core values. The school will focus on creating a learning environment that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- **Rigorous Standards Aligned Curriculum:** Atmosphere helps students ameliorate deficits in prior learning, develop grade appropriate skills and knowledge, and build a foundation for future success. All students take core courses that include two English language arts courses (Critical Reading and

Critical Writing) and two mathematics courses (Math Applications and Math Foundations) in addition to science and history courses. Students also participate in a daily Skills Advisory course, which focuses on building life, study, and 21st century skills.

- **Student-Centered and Differentiated Instruction:** Atmosphere has selected the Sheltered Instruction and Observation Protocol (SIOP) approach as its primary instructional model, which aligns closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school.
- **Key Partnerships and Supporters:** Atmosphere enjoys close working relationships with Fordham University's Graduate School of Education and Graduate School of Social Service, Montefiore Medical Center, Mosholu Montefiore Community Center, The Archdiocese of New York, Columbia University and Westmoreland Sanctuary
- **Support for At-Risk Students:** Atmosphere's Rapid Response to Intervention (RRTI) system is driven and accelerated by data to help faculty, staff, and school leaders provide targeted and timely academic and behavioral support. Atmosphere offers opportunity to a range of students with disabilities through general education classes, integrated co-teaching (ICT) classes, and self-contained classes. English language learners (ELLs) receive additional support through instruction from ELL Specialists.
- **Data Driven Decision Making:** Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision making. Therefore, Atmosphere administers a range of assessments for a variety of purposes and seeks to build and implement strong data systems throughout the proposed.
- **Restorative Justice:** Atmosphere's discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders.
- **Governance:** Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

Number of days of instruction in a school year and typical hours of operation: Atmosphere will offer an extended day and year, with a 190 day school year operating from 7:30 am to 5:00 pm on school days with monthly Saturday classes.

Instructional materials: Atmosphere has selected Scholastic's Expert 21, Read 180 and System 44 for literacy instruction, which will be supplemented by among other resources the Sadlier Grammar for Writing and Vocabulary for Success programs and teacher-selected literary and informational text. Atmosphere has identified National Training Network (NTN) as its vendor partner for mathematics and Houghton Mifflin Harcourt's Science Fusion worktext and digital modules and STEM: Powering Ingenuity for science. For social studies the school will use programs produced by Houghton Mifflin Harcourt and The History Channel. Atmosphere will use Rosetta Stone for foreign language instruction, SPARK for physical education, and HealthSmart for health.

Unique characteristics: Atmosphere will be relatively unique in offering not only SETTS and ICT but self-contained classes as well for students with disabilities. In addition, the Director of Student Learning and Director of Language manage a rapid response to intervention (RRTI) system; Learning Specialists will provide special education services and each grade will have an ELL Specialist to support literacy development.

Instructional leadership model: Atmosphere employs a distributed leadership model with lead teachers who both provide instruction and instructional leadership. Directors of Literacy, STEM and Language will lead their departments through modeling and coaching.

Management structure: Atmosphere will have a Principal (later an Executive Director) who will lead the school and report to the Board. An Instructional Leadership Team comprised of directors will guide the academic program and Shared Decision Making Team comprised of stakeholders will recommend all key decisions.

Relationships with management or partner organizations: None

Proposed location for the school: Atmosphere's primary facility option is Our Lady of Mercy School, 2512 Marion Avenue, Bronx, New York.

1. **Community Description, Need and Proposed School Impact**

(a) **Community Description and Need:**

Provide an analysis of the community and target population for the school, including;

- A description of community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicants' rationale for selecting the community;
- Performance of local schools in meeting the need; and
- How the proposed school provides a needed alternative for the proposed community.

Community Description

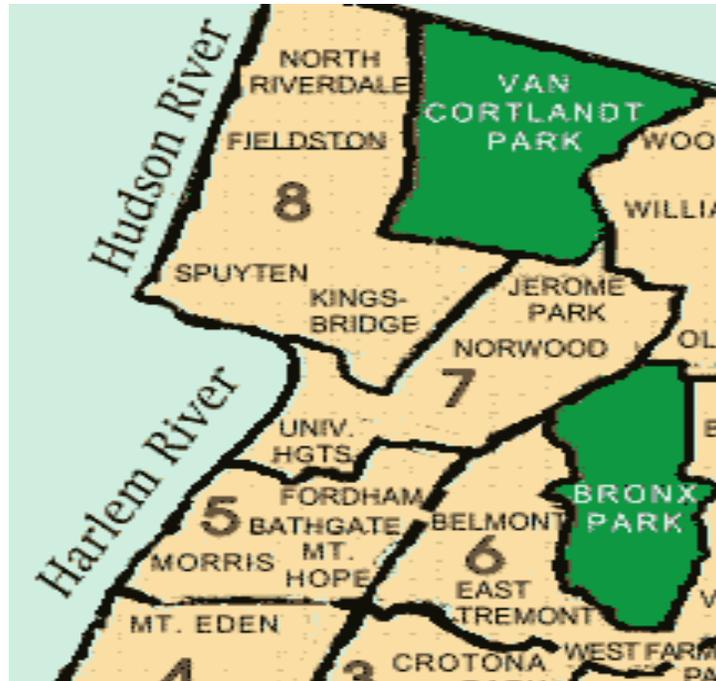
Atmosphere Academy intends to be located in Community School District (CSD) 10, which is in the northwest quadrant of the Bronx. It is bordered by the Hudson and Harlem Rivers to the west, Westchester County to the north, the Bronx River Parkway to the east, and Cross Bronx Expressway to the south. It is a diverse district in many ways.



While CSD 10 does include a small number of relatively middle and upper class neighborhoods in the far Northwest quadrant of the District where it borders the Hudson River (such as the Riverdale neighborhood), the overwhelming majority of neighborhoods and residents in CSD 10 are low-income.

These neighborhoods include Bedford Park, Belmont, East Tremont, Fordham, Kingsbridge, Morris Heights, Norwood, Tremont, and University Heights. Atmosphere Academy intends to enroll all or most of its students from these neighborhoods.

The diversity of CSD 10 is revealed through a closer investigation of the four Bronx community districts that exist within its borders. Community districts are separate and distinct from school districts. Fortunately, though, the border of CSD 10 aligns almost exactly with the collective borders of Bronx Community Districts 5, 6, 7, and 8. The demographic data about these Community Districts paints a clear picture of the constituents that CSD 10 is currently serving (or not serving in the case of families that choose to send their children to other schools).



According to the New York City Department of City Planning, as of the 2010 census, Bronx Community Districts 5, 6, 7, and 8, which cover all of CSD 10, had the following demographics<sup>1</sup>:

**Community District Characteristics**

District	Residents	Asian	Black	Hispanic	White
Community District 5	128200	2%	29%	67%	1%
Community District 6	83268	1%	26%	64%	7%
Community District 7	139286	7%	19%	65%	7%
Community District 8	101731	5%	11%	43%	39%
All Four Districts	452485	4%	21%	61%	13%

As one can see in the table, the Northwest Bronx that CSD 10 serves is majority Hispanic, with one in five residents being black and smaller percentages White and Asian. Moreover, in the past two decades, there has been a dramatic demographic shift. For example, in 1990, Whites made up 24% of Community District 7 and Hispanics 51%. Today those percentages have moved to 7% White and 65% Hispanic. Even in Community District 8, which includes Riverdale, the percentage of Whites has dropped from 54% to

<sup>1</sup> "Bronx Community District Needs 2013" compiled by New York City Department of City Planning

38% while the percentage of Hispanics has risen from 25% to 43%. What the numbers reveal is that CSD 10 has seen a significant influx of new and diverse residents with unique cultures and languages that must be accommodated and addressed as part of any educational program.<sup>2</sup>

Atmosphere will focus its recruiting efforts on Community Districts 5, 6, and 7, which have larger percentages of Hispanic and Black residents than Community District 8. Below is a map of the neighborhoods that Atmosphere intends to target



A review of these neighborhoods that Atmosphere intends to draw from reveals a diverse population in need of additional high quality educational services<sup>3</sup>:

- **Bedford Park:** Bedford Park is located between the New York Botanical Garden, the Rosehill Campus of Fordham University and the Lehman College campus. Mosholu Parkway is Bedford Park's northern border. Van Cortlandt Park lies just beyond its northwest corner. The southern boundary is 196th Street. The 36,465 residents of Bedford Park have a racial makeup that is 60.7% Hispanic, 13.5% Black, 17.1% White, and 8.8% from other ethnicities, including Korean,

<sup>2</sup> "Bronx Community District Needs 2013" compiled by New York City Department of City Planning

<sup>3</sup> www.city-data.com, New York City Department of Housing Preservation and Development

Indian, and Bangladeshi. 37.0% of residents are foreign born and 32.3% of residents live below the poverty line.

- **Belmont:** Primarily a residential neighborhood, Belmont is bounded by Fordham Road to the north, Bronx Park to the east, East 183rd Street to the south, and Third Avenue to the west. Traditionally the Italian heart of the Bronx, the neighborhood now contains a significant population of Latin Americans, Albanians, long standing Italians and more recent Italian immigrants. Almost half of the population lives below the federal poverty line and receives public assistance. Arthur Avenue is a Belmont's most famous thoroughfare, and is still synonymous with the Little Italy of the Bronx. About half of the population is Hispanic, with about one-quarter White and one-sixth Black. 31.0% of residents were born outside of the U.S. and 49.5% live below the poverty line.
- **East Tremont:** East Tremont is a low income residential neighborhood in the Bronx. It borders East 183rd Street, Crotona Avenue, the Cross-Bronx Expressway and Webster Avenue. East Tremont Avenue is the primary thoroughfare through the neighborhood. The latest estimate sets the population of the neighborhood at over 30,000 people. East Tremont has one of the highest concentrations of Puerto Ricans in New York City. There is also a small but growing Dominican population. Most households are renter occupied. Over 60% of the residents are Hispanic and over 25% are Black. 30.1% of residents are foreign born and 43.9% live below the poverty line.
- **Fordham:** Centered on the intersection of Grand Concourse and Fordham Road, Fordham is bordered by East 194<sup>th</sup> Street to the north, Southern Boulevard to the east, East 161st Street to the south, and Jerome Avenue to the west. The demographics are 31.3% White, 23.2% African American, 1.3% Native American, 4.7% Asian, 0.1% Pacific Islander, and 39.6% Hispanic or Latino with the majority being of Stateside Puerto Rican and Dominican descent. The median household income in 2011 was \$23,933 and 46.6% live below the poverty line. The B and D subway lines run through Fordham along Grand Concourse and the 4 subway line follows the border along Jerome Avenue.
- **Kingsbridge** (including Kingsbridge Heights): Kingsbridge and Kingsbridge Heights lie adjacent to Riverdale in the Northwest Bronx. Together the neighborhoods have a combined population of over 45,000 people, which is comprised of a large and growing Dominican population. The neighborhood is mostly Hispanic with Puerto Ricans being the other major group in the area in addition the Dominicans that have settled there. Information about the poverty rate and percentage of foreign born residents is not readily available.
- **Morris Heights:** Morris Heights is a low income residential neighborhood located in the West Bronx. Its boundaries are West Burnside Avenue to the north, Jerome Avenue to the east, the Cross-Bronx Expressway to the south, and the Harlem River to the west. University Avenue is the primary thoroughfare through Morris Heights. It has a population of over 45,000. According to Bronx Community Board 5, the vast majority of residents in the area Puerto Rican, Dominican, or African American and the vast majority of households are renter occupied. The median household income in 2011 was \$25,666. 39.6% of the residents are foreign born and 43.4% of live below the poverty line. Ten New York City Housing Authority low income developments are located in Morris Heights, including the Sedgwick Houses. The neighborhood contains one of the highest concentrations of NYCHA projects in the Bronx.
- **Norwood:** Originally an Irish neighborhood known as Bainbridge, Norwood is now a working class residential area built around what was once known as Valentine's Hill near the intersection

of 210th Street and Bainbridge Avenue. Norwood borders Van Cortlandt Park and Woodlawn Cemetery to the north, the Bronx River to the east, and Mosholu Parkway to the south and west. Norwood's main commercial arteries are Gun Hill Road, Jerome Avenue, Webster Avenue, and Bainbridge Avenue. Montefiore Medical Center has major presence and is one of the largest local employers. As of the 2010 Census Norwood had a population of 40,494. The racial makeup of the neighborhood is 9.9% Non-Hispanic White, 17.9% African American, 11.0% Asian 0.1% Native American, 1.5% from two or more races. 58.7% of the population is Hispanic or Latino of any race. 35.2% of the population is foreign born and another 8.6% were born in Puerto Rico. About one-third of immigrants are from the Caribbean, with large percentages also from South America, Central America and South Central Asia. 46.2% speak Spanish at home, either exclusively or along with English. The median income for a household in the neighborhood is \$28,724. Local subway services are the D and the 4 along with numerous buses along Norwood’s major arteries.

- **Tremont:** Tremont is a low-income residential neighborhood in the Bronx. Its boundaries are East 183rd Street to the north, Webster Avenue to the east, the Cross-Bronx Expressway to the south, and Jerome Avenue to the west. The Grand Concourse is the primary thoroughfare through Tremont. Tremont has a population just under 45,000 and is one of the poorest communities in America. Over half the population lives below the poverty line and receives public assistance. The neighborhood is now predominantly Dominican with a significant longstanding Puerto Rican and African American population. The vast majority of households are renter occupied.
- **University Heights:** University Heights is a low-income neighborhood in the West Bronx. Its boundaries are West 190th Street to the north, Jerome Avenue to the east, West Burnside Avenue to the south, and the Harlem River to the west. University Avenue is the primary thoroughfare in University Heights. University Heights has a population of over 40,000. The demographics are 23.0% African American, 2.0% White, 3.4% Asian or Pacific Islander, and 72.6% Hispanic or Latino, the majority of which are of Dominican and Puerto Rican descent. 46.0% of residents are foreign born and 37.6% live below the poverty line.

District Description

CSD 10 enrolled approximately 56,000 students in 2011-12 and the average class size for 8<sup>th</sup> grade was 28 students. Two-thirds of students were Hispanic or Latino and about 1 in 5 was Black. Relatively small percentages of students are White or Asian. About three-quarters of the students in CSD 10 were eligible for free lunch and another 5% were eligible for reduced price lunch. Approximately 1 out of 5 students was Limited English Proficient.

**CSD 10 Demographics**

Eligible for Free Lunch	76%
Eligible for Reduced Price Lunch	5%
Limited English Proficient	22%
American Indian or Native Alaskan	0%
Black or African American	19%
Hispanic or Latino	67%

Asian or Native Hawaiian	8%
White	6%
Multiracial	0%

### Schools Description

In most CSD 10 schools a large majority of students are eligible for free and reduced-price lunch. In 20 of the middle and middle/high schools, more than 90% are from low-income families and 13 of the high school have similar rates of poverty. Many of the schools are quite large, with nine enrolling more than 1,000 students. In all but two schools, the majority of students are Hispanic. The exceptions are highly selective exam schools. Below are characteristics of the students in the individual schools in CSD 10 that enroll students in the same grades that Atmosphere intends to serve. These data are for the 2012-13 school year.

### **CSD 10 Middle and Middle/High Schools**

<b>Name</b>	<b>Total Enrollment</b>	<b>% Free and Reduced Price Lunch</b>	<b>% ELL</b>	<b>% SPED</b>	<b>% Asian</b>	<b>% Black</b>	<b>% Hispanic</b>	<b>% White</b>
ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE	392	98.5	34.9	24.7	2.3	13.3	82.9	1.3
BRONX DANCE ACADEMY SCHOOL	239	84.9	9.2	24.3	2.9	32.6	63.2	0.8
CRESTON ACADEMY	408	97.3	29.9	19.6	1.5	14.5	83.3	0.2
EAST FORDHAM ACADEMY FOR THE ARTS	303	96.7	21.8	13.2	3.6	16.8	78.5	0.7
I.S. 254	465	100*	27.3	22.8	2.8	20.0	76.1	0.9
IN-TECH ACADEMY (MS/HS 368)	1,087	90.4	14.3	14.0	3.4	11.2	82.6	2.5
INTERNATIONAL SCHOOL OF LIBERAL ARTS	541	94.1	75.0	4.6	0.2	0.2	99.4	0.2
IS 206 ANN MERSEREAU	375	100*	30.1	17.6	1.9	14.1	83.7	0.3
JHS 045 THOMAS C. GIORDANO	886	95.4	19.1	19.2	1.5	13.1	81.9	3.2
JHS 080 THE MOSHOLU PARKWAY	661	80.6	26.0	24.8	10.4	16.9	66.6	5.1
JHS 118 WILLIAM W NILES	1,179	89.7	12.3	15.2	12.1	22.9	61.5	3.1
JONAS BRONCK ACADEMY	257	86.8	8.6	20.2	5.4	18.7	68.9	6.2
MS 390	389	96.4	32.6	20.1	0.3	18.3	81.0	
MS 391	630	100*	29.8	25.6	0.8	22.5	76.3	0.3
PS 015 INST FOR ENVIRO. LRNG.	548	100*	8.6	14.1	1.1	13.9	84.7	0.4
PS 037 MULTIPLE INTELLIGENCE S	631	100*	11.6	20.9	0.8	22.3	74.2	2.4
PS 095 SHEILA MENCHER	1,281	100*	16.9	15.0	7.7	20.1	67.5	3.5
PS 20 P.O.GEORGE J. WERDAN III	1,090	91.5	22.2	17.0	13.4	6.5	71.8	7.4
PS 279 CAPT MANUEL RIVERA JR.	999	94.9	28.9	17.0	3.6	14.8	80.4	0.2
PS 280 MOSHOLU PARKWAY	847	92.7	16.1	18.1	12.0	10.5	71.2	5.8
PS 3 RAUL JULIA MICRO SOCIETY	365	95.3	11.5	20.8	1.6	31.2	66.0	1.1
PS 315 LAB SCHOOL	239	95.8	17.6	16.3	0.4	15.5	81.2	0.8

**Response 01 – Community Need**

**Atmosphere Academy**

RIVERDALE/KINGSBRIDGE ACADEMY (MS/HS 141)	1,348	52.4	7.6	16.7	8.2	11.8	54.0	25.6
THE BRONX SCHOOL OF SCIENCE INQUIRY AND INVESTIG	384	100*	22.9	24.5	1.3	22.1	76.0	0.5
THE NEW SCHOOL FOR LEADERSHIP AND JOURNALISM	695	93.4	21.0	20.7	2.4	11.4	83.3	2.9
THEATRE ARTS PRODUCTION COMPANY SCHOOL	578	100*	5.9	22.1	1.4	27.7	68.9	1.2
WEST BRONX ACADEMY FOR THE FUTURE	605	92.6	14.0	19.5	2.8	23.5	71.1	1.7

**CSD 10 High Schools**

Name	Total Enrollment	% Free and Reduced Price Lunch	% ELL	% SPED	% Asian	% Black	% Hispanic	% White
BELMONT PREPARATORY HIGH SCHOOL	405	93.6	12.8	13.1	2.2	26.9	68.1	2.5
BRONX ENGINEERING AND TECHNOLOGY ACADEMY	414	82.6	16.4	21.5	5.8	28.0	65.0	0.5
BRONX HIGH SCHOOL FOR LAW AND COMMUNITY SERVICE	404	91.8	16.3	21.8	2.5	28.7	65.8	1.0
BRONX HIGH SCHOOL OF SCIENCE	3,060	44.9	0.1	0.2	63.4	3.3	6.9	23.5
BRONX SCHOOL OF LAW AND FINANCE	416	87.5	8.4	17.1	1.0	31.7	63.5	2.9
BRONX THEATRE HIGH SCHOOL	437	85.1	11.7	17.6	0.5	29.5	68.0	2.1
CROTONA INTERNATIONAL HIGH SCHOOL	148	100*	58.1	-	1.4	13.5	82.4	2.7
DEWITT CLINTON HIGH SCHOOL	3,654	78.7	17.8	15.9	7.1	31.1	58.5	2.3
DISCOVERY HIGH SCHOOL	536	89.0	23.9	16.0	2.6	16.2	79.1	1.7
ENGLISH LANGUAGE LEARNERS AND INTERNATIONAL SUPP	312	84.0	61.2	0.3	5.8	16.3	76.3	1.0
FORDHAM HIGH SCHOOL FOR THE ARTS	384	88.8	10.4	21.6	1.3	33.3	63.3	1.6
FORDHAM LEADERSHIP ACADEMY FOR BUSINESS AND TECH	442	87.6	19.0	21.7	2.7	27.4	68.6	1.1
GRACE DODGE CAREER AND TECHNICAL EDUCATION HIGH	733	100*	23.2	24.8	1.6	27.4	69.8	0.8
HIGH SCHOOL FOR ENERGY AND TECHNOLOGY	106	100*	16.0	18.9	0.9	25.5	69.8	1.9
HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS	496	87.7	17.5	20.4	3.0	23.8	70.8	1.8
HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE	395	27.1		0.5	20.3	8.4	15.2	50.6
IN-TECH ACADEMY (MS/HS 368)	1,087	90.4	14.3	14.0	3.4	11.2	82.6	2.5
INTERNATIONAL SCHOOL OF LIBERAL ARTS	541	94.1	75.0	4.6	0.2	0.2	99.4	0.2
JOHN F. KENNEDY HIGH SCHOOL	394	91.1	24.6	24.1	0.5	31.0	67.0	1.5
KINGSBRIDGE INTERNATIONAL HIGH	487	95.9	76.8	0.4	7.2	5.1	86.4	1.2

SCHOOL								
KNOWLEDGE AND POWER PREPARATORY ACADEMY INTERNATIONAL	427	86.9	12.2	15.2	1.9	35.6	59.7	2.1
MARBLE HILL HIGH SCHOOL FOR INTERNATIONAL STUDIES	440	92.5	40.0	5.9	11.1	23.9	58.9	5.5
PROVIDING URBAN LEARNERS SUCCESS IN EDUCATION HIGH SCHOOL	222	79.3	6.8	15.8	0.9	43.7	54.1	0.5
RIVERDALE/KINGSBRIDGE ACADEMY (MS/HS 141)	1,348	52.4	7.6	16.7	8.2	11.8	54.0	25.6
THE CELIA CRUZ BRONX HIGH SCHOOL OF MUSIC	428	83.4	4.2	7.2	0.7	26.9	68.7	2.3
THE MARIE CURIE SCHOOL FOR MEDICINE	567	100*	7.4	17.1	2.5	35.6	57.0	3.2
THEATRE ARTS PRODUCTION COMPANY SCHOOL	578	100*	5.9	22.1	1.4	27.7	68.9	1.2
WEST BRONX ACADEMY FOR THE FUTURE	605	92.6	14.0	19.5	2.8	23.5	71.1	1.7

District Performance

On the most recent New York State tests, which were aligned to the Common Core Standards, very few students in CSD 10 were proficient in either English Language Arts or Math. Overall, only 16% of students were proficient in ELA and 18% in Math. Subgroup performance was even worse: only 2% of English Language Learners and 3% of students with disabilities were proficient in ELA. Racial disparities were also evident: while 41% of Asian students and 37% of White students were proficient in ELA, only 13% and 14% of Black and Hispanic students respectively were proficient.

**CSD 10 2013 State Test Performance**

**All Students**

Grade	ELA		Math	
	#	%	#	%
3	757	18.4	884	21.1
4	708	17.4	1038	25.1
5	647	17.0	699	17.8
6	504	13.5	666	17.3
7	594	15.3	526	13.1
8	559	14.8	572	14.6
All Grades	3769	16.1	4385	18.2

**CSD 10 2013 State Test Performance**

**ELL Students**

Grade	ELA		Math	
	#	%	#	%
3	41	4.2	86	8.1
4	22	2.4	88	9.0

5	29	3.4	58	6.0
6	4	0.6	22	2.8
7	3	0.4	16	2.0
8	6	0.8	35	3.9
All Grades	105	2.2	305	5.6

**CSD 10 2013 State Test Performance  
Students with Disabilities**

Grade	ELA		Math	
	#	%	#	%
3	40	4.6	76	8.7
4	24	2.6	88	9.4
5	35	3.9	48	5.4
6	25	2.7	30	3.2
7	28	3.2	18	2.0
8	20	2.4	31	3.6
All Grades	172	3.2	291	5.4

**CSD 10 2013 State Test Performance  
All Students by Ethnicity**

Grade	ELA		Math	
	#	%	#	%
Asian	384	40.6	480	48.9
Black	525	13.3	533	13.3
Hispanic	2414	14.0	2881	16.3
White	378	37.0	415	39.4

Schools Performance

On the most recent New York State tests, which were aligned to the Common Core Standards, every CSD 10 school serving middle students had only one-third or fewer of its students across all grades proficient in ELA or Math. Often this percentage was far lower than 33%. In fact, in a number of schools fewer than 1 in 10 students were proficient. The odds of attending a district school in CSD 10 and graduating 8<sup>th</sup> grade with college and career ready skills are very small, particularly for students of color.

**CSD 10 School Performance on State Tests**

School	Grade	ELA		Math	
		# of students proficient	% of students proficient	# of students proficient	% of students proficient
P.S. 3 Raul Julia Micro Society (X003)	3	1	4.0	7	26.9

	4	1	5.6	6	33.3
	5	4	16.7	6	24.0
	6	6	12.2	7	14.3
	7	7	15.9	7	15.6
	8	11	23.9	9	19.6
	All Grades	30	14.6	42	20.1
P.S. X015 Institute for Environmental Learning (X015)	3	11	17.7	21	33.9
	4	18	28.1	31	48.4
	5	17	27.9	24	39.3
	6	9	13.6	16	24.2
	7	10	16.4	14	23.3
	8	21	34.4	19	31.1
All Grades	86	22.9	125	33.4	
P.S. 20 P.O.George J. Werdan III (X020)	3	29	22.8	19	15.0
	4	19	21.3	20	22.0
	5	23	22.3	15	14.3
	6	13	13.7	13	13.7
	7	15	17.0	6	6.8
	8	20	18.9	30	28.0
All Grades	119	19.6	103	16.8	
P.S. X037 - Multiple Intelligence School (X037)	3	12	15.6	10	12.8
	4	13	15.5	15	17.2
	5	12	16.0	12	15.6
	6	8	9.9	23	28.4
	7	6	10.2	17	29.3
	8	10	19.2	10	19.2
All Grades	61	14.3	87	20.1	
Thomas C. Giordano Middle School 45 (X045)	6	18	8.3	26	11.5
	7	38	12.7	25	8.1
	8	43	13.5	29	9.0
	All Grades	99	11.8	80	9.3
J.H.S. 080 The Mosholu Parkway (X080)	6	2	1.2	6	3.3
	7	9	4.4	6	2.6
	8	19	9.6	10	4.3
	All Grades	30	5.3	22	3.4
P.S. 086 Kingsbridge Heights (X086)	3	27	13.0	49	23.1
	4	61	28.4	99	45.0
	5	51	20.7	60	24.0

	6	39	19.6	46	22.5
	All Grades	178	20.5	254	28.7
P.S. 095 Sheila Mencher (X095)	3	20	16.4	28	22.4
	4	16	13.7	19	15.8
	5	19	18.1	16	14.4
	6	31	19.3	31	18.9
	7	36	22.4	38	22.8
	8	32	21.2	37	24.0
	All Grades	154	18.8	169	20.1
J.H.S. 118 William W. Niles (X118)	6	111	28.1	159	39.2
	7	127	35.2	97	26.4
	8	122	32.3	102	26.8
	All Grades	360	31.7	358	31.0
Riverdale / Kingsbridge Academy (Middle School / High School 141) (X141)	6	55	28.1	60	30.0
	7	91	36.4	91	36.0
	8	57	23.8	79	33.1
	All Grades	203	29.6	230	33.2
P.S. 205 Fiorello Laguardia (X205)	3	32	19.2	41	24.1
	4	25	17.4	43	29.5
	5	27	19.0	26	17.7
	6	s	s	s	s
	All Grades	84	18.5	110	23.7
I.S. 206 Ann Mersereau (X206)	5	8	12.1	5	7.1
	6	2	2.5	6	7.1
	7	4	4.1	4	3.8
	8	12	11.0	11	9.6
	All Grades	26	7.4	26	7.0
Theatre Arts Production Company School (X225)	6	9	12.2	9	11.7
	7	15	19.0	15	19.0
	8	8	11.9	6	9.0
	All Grades	32	14.5	30	13.5
Jonas Bronck Academy (X228)	6	20	23.8	27	32.1
	7	23	28.0	18	22.0
	8	20	26.7	18	24.0
	All Grades	63	26.1	63	26.1
Theodore Roosevelt Educational Campus :	6	6	7.3	7	8.5

West Bronx Academy for the Future (X243)	7	11	13.1	2	2.4
	8	5	6.9	0	0.0
	All Grades	22	9.2	9	3.8
The New School for Leadership and Journalism (X244)	6	30	21.4	42	28.0
	7	70	24.3	61	20.1
	8	31	13.7	55	23.0
	All Grades	131	20.0	158	22.8
I.S. 254 (X254)	6	6	4.5	15	10.6
	7	5	4.0	27	20.3
	8	8	5.4	25	15.5
	All Grades	19	4.7	67	15.4
P.S. 279 Captain Manuel Rivera, Jr. (X279)	3	12	11.0	18	16.2
	4	7	7.6	5	5.4
	5	4	4.4	4	4.1
	6	10	8.1	16	12.3
	7	8	6.8	9	7.4
	8	13	11.5	14	11.7
	All Grades	54	8.3	66	9.8
P.S./M.S. 280 Mosholu Parkway (X280)	3	37	35.2	33	31.1
	4	15	17.6	19	21.8
	5	17	22.7	9	11.5
	6	20	26.7	15	19.5
	7	16	17.0	12	12.4
	8	20	20.2	27	27.0
	All Grades	125	23.5	115	21.1
Bronx Dance Academy School (X308)	6	13	20.0	15	23.1
	7	16	22.2	8	11.1
	8	13	16.9	8	10.4
	All Grades	42	19.6	31	14.5
P.S. 315 Lab School (X315)	3	10	40.0	10	40.0
	4	6	25.0	6	25.0
	5	4	16.7	7	29.2
	6	7	19.4	10	27.8
	7	5	17.9	5	17.9
	8	3	11.1	1	3.7
	All Grades	35	21.3	39	23.8
The Bronx School of Young Leaders (X331)	6	7	6.6	13	11.4

	7	7	6.4	3	2.7
	8	10	8.3	2	1.6
	All Grades	24	7.1	18	5.1
P.S. 340 (X340)	3	13	15.1	24	27.0
	4	20	25.6	26	32.9
	5	3	4.3	14	19.7
	6	3	8.3	6	16.7
	All Grades	39	14.4	70	25.5
Walton Educational Campus : International School for Liberal Arts (X342)	6	2	5.3	5	11.6
	7	1	2.2	1	1.9
	8	3	5.1	8	10.8
	All Grades	6	4.2	14	8.2
P.S. 360 (X360)	3	7	11.5	9	14.1
	4	9	13.8	8	11.9
	5	7	15.6	7	14.6
	6	11	15.9	8	11.4
	All Grades	34	14.2	32	12.9
Academy for Personal Leadership and Excellence (X363)	6	3	2.9	2	1.8
	7	1	0.8	3	2.3
	8	9	6.7	2	1.4
	All Grades	13	3.6	7	1.8
In-Tech Academy (M.S. / High School 368) (X368)	6	19	16.0	13	10.6
	7	21	11.7	17	9.3
	8	30	15.6	19	9.8
	All Grades	70	14.3	49	9.8
M.S. 390 (X390)	6	7	7.1	13	12.9
	7	11	7.5	12	8.1
	8	14	12.7	13	10.9
	All Grades	32	9.0	38	10.3
The Angelo Patri Middle School (X391)	6	9	4.9	9	4.7
	7	18	9.3	11	5.3
	8	9	4.6	6	2.9
	All Grades	36	6.3	26	4.3
Creston Academy (X447)	6	10	7.4	25	17.4
	7	6	4.0	5	3.3
	8	5	5.1	23	21.3

	All Grades	21	5.5	53	13.2
East Fordham Academy for the Arts (X459)	6	8	7.5	15	14.0
	7	10	9.7	7	6.5
	8	6	6.9	5	5.4
	All Grades	24	8.1	27	8.8

Evidence of Need

CSD 10 has some of the lowest middle school proficiency levels of any district in the state and in the city, ranking in the bottom third of districts city-wide and state-wide, and is one of the most overcrowded districts in the Bronx. These two factors evidence the extreme need in the district for additional high quality educational programs like the one Atmosphere proposes.

**Few High Performing School Options:** As the description of district and school performance above demonstrates, there are few high performing schools in CSD 10 and in this section of the Bronx. The few schools associated with high achievement are selective, exam based schools that do not serve students that are representative of the community in terms of race, disability and English proficiency.

According to the 2013 results of the New York State assessment of 8<sup>th</sup> grade English language arts and mathematics, only 14% and 15% of Bronx Community School District 10 students scored proficient on those respective exams. Below is a table comparing CSD 10 students to the full New York State 8<sup>th</sup> grade cohort, New York City 8<sup>th</sup> graders, Brooklyn 8<sup>th</sup> graders, the entire Bronx 8<sup>th</sup> grade cohort, and a relatively affluent group of suburban 8<sup>th</sup> grade students from Rye:

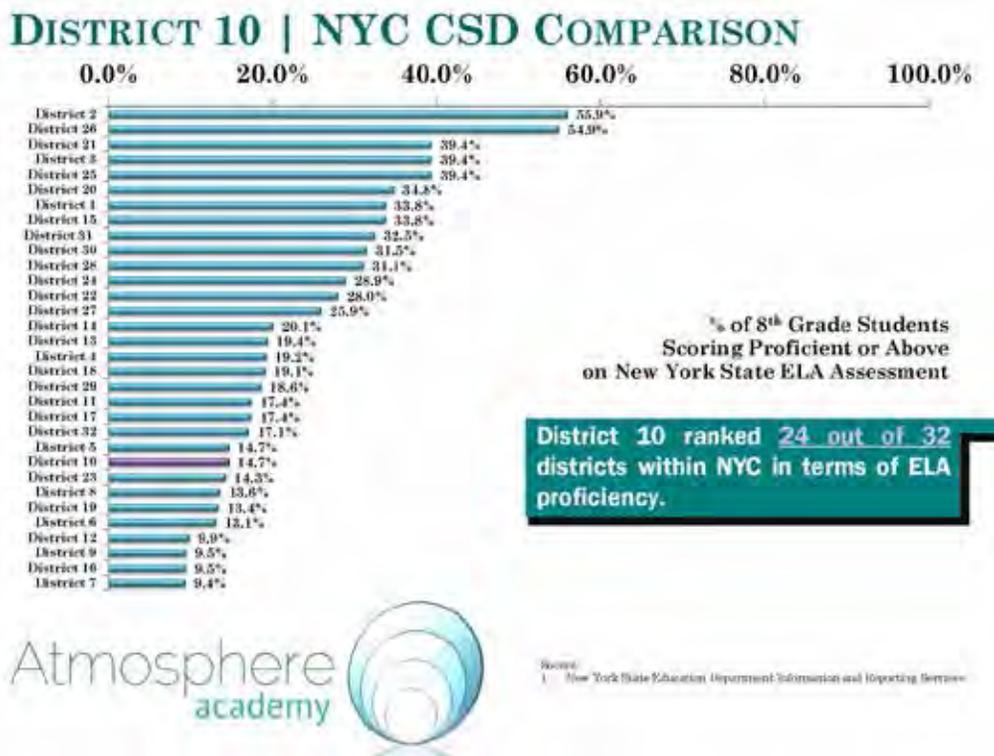
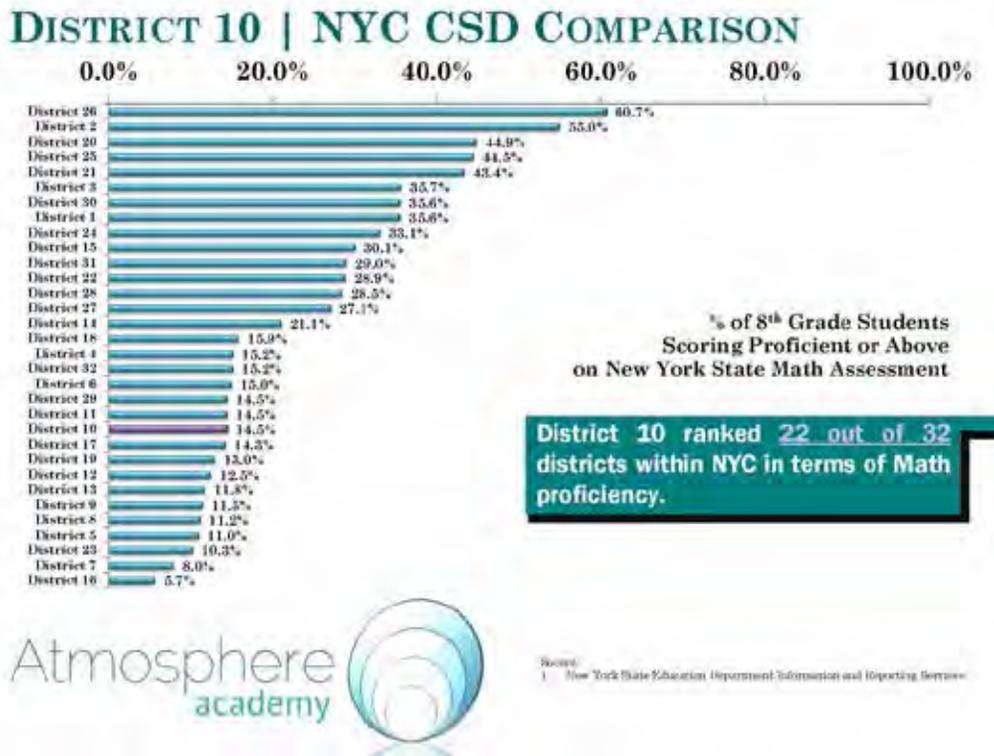
**DISTRICT 10 | COMPARISON**

District	Grade 8 English Proficiency	Grade 8 Math Proficiency
Rye	63%	59%
New York State	34%	27%
New York City	25%	26%
Brooklyn	25%	27%
Bronx	13%	13%
District 10	14%	15%



While all districts and cohorts struggled, District 10 and the Bronx as a whole scored particularly poorly when compared to other districts. When simply looking at all New York City (NYC) Community School

Districts, CSD 10 is shown to be lagging behind its peers and scoring among the lowest performing districts in NYC in math (22<sup>nd</sup> out of 32 districts) and English (24<sup>th</sup> out of 32 districts):



This trend of subpar student achievement in 2013 preceded the institution of the new ELA and math exam cut scores that year. In 2012, for instance, CSD 10 also performed poorly in comparison to other

New York City and state-wide districts, scoring 22 points below the NYS average for proficiency in 8<sup>th</sup> grade English and 14 points below the NYS average for proficiency in 8<sup>th</sup> grade math:

### DISTRICT 10 | COMPARISON

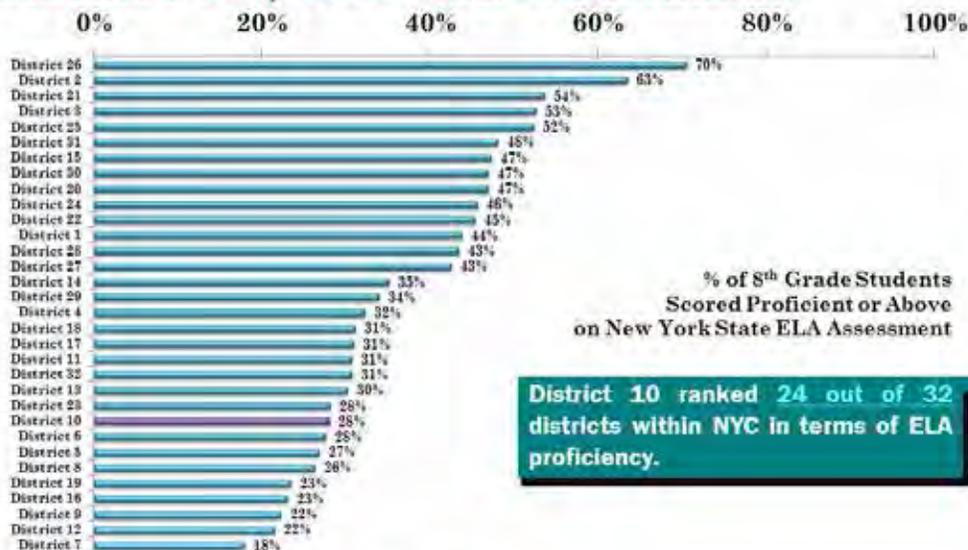
District	Regents Diploma Rate	Grade 8 English Proficiency	Grade 8 Math Proficiency	Attendance Rate	Poverty Rate	Limited English Rate
Bay	99%	84%	95%	92%	3%	3%
New York State	74%	50%	61%	N/A	N/A	6%
Middletown	75%	41%	43%	94%	72%	11%
New York City	61%	39%	55%	N/A	N/A	22%
District 10	61%	28%	47%	N/A	81%	22%



Source:  
 1. New York State Report Cards 2011-2012  
 2. Migration Policy Institute  
 3. New York City Mayor's Office of Immigration Affairs  
 4. New York State Education Department Information and Reporting Services  
 5. New York State Education Department Office of Operations and Management Services

Moreover, CSD 10 continued its trend of being among the lowest performing NYC districts in English (24<sup>th</sup> out of 32 districts) and in the bottom half of districts in NYC in math (18<sup>th</sup> out of 32 districts).

### DISTRICT 10 | NYC CSD COMPARISON

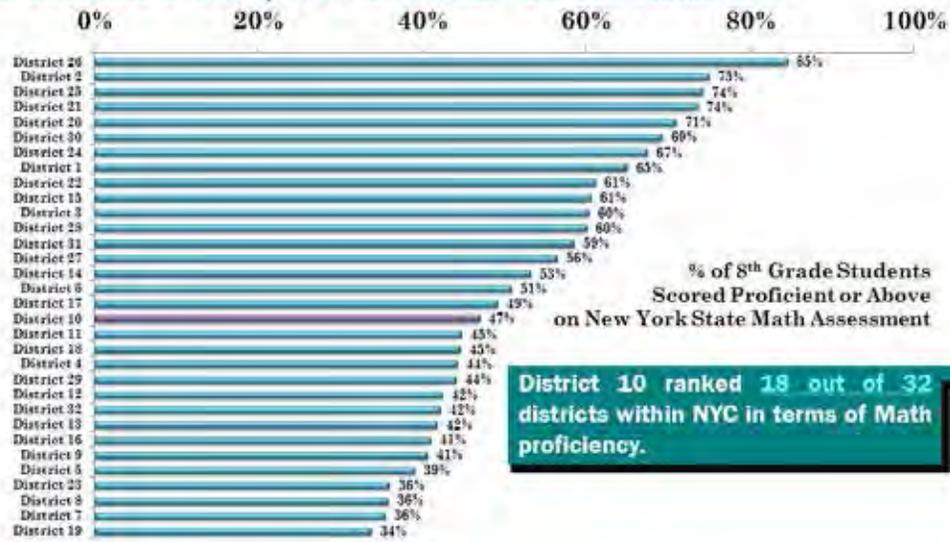


**District 10 ranked 24 out of 32 districts within NYC in terms of ELA proficiency.**



Source:  
 1. New York State Report Cards 2011-2012

### DISTRICT 10 | NYC CSD COMPARISON



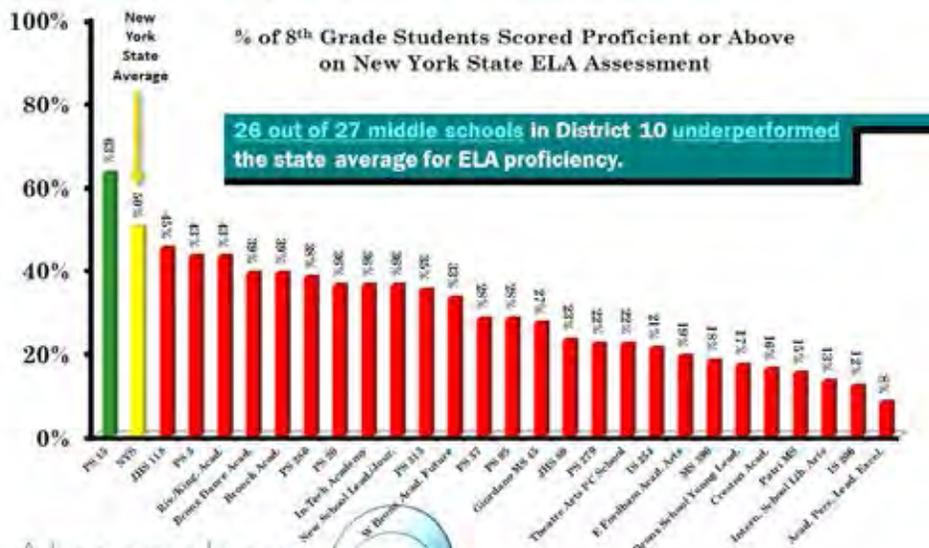
**District 10 ranked 18 out of 32 districts within NYC in terms of Math proficiency.**



Source:  
1. New York State Report Cards 2011-2012

The low performance in 2012 was not limited to just a few low performing schools. The vast majority of middle schools in CSD 10 that year scored below the NYS and NYC proficiency averages in 8<sup>th</sup> grade English (96% of CSD 10 middle schools below NYS average and 78% of CSD 10 middle schools below NYC average) and 8<sup>th</sup> grade math (85% of CSD 10 middle schools below NYS average and 67% of CSD 10 middle schools below NYC average):

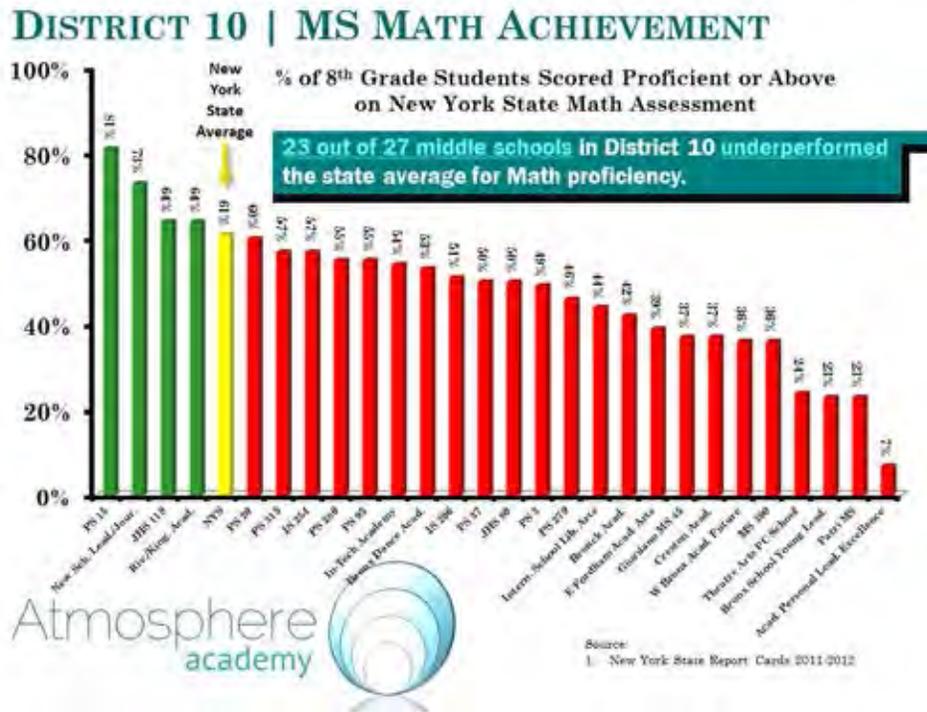
### DISTRICT 10 | MS ELA ACHIEVEMENT



**26 out of 27 middle schools in District 10 underperformed the state average for ELA proficiency.**



Source:  
1. New York State Report Cards 2011-2012



**Overcrowding:** CSD 10 is the most overcrowded Bronx community school district and the third most overcrowded New York City community school district.<sup>4</sup> In their “Community District Needs Statement for Fiscal Year 2013,” Bronx Community Board 7 made the following declarative statements about the need for more and better schools:

- “The [Community District 7] has a total land area of 1.9 square miles and as per the 2010 census, a population of approximately 140,000 persons, making the district the second most densely populated district in the borough (more than double the borough’s density). This has created a variety of conditions that affect the quality of life of residents in our neighborhoods, [including] overcrowded schools (the district is within School District 10, the most overcrowded district in the Bronx and the 3rd most overcrowded school district in the city).”<sup>5</sup>
- “School Construction Authority and School Development: The community strongly disagrees with the School Construction Authority’s (SCA) assessment that additional schools are not warranted in our neighborhoods, as identified in the 2010 amendment to the existing five-year plan. The number of school seats on all levels has not kept pace with the increase in residential development in our community since 2000-01, pushing all of our schools in our district to operate at over 100% capacity and a handful of schools to operate at nearly 200% capacity. Only one new school is planned for construction, PS 177, which will have 640 seats from grades K-8. Additionally, the practice of truncating grades in schools from K-6 to K-5, as is the case for PS 246, alleviates one problem, but creates other problems by cramming new middle school students into classrooms that are already operating above capacity. Finally, the relocation of PS 51 due to environmental conditions in the building to a location outside of the district contributes to a loss of school seats and exasperates overcrowding in other local schools. We

<sup>4</sup> “Community District Needs Statement for Fiscal Year 2013” by Bronx Community Board 7

<sup>5</sup> “Community District Needs Statement for Fiscal Year 2013” by Bronx Community Board 7

need more local schools now. Too much space is being wasted on the use of Transportable Classroom Units that have become commonplace in our district. While we are encouraged by SCA's plans to remove these units and put new buildings in some locations (like PS 94), units at others schools (like PS 56) are long overdue to be replaced with a permanent building that also provides much needed recreational space. This situation is not conducive to a healthy learning environment and we impress upon the SCA and the Department of Education (DOE) to reexamine its current five year construction plan to devise a better solution for our children's educational needs."<sup>6</sup>

- "It is important that our children are provided with opportunities to grow and have positive experiences that are outside of the realm of standardized testing. We urge DOE to maintain funding and, wherever possible, implement new programs to introduce children to the arts and music. Additionally, the lack of time or appropriate facilities for physical education can have negative impact on a child's ability to learn. It is strongly recommended that provisions are made to ensure that children in our schools are meeting the state mandated guidelines for physical education."<sup>7</sup>

During Atmosphere's presentation to Community Board 7's Education Committee on 10/17/13, a member of the Committee informed Atmosphere's Founding Team of a CEC zoning hearing and Norwood News article that addressed overcrowding in CSD 10. The article included a Department of Education presentation that speaks to the extensive overcrowding in District 10. Despite having language labeling it as confidential, this presentation was published on the Norwood News website and remains publicly available as of the drafting of this application (see footnote below). In the article that frames the presentation, Norwood News phrased the overcrowding as follows:

"The DOE says the zoning changes are designed to alleviate some of the severe overcrowding issues at many of these District 10 schools. The map above shows the proposed zoning lines compared to the current zones and below is the presentation of the rationale for the new zones, including information about each school's enrollment will be affected, at least in theory. You'll see capacity levels at some of these schools are off the charts right now."<sup>8</sup>

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<sup>6</sup> "Community District Needs Statement for Fiscal Year 2013" by Bronx Community Board 7

<sup>7</sup> "Community District Needs Statement for Fiscal Year 2013" by Bronx Community Board 7

<sup>8</sup> Norwood News. *Northwest Bronx School Zoning Hearing Thursday Night*. October 16, 2013. Retrieved from: <http://www.norwoodnews.org/index.php?s=overcrowding>

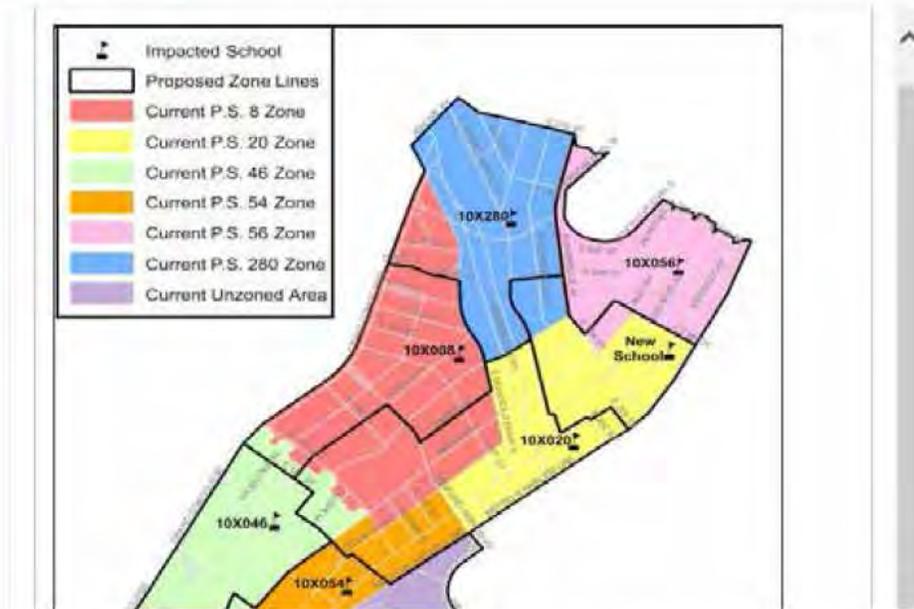
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## Northwest Bronx School Zoning Hearing Thursday Night

October 16, 2013

[Proposed Zoning Maps](#)



The Department of Education is holding a public hearing at Community Education Council District 10's monthly meeting tomorrow, Thursday, Oct. 17, at 6:30 p.m. at PS 32, 690 E. 183rd St. The hearing will be to discuss proposed zoning changes for several schools in the northwest Bronx — specifically PS 20, PS 56, PS 8, PS 280, PS 46 and PS 54 — that will be affected by the opening of the new elementary school opening in a new building on Webster Avenue next year.

Paragraph quoted above. →

The DOE says the zoning changes are designed to alleviate some of severe overcrowding issues at many of these District 10 schools. The map above shows the proposed zoning lines compared to the current zones and below is the presentation of the rationale for the new zones, including information about each school's enrollment will be affected, at least in theory. You'll see capacity levels at some of these schools are off the charts right now.

Moreover, a quick review of the DOE presentation itself reveals that the schools in District 10 are operating significantly over capacity with some utilization rates running as high as 151%. The ranges of utilization rates for schools discussed in the presentation is 95% to 151%. Moreover, five out of six schools are over or significantly exceeding 100% utilization. Under the proposed plan depicted in the presentation, even with the additional new school, capacity rates for every school would fall between 100% and 115%. Below is the DOE Office of Portfolio Management presentation related to rezoning and capacity rates in CSD 10:



## Office of Portfolio Management

*CEC Rezoning Meeting*



August 15, 2013

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### Rationale for Rezoning

- The Department of Education is introducing a new building in District 10 and must create a zone for the elementary school that will be sited in that building.
- The Department of Education is also building an addition to the X056 building.
- With the increased space and seat availability created by the new school building and P.S. 56's addition, the Department of Education can significantly reduce overcrowding at nearby overcrowded schools (P.S./M.S. 280, P.S. 56, P.S. 8, and P.S. 46).



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2

## Schools Affected by Rezoning

DBN	School Name	Grade Span	Total Enrollment <sup>1</sup>	Total Capacity <sup>2</sup>	Utilization %
10X008	P.S. 8 Issac Varian	K-5	1,211	804	151%
10X020	P.S. 20 P.O. George J. Weir dan III*	K-8	1,074	1,131	95%
10X046	P.S. 46 Edgar Allan Poe	K-5	1,244	1,112	112%
10X054	P.S./L.S. 54*	K-5	468	451	104%
10X056	P.S. 56 Norwood Heights	K-5	687	470	146%
10X280	P.S./M.S. 280 Mosholu Parkway	K-8	847	666	127%



(1) Based on 2012-13 audited register  
 (2) Based on the 2011-12 Blue Book Capacity  
 \* This school offers a PK program

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## Impact of Rezoning – Total Enrollment & Utilization

DBN	2012-2013 <sup>1</sup>		Planned		Change
	Total Enrollment	Utilization Rate	Total Enrollment	Utilization Rate	
10X008	1,211	151%	905-915	110%-115%	↓
10X020	1,074	95%	1,170-1,180	100%-105%	↑
10X046	1,244	112%	1,190-1,200	105%-110%	↓
10X054	468	104%	475-485	105%-110%	↑
10X056	687	146%	685-695	100%-105% <sup>2</sup>	↓
10X280	847	127%	740-750	110%-115%	↓
New School	-	-	605-615	105%-110%	-



(1) Enrollment is based on the 2012-2013 audited register  
 (2) Utilization rate takes into account added capacity at P.S. 56

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- Additional evidence of the overcrowding in CSD 10 can be found in the article below:

# The RIVERDALE PRESS

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## Overcrowding pushes students to new schools

By Shant Shahrigian

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Overcrowding at four area elementary and middle schools has forced the Department of Education (DOE) to relocate students after the start of the school year. At least one of the schools, the New School for Leadership and the Arts (MS 244), expects more students will be reassigned in the coming weeks.

"The greatest tragedy is, on a daily basis, we are confronted with parents who don't want to leave our school," said MS 244 Assistant Principal Eduardo Mora.

After being deluged with new enrollments, MS 244 transferred 16 eighth-grade students and 10 sixth-grade students to IS 254. The Multiple Intelligence School (PS/MS 37) sent 12 kindergarteners and six first-grade students to PS 207, while receiving five seventh graders from the David A. Stein Riverdale/Kingsbridge Academy (MS/HS 141).

Additionally, the Sheila Mencher Van Cortlandt School (PS/MS 95) transferred an unknown number of kindergarteners as well as seventh- and eight-grade students to an undisclosed site.

Most of the transfers came within the first month of the school year, according to members of District 10's Community Education Council (CEC).

"If it's done early, it's disruptive, but better than doing it in the middle of October," said CEC President Marvin Shelton. "As long as the school is close and it's nearby and adequate transportation arrangements are made, it's not really disruptive."

As the only bilingual middle school in the area, MS 244 receives a high number of new arrivals from other countries after the school year starts. Mr. Mora said the school's dual English-Spanish classes are currently overcrowded, and MS 244 is working with the DOE's Office of Enrollment to find new schools for those additional students.

"This has been very tough," he said. "It's been a very tough beginning of the school year because of the overcrowding."

### Rationale for Selecting CSD 10

Atmosphere has selected CSD 10 because of the need revealed by the relevant data presented previously in this section and as understood by the Trustees and Founding Team from their own personal experience:

**Overcrowding:** By locating in a private facility, Atmosphere will be able to alleviate the chronic overcrowding that is now most acute on the middle school level as well as help to raise student achievement both in terms of the students that Atmosphere will directly serve as well as with students attending schools with which Atmosphere will partner.

**Diversity:** CSD 10 serves a very large and diverse community that Atmosphere feels would benefit from its unique approach to educating all students with robust supports and services for traditionally underserved and disenfranchised student groups such as students of color, students living in poverty, English language learners, students with disabilities. In concert with its network of affiliates and partners from across the district, the borough, the city, and the state, Atmosphere believes it has the capacity to ameliorate the deficits and face the challenges unique to these diverse students.

**Limited Charter School Options:** With 4,294 students rising to the 6<sup>th</sup> grade in CSD 10, the volume of students and paucity of charter middle schools in CSD 10 make it an attractive place for a new charter school.

**CSD 10 Charter Schools**

<b>School</b>	<b>Type</b>
Bronx Community Charter School	Elementary
International Leadership Charter School	High School
New Visions Charter High School for Advanced Math and Science	High School
New Visions Charter High School for the Humanities	High School
Tech International Charter School	Middle School

**Community Assets:** The Northwest section of the Bronx has a rich history dating back to the origins of New York City. It contains or is in close proximity to the Harlem and Hudson Rivers, the Bronx Zoo, Van Cortlandt Park, and Bronx Botanical Garden. In addition, the community has a vast array of respected and revered organizations and rich resources that make it ripe for productive partnerships and collaboration:

- Fordham University
- Montefiore Medical Center
- Mosholu Montefiore Community Center
- Monroe College
- Lehman College
- Bronx Community College
- Riverdale Equestrian Centre

Atmosphere has already begun to take advantage of these latent opportunities and plans to leverage them to advance and achieve its mission of preparing students to lead and succeed in life, school, college, and career.

**Relationships:** Atmosphere already has strong relationships with a variety of organizations in the community (Fordham University, Montefiore Medical Center, and Montefiore Community Center), which have pledged to support Atmosphere and its students in myriad ways. This network of key partners and supporters will give Atmosphere’s stakeholders access to an unparalleled array of services and opportunities that are specifically designed to address gaps in learning, improve achievement,

maximize engagement, and provide the foundation needed to sustain a college and career trajectory over time.

Atmosphere has already signed letters of intent to partner with various organizations located within the District:

- **Fordham University:** Atmosphere has secured a letter of intent from Dr. Anita Batisti (CEO of Fordham’s Partnership Support Organization) to provide Atmosphere’s teachers with professional development and coaching as well as a letter of intent from Vincenza Corcoran, LCSW (the Associate Director of Field Instruction for Fordham’s Graduate School of Social Service) to provide Atmosphere with two social worker interns per grade level. These letters are included in the “Response 24(b) – Supplemental Docs” section of this charter application.
- **Montefiore Medical Center:** Atmosphere has secured a letter of intent from Dr. David Appel (Director of Montefiore’s School Health Program) to develop a school health program at Atmosphere. This letter is included in the “Response 24(b) – Supplemental Docs” section of this charter application.
- **Montefiore Community Center:** Atmosphere has secured a letter of intent from Laurie Meltzer Bandremer (Director of Development at MCC) to work with Atmosphere to create an after school program at the school. This letter is included in the “Response 24(b) – Supplemental Docs” section of this charter application.

**Personal Connections:** Atmosphere’s Founding Team and Board of Trustees have deep connections to the community they intend to serve. For example, members of Atmosphere’s Board of Trustees and Founding Team either went to school or worked in the area. Below is a list of specific personal connections among the Founding Team and Trustees:

- Rev. Thomas Lynch is the Pastor of Our Lady of Angels, a local Roman Catholic church that is located in CSD 10.
- Atmosphere’s Founder, Colin Greene, earned his master of science in educational leadership at Fordham University in 2013.
- Atmosphere Trustee Grant Grastorf earned his master of science in educational leadership at Fordham University in 2013. He is also an administrator at Fordham University’s Rose Hill Campus, which is located in CSD 10.
- Atmosphere Trustee Dr. Michael Lagas earned his educational doctorate in educational leadership at Fordham University in 2004.
- Jesse Greene, Esq. earned his bachelor of science and master of science in mechanical engineering at an NYU campus that was located in the University Heights section of the Bronx.
- Dr. Migdalia Maldonado-Torres served as a Local Instructional Superintendent in CSD 10 for the New York City Department of Education.
- Christian Roman currently serves as the Dean of Students at Banana Kelly High School in the South Bronx. He is also a Bronx resident.
- Nethaneel Cleary has spent a good portion of his professional career as an educator in District 10 and currently works in District 7. He is also a Bronx resident and parent.

**1. Community Description, Need and Proposed School Impact**

**(c) Fiscal Impact**

**Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including;**

- **Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);**
- **Per Pupil Allocation assumptions;**
- **Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;**
- **Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);**
- **Projected Budget for the school district of location; and**
- **Projected impact as a percentage of dollars of each sending district’s budget (with more than 10 students projected to attend the charter school) for each year.**

<b>Operational Year (A)</b>	<b>Enrollment (# of Students) (B)</b>	<b>Per Pupil Allocation (C)</b>	<b>Projected Per Pupil Charter Cost (B x C = D)</b>	<b>Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)</b>	<b>Total Projected Funding to Charter School from District (D + E = F)</b>	<b>Total Budget for District* (G)</b>	<b>Projected Impact (i.e. % of District’s Overall Funding) ((F / G) x 100 = H)</b>
2015 – 2016	120	\$13,527	\$1,623,240	\$535,631	\$2,158,871	\$9,800,000,000	0.02%
2016 – 2017	234	\$13,527	\$3,165,318	\$415,731	\$3,581,049	\$10,094,000,000	0.04%
2017 – 2018	342	\$13,527	\$4,626,234	\$605,826	\$5,232,060	\$10,396,820,000	0.05%
2018 – 2019	462	\$13,527	\$6,249,474	\$816,457	\$7,065,931	\$10,708,724,600	0.07%
2019 – 2020	576	\$13,527	\$7,791,552	\$1,016,557	\$8,808,109	\$11,029,986,338	0.08%

\* Assumes 3% annual increase

The New York City public schools operating budget is approximately \$9.8 billion. Atmosphere will have a negligible impact on the district’s budget, amounting to approximately .02% in Year 1 and .08% in Year 2. Compared to the number of seats in local public and non-public schools, Atmosphere will not have a significant impact on enrollment as well.

**2. Addressing the Need****(a) Mission and Vision****Provide the mission statement and vision for the proposed charter school.**

The mission statement of Atmosphere Academy Charter School is:

*Through the creation of a highly engaging school setting, Atmosphere not only prepares students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.*

The vision of Atmosphere speaks to what the proposed school hopes to achieve by relentlessly pursuing its mission:

*Atmosphere creates an "atmosphere" for learning by fostering a school environment that is supportive, aspirational, and rigorous. Within this setting, Atmosphere promotes the character, skills, and knowledge that students need to be collaborative leaders who think critically and creatively. Through close partnership with stakeholders in the community and the school, Atmosphere is able to facilitate these outcomes for all students.*

This foundational belief in the power of collaborative leadership shapes and informs Atmosphere's school model in myriad ways. Atmosphere promotes and emphasizes collaboration and leadership among all stakeholder groups by:

- empowering students to take ownership of the learning process,
- involving parents directly in their children's education, and
- helping faculty, staff, and school leaders continuously improve their professional practice.

Cultivating such an engaged and self-directed community of stakeholders that can work together to solve problems drives Atmosphere's professional development efforts, instructional leadership structure, parental outreach plan, and other areas of the proposed school's operations.

**(b) Key Design Elements**

**Provide a clear and concise overview of the proposed charter school’s key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements. This should not exceed five pages in length.**

Atmosphere has adopted the following key design elements that will allow the proposed school to accomplish its mission and remain true to its vision:

- **School Culture:** The school will create an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- **Rigorous and Diverse Course Offerings:** All students take core courses that include two English language arts courses (Critical Reading and Critical Writing) and two mathematics courses (Math Applications and Math Foundations) in addition to science and history courses. Students also participate in a daily Skills Advisory course, which focuses on building life skills, study skills, and 21<sup>st</sup> century skills. Additionally, students take foreign language courses (3 days per week), art courses (2 days per week), technology courses (2 days per week), elective mini-courses (2 days per week with a quarterly rotation), physical education courses (2 days per week), and health courses (1 day per week).
- **Standards Aligned Curriculum:** In order to have all students meet or exceed the Common Core Learning Standards and other guidelines adopted by New York State, Atmosphere helps students ameliorate deficits in prior learning, develop grade appropriate skills and knowledge, and build a foundation for future success. Students complete a Common Core-aligned curriculum that includes 400 minutes of math instruction per week and 500 minutes of English instruction per week. Moreover, the proposed school offers full-service programs for English language learners and special education students to ensure that every student has the academic support needed to access the curriculum and achieve.
- **Extended School Day and School Year:** In order to provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 am to 5:00 pm) and school year (190-day school year and 15-day summer academy).
- **21<sup>st</sup> Century Learning:** Atmosphere students are further prepared for success in college and career through the development of 21<sup>st</sup> century skills. To this end, all of Atmosphere’s classes incorporate practices, assignments, routines, and other structures that ask students to develop the following 21<sup>st</sup> century skills:
  - **Creative and Critical Thinking:** Atmosphere’s classes are designed to promote inquiry-based investigation that puts students in a position to lead the discovery process by encouraging and celebrating their intrinsic curiosity and motivation. Students are asked to solve problems by applying their knowledge and skills in novel ways. For instance, they do not just take a science class or a history class. Instead, they become scientists, biologists, physicists, historians, anthropologists, and archeologists by conducting hands-on labs, experiments, research, and simulations. Moreover, students engage in peer review of the conclusions and documents that are produced in response to these inquiries. In this way, students learn how to provide constructive criticism and evolve

their thinking based on the ideas of others. By contributing to Atmosphere’s shared learning community in this way, students are better prepared for similar challenges when they arise later in college, career, and life.

- **Innovation and Entrepreneurship:** Every Atmosphere class challenges students to develop the inspiration, ingenuity, and tenacity needed to invent new and original solutions to real world problems. Whenever possible, classroom content is directly connected or applied to trends in industry and society. Atmosphere offers students multiple opportunities during the school day to explore topics related to innovation and entrepreneurship. From after school activities and clubs to chosen curricula, these themes are woven into a variety of venues throughout the proposed school.
- **Collaboration and Leadership:** Atmosphere’s adherence to student-centered instructional methodologies in all of its classes provides students the space and time to develop the interpersonal, teamwork, and leadership skills required to compete in a cooperative fashion.
- **Digital Literacy:** Atmosphere uses a range of technology, such as Chromebooks, iPads, Kindle Fire tablets, and/or SmartBoards in every class to create a more versatile and efficient learning environment that accelerates student learning at a lower cost per pupil. These technology platforms support a suite of educational applications that enhance and differentiate the learning experience for all at minimal cost to the proposed school. Atmosphere’s students also benefit from 100 minutes of technology instruction per week, which uses project-based learning to familiarize students with the technology skills they will need in college and career. From basic coding to Google Docs, each instructional unit asks students to complete highly engaging virtual tasks that improve their digital literacy.
- **College, Career, and Life:** Preparing students for success in college, career, and life is a core aspect of Atmosphere’s mission. In pursuit of this outcome, Atmosphere focuses on having students produce and evaluate sophisticated texts (written and digital) that mirror the type of tasks that will challenge students most in academia, in the workplace, and in society. Having students articulate and defend their ideas through the creation of organic and authentic work product is instituted across all classrooms through the creation of class-specific and school-wide portfolios and publications that culminate each quarter. Furthermore, in high school, the Skills Advisory class is extended once a week to accommodate workplace apprenticeships and internships with affiliated organizations and business.
- **Key Partners and Supporters:** Atmosphere enjoys close working relationships with the following organizations (among others):
  - **Fordham University:** Fordham University’s Graduate School of Education and Graduate School of Social Service have each provided Atmosphere with a Letter of Intent to support the proposed school in critical areas. The Graduate School of Education’s Center for Educational Partnerships has agreed to provide Atmosphere with professional development services and professional coaching to better implement effective instructional practices for English language learners and literacy across the curriculum. The Graduate School of Social Service has also agreed to place two social worker interns in each grade level at Atmosphere, with each pair of interns being managed by one

Atmosphere licensed social worker, bringing the number of social workers per grade level to three (a ratio of one social worker for every 40 students).

- **Montefiore Medical Center:** Montefiore’s School Health Program (MSHP) provides comprehensive primary, preventative, and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of services to 27,000 students in 65 schools at 21 locations. The Founding Team met with Dr. David Appel the Director of MSHP and received his commitment to help Atmosphere launch a school health program for its students and families. Dr. Appel has agreed to draft a Letter of Intent to help bring a school health program to Atmosphere. The Founding Team will include this letter in its full charter application if it is received in time.
- **Mosholu Montefiore Community Center:** Mosholu Montefiore Community Center (MMCC) offers a range of services that include tutoring in reading and math, ESL classes, SAT prep classes, camps, after school programs for special needs students, and art classes. In this way, MMCC has established itself as a respected and valued community-based organization in the Northwest Bronx. MMCC has signed a Letter of Intent to work with Atmosphere in developing a robust and well-structured after school program and college enrichment program. Atmosphere is eager to work with MMCC in designing and implementing these programs and believes it will benefit from MMCC’s wealth of experience and prior knowledge.
- **The Archdiocese of New York:** Charter School Facilities (a subsidiary of Fillmore Real Estate), the real estate agency representing The Archdiocese of New York, has signed a Letter of Intent to lease Atmosphere the proposed school’s primary or secondary facility option. Moreover, Atmosphere has cultivated close ties to two Archdiocese churches in Bronx CSD 10. Father Thomas Lynch, the Pastor of Our Lady of Angels (OLA), current sits on Atmosphere’s Board of Trustees and has actively supported the proposed school by allowing the Founding Team to present to parents of students attending OLA’s religious education program. Moreover, Father Ambiorix Rodriguez, the Pastor of Our Lady of Mercy (OLM), has collaborated closely with the Founding Team to help bring Atmosphere to his church’s vacant school building located at 2512 Marion Avenue and to have the Founding Team inform his congregation about the proposed school.
- **Pearson Education:** Pearson has signed a Memorandum of Understanding to provide Atmosphere with solutions in a range of areas, including learning assessments, clinical assessments, professional development, curriculum, and behavior management systems. The learning assessments that Pearson provides to Atmosphere address a number of needs, including formative assessment, interim assessment, summative assessment, progress monitoring, and student screening. These solutions are enhanced by Atmosphere’s own authentic classroom assessments, performance assessments, and formative assessments. Pearson’s clinical assessments help measure and diagnose the needs of Atmosphere’s specific student populations (ELL, special education, and gifted and talented students). Along other secondary resources, Pearson’s Longman Keystone is used by Atmosphere’s ELL Specialists to help ELLs achieve parity with their peers. The Review360 behavior management system is the primary instrument for recording and monitoring student behavior.

- **Columbia University:** Columbia University has made an initial commitment to help Atmosphere develop a college office in the proposed school and have its students participate in college readiness programs at Columbia, including the Science Technology Engineering Program (STEP), State Pre-College Enrichment Program (S-PREP), Legal Outreach, and Double Discovery. Peter Johnson, Columbia’s Director of Undergraduate Admissions, has stated his willingness to draft a Letter of Intent to provide such solutions to Atmosphere. The Founding Team will include this letter in its full charter application if it is received in time.
- **Westmoreland Sanctuary:** Located in Westchester County, Westmoreland Sanctuary is a nonprofit environmental preservation and education organization that boasts seven miles of beautiful trails, a museum-style nature center, and a variety of programs in candle making, animal signs and tracking, geology, weather, Native American culture, maple sugaring, fire building, and more. Michele Miller, Westmoreland Sanctuary’s Director, has committed to partnering with Atmosphere to help create an enrichment program for Atmosphere’s students that will provide them with unparalleled opportunities for experiential education. Mrs. Miller is currently drafting a Letter of Intent to work with Atmosphere in this way. The Founding Team will include this letter in its full charter application if it is received in time.
- **Student-Centered and Differentiated Instruction:** Atmosphere’s instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere has selected the Sheltered Instruction and Observation Protocol (SIOP) model as its primary instructional tool. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere’s ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the “gradual increase in student responsibility.”
- **Special Education Program:** Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes follow a 12 to 1 to 1 structure with both a content area teacher and a Learning Specialist present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math and English instruction.
- **English Language Learner Program:** English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.
- **Core Values:** All of Atmosphere’s stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Those values include the promotion of:
  - A school culture that values and cultivates leadership and collaboration.
  - A community and parent culture that is informed and involved.
  - A leadership culture that is inspired and inspiring.
  - A faculty and staff culture that is professional and pioneering.

- A student culture that is academic and aware.
- **Rapid Response to Intervention:** Atmosphere’s Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.
- **Restorative Justice:** Atmosphere’s discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders (students, parents, teachers, and administrators).
- **Data Driven Decision Making:** Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision making. Therefore, Atmosphere seeks to build and implement strong data systems throughout the proposed school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.
- **Distributed Leadership:** To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model. Key components of Atmosphere’s distributed leadership approach include:
  - **School Leadership:** Atmosphere’s primary school leader is the Principal, but the proposed school also has Lead Teachers who serve as hybrid teacher-administrators. Lead teachers instruct two to three classes, oversee key departments or functions of the proposed school, and are given Director titles indicative of their increased responsibility. The Directors of Literacy and STEM support teachers in their respective disciplines. The Director of Student Learning and the Director of Language support the proposed school’s Learning Specialists (special education certified teachers) and ELL Specialists respectively. The Director of School Life supports a cadre of social workers, school psychologists, and specialists. Finally, a Director of Finance and Operations manages the non-academic affairs of the proposed school.
  - **Lead Teachers:** Atmosphere’s organizational chart and structure imbeds leadership into the teaching ranks by giving lead teachers responsibility for key departments and tasks within the proposed school. By doing so, Atmosphere is cultivating a crop of new leaders from within its ranks and giving others that wish to lead a clear pathway to doing so. This use of lead teachers to serve as hybrid teacher-administrators exemplifies Atmosphere’s commitment to a distributed approach to leadership.
  - **Professional Learning Community:** Atmosphere’s evaluation process and professional culture explicitly encourage and incentivize faculty and staff to construct, participate in, and contribute to a professional learning community that promotes continuous reflection on and improvement of professional practice. In order to establish and sustain such a professional learning community, the evaluation process is designed to matriculate teachers towards increased collaboration and ownership of their professional practice.
  - **Shared Decision Making:** Atmosphere’s team-based approach to electing a course of action or setting priorities within the proposed school highlights the organization’s

belief that shared decision making that involves all relevant stakeholders is an unassailable best practice. The proposed school has a permanent Shared Decision Making Team (SDMT) that includes representatives of all major stakeholders. Decisions made by the SDMT are not absolute, but are used to inform the decisions made by school leaders. Significant weight is given to the input and counsel provided by the SDMT.

- **Accessibility and Proximity:** Atmosphere’s school leaders are accessible and proximate. Instructional leaders model, coach, conference, meet, visit, and observe teachers on a regular basis (daily or weekly). Non-instructional leaders consult and discuss key issues with faculty and staff both face-to-face and virtually in the form of surveys and other methods.
- **Merit, Responsibility, and Accountability:** Atmosphere’s professional development and evaluation processes are engineered to promote a meritocracy and reward merit. This is accomplished by first developing personal and professional responsibility within each employee. Only with this element in place can accountability truly occur because real accountability does not come externally, it comes internally. When any Atmosphere employee (school leaders included) is evaluated, the goal is for the employee to have already recognized, identified, and come to terms with their strengths and weaknesses. The evaluation and professional development processes at Atmosphere are focused on helping all employees to do just this, but they also go further by helping them to generate an improvement plan to ameliorate their shortcomings and build on their strengths.
- **Governance:** Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school’s mission. If chartered, the Board will seek out staff, parent, and community input through open meetings and surveys to ensure the proposed school is meeting the needs of all stakeholders.

**(c) 5% Districts**

**If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a “significant educational benefit” to the students who attend that school. A complete list of 5% districts can be found in the accompanying Guidance Handbook. Note that at this time SUNY anticipates that the NYC School District will be over the 5% threshold.**

Atmosphere will be located in New York City and more specifically in CSD 10 in the Bronx. CSD 10 is a predominantly low-income district, with a large percentage of English language learners and students with disabilities. Moreover, it is a very low-performing district. Atmosphere will have a significant educational benefit on its students by:

1. Providing a safe, structured, supportive atmosphere that is conducive to learning.
2. Setting high expectations for both student and staff performance.
3. Providing a rigorous curriculum that fosters college and career readiness.
4. Using instructional strategies, namely Gradual Release of Responsibility (GRR) and Sheltered Instruction and Observation Protocol (SIOP), to ensure that every student has access to the curriculum and is able to achieve.
5. Employing diagnostic, formative and summative assessments to inform instructional planning, identify students for remediation and enrichment, and evaluate the efficacy of programs.
6. Providing a comprehensive academic, social and emotional support system that works with students and their families to ensure success.
7. Providing a range of services for students with disabilities and English language learners.
8. Employing a distributed leadership model that fosters accountability for results in all members of the staff.
9. Cultivating partnerships with key community organizations to provide staff, students and families with academic and social services and resources.

**(d) Draft Accountability Plan**

Included in the Guidance Handbook is additional detail and reference to an online template to assist the applicant in developing the required SUNY academic accountability plan. This Response should serve as a draft based on the applicant’s understanding of the Institute’s accountability requirements and in alignment with the proposed school model. Institute staff will work with successful applicants in the first year of operation of the school to finalize the plan.

**Atmosphere Academy Public Charter School  
Accountability Plan for the  
Accountability Period  
2015-16 to 2019-20**

**ACADEMIC GOALS**

- 1. GOAL I: ENGLISH LANGUAGE ARTS**
- 2. GOAL II: MATHEMATICS**
- 3. GOAL III: SCIENCE**
- 4. GOAL IV: SOCIAL STUDIES**
- 5. GOAL V: NCLB**
- 6. GOAL VI: HIGH SCHOOL GRADUATION**
- 7. GOAL VII: COLLEGE PREPARATION**

GOAL I: ENGLISH LANGUAGE ARTS

**Goal:** Students will demonstrate high levels of achievement in English language arts.

*Absolute Measures*

**Middle School**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**High School**

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

*Comparative Measures*

**Middle School**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**High School**

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

*Growth Measures*

**Middle School**

- Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**High School**

- Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

GOAL II: MATHEMATICS

**Goal:** Students will demonstrate high levels of achievement in mathematics.

*Absolute Measures***Middle School**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**High School**

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

*Comparative Measures***Middle School**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**High School**

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

*Growth Measures*

**Middle School**

- Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**High School**

- Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

GOAL III: SCIENCE

**Goal:** Students will demonstrate high levels of achievement in science.

*Absolute Measures*

**Middle School**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

**High School**

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

*Comparative Measures*

**Elementary/Middle School**

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

**High School**

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

GOAL IV: SOCIAL STUDIES

**Goal:** Students will demonstrate high levels of achievement in social studies and history.

*Absolute Measures*

**High School**

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

*Comparative Measures*

**High School**

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL V: NCLB

**Goal:** The school will make Adequate Yearly Progress.

*Absolute Measure*

- Under the state’s NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL VI: HIGH SCHOOL GRADUATION

**Goal:** The vast majority of Atmosphere Academy Charter School students will complete high school in four years.

*Absolute Measure*

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

*Comparative Measure*

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL VII: COLLEGE PREPARATION

**Goal:** Students who graduate from the Atmosphere Academy Charter High School will be college ready.

*Absolute Measure*

- Each year, 75 percent or more of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.
- Each year, 75 percent or more of graduating students will matriculate in a college or university in the year after graduation.

*Comparative Measure*

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of students graduating with an advanced designation Regents diploma will exceed the local district.

### 3. Proposal History

#### (a) Applicant Information

**Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.**

The Lead Applicant for Atmosphere Academy is Colin Greene. Mr. Greene has a long career as a teacher and administrator in New York and New Jersey. He has served as the Director of Curriculum and Instruction with Sponsors for Educational Opportunity (SEO) in New York City and Head of Academic Program with Link Community School (Link) in Newark, New Jersey. Mr. Greene has a MA in Teaching of English from Teachers College, Columbia University, an MS in Educational Leadership from Fordham University, and is currently working toward his Professional Diploma in School District Leadership from Fordham University. Moreover, he holds professional certification as a 7-12 ELA teacher and initial certification as a school building leader in New York State. Based upon these accomplishments, Mr. Greene qualifies as a teacher and administrator as required by the Act.

During his four years at SEO, Mr. Greene developed original and proprietary reading, writing, grammar, and vocabulary courses. In order to do so, Mr. Greene designed thousands of pages of dynamic curricular products, wrote student-centered lessons, hired instructors to teach those lessons, controlled the quality of instruction through close supervision and review, and served as the primary manager of the various academic sites where instruction took place (NYU Law School and NYU Poly). Under his leadership, SEO dramatically increased student SAT scores from an average opening score of 1469 to an average closing score of 1672. SEO also realized impressive placement rates in highly competitive colleges and universities (91% of students placed in Barron's top three tiers) for the at-risk, low-income students that they served.

At Link, Mr. Greene and his teachers graduated 8<sup>th</sup> grade students with 9<sup>th</sup> grade equivalency scores in math, language use, and reading. He developed remediation and enrichment programs to support students at various ends of the learning spectrum. The Academic Intervention Program helped to ensure that students with failing grades and individualized education plans receive the services and treatment needed to put them on a glide path toward academic success. The enrichment program he put in place exposed students to entrepreneurship, boat building, STEM, and financial literacy courses that foster and hone 21<sup>st</sup> century skills.

Mr. Greene is the school leader of Atmosphere Academy and its faculty and staff. He will use his experience as a teacher and administrator to maximize the effectiveness of the school in raising student achievement and anticipate possible challenges.

Colin Greene's contact information is as follows:

- Phone: (718) 775-5692

- Email: [REDACTED]

- Mail: [REDACTED]

Colin Greene also serves as the Media Contact for this application.

**(b) Founding Members**

Describe how the founding group was formed and the relationship of its members to each other. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

The majority of the founding team members were initially recruited and seated by Colin Greene. The founding team reflects individuals that Mr. Greene came to know during his pursuit of his Master of Science degree in Educational Leadership at Fordham University, during prior academic and professional endeavors, and during the course of preparing this application.

<b>Name</b>	<b>Relevant Experience/Skills and Role on Founding Team</b>	<b>Proposed Role(s) in School (if any)</b>
<b>1. Mervin Burton, CFA</b>	Financial Executive Trustee	Trustee Finance Committee Governance Committee
<b>2. Nethaneel Cleary</b>	Educational Administrator/Teacher in Bronx Founding Team Member	Director of STEM
<b>3. Grant Grastorf</b>	University Administrator Trustee	Trustee, Secretary Accountability Committee Governance Committee
<b>4. Colin Greene</b>	Educational Administrator Founder	Principal
<b>5. Jesse Greene, Esq.</b>	Lawyer, Financial Executive, Columbia Fellow Trustee	Trustee, Chair Finance Committee Governance Committee (Chair)
<b>6. Dr. Michael Lagas, Ed.D</b>	School Business Administrator Trustee	Trustee, Treasurer Finance Committee (Chair) Governance Committee
<b>7. Rev. Thomas Lynch</b>	Community Leader Trustee	Trustee Accountability Committee Finance Committee
<b>8. Dr. Migdalia Maldonado-Torres, Ed.D</b>	Educational Administrator Trustee	Trustee Accountability Committee Governance Committee
<b>9. Dr. Evan Powderly, Ed.D</b>	Educational Administrator Trustee	Trustee Accountability Committee (Chair) Finance Committee
<b>10. Christian Roman</b>	High School Dean in Bronx Founding Team Member	Director of School Life

**(c) Proposal Development**

**Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.**

Organization Development

The idea for the proposal first took shape when Colin Greene was pursuing his MS in Educational Leadership at Fordham University from July 2012 through May 2013. Mr. Greene moved forward with the idea in concert with other founding team members. Mr. Greene accelerated and led the process of building the school model. In this sense, the design of the school was primarily shaped by Mr. Greene, but it involved meetings with the founding team as well as with the Atmosphere Academy Board of Trustees and the Atmosphere Academy Advisory Board. During those meetings, founding members (educators and board members alike) had the opportunity to make suggestions, provide feedback, and recommend changes that they thought would improve the Atmosphere school model. Additionally, board members and founding team members set up other meetings with external parties that could help make Atmosphere Academy a reality. Finally, the community outreach process included conversations with stakeholders in many fields who provided valuable input.

Relationship Development

In the summer of 2013, Atmosphere met multiple times with Jill Shahan, the Managing Director of the Northeast Charter School Network. Ms. Shahan agreed to meet with and advise Atmosphere after being contacted by Mr. Greene. She provided pro-bono guidance by answering questions and connecting Atmosphere with key players in the charter world. One of the first people that Ms. Shahan put the founding team in touch with was Jeff Ginsberg, the Executive Director of the East Harlem Tutorial Program (EHTP), an organization that has twice been authorized by SUNY to operate charter schools in New York City. Mr. Ginsberg gave the founding team insights into the application development process and the realities of operating a school or schools. During their conversation, Mr. Greene asked Mr. Ginsberg about Charter School Business Management (CSBM), an organization that Mr. Greene had been researching. Mr. Ginsberg spoke highly of CSBM and recommended them with enthusiasm. Soon thereafter, Mr. Greene reached out to CSBM and was able to secure a meeting with CSBM's Chief Operating Officer, Karen Daniels, and Manager of Growth Initiatives, Lori Clement.

Budget Development

In August 2013, Atmosphere contracted with CSBM to begin development of the budget for Atmosphere Academy. In order to jump start the process, Atmosphere created a preliminary budget based on a budget model that East Harlem Tutorial Program and Jeff Ginsburg shared with the founding group. This detailed draft budget was prepared and shared with David Hruby, CSBM's Data and Financial Analytics Manager, who the founding team had previously met and discussed the budget development process with. Between August and November, Atmosphere and Mr. Hruby revised the initial budget model multiple times until it was deemed acceptable by both parties.

Application Development

In October 2013, Atmosphere hired Simeon Stolzberg to help with the application. Mr. Stolzberg was

referred to the founding team (along with a few other candidates) by CSBM. In August, the founding team interviewed Mr. Stolzberg over the phone and later in person at Fordham Westchester. Mr. Stolzberg is a well-respected educational consultant, who currently consults with the New York City Department of Education and the New York City Charter School Center. Previously, Mr. Stolzberg was the Director of School Evaluation at SUNY's Charter Schools Institute. Mr. Stolzberg's contributions consisted of reviewing the primary components of the application (curriculum and instruction, community outreach, facilities, instructional leadership, etc.) that were written by the Founding Team as well as drafting secondary components (food services, transportation, etc.) that were reviewed and revised by the Founding Team.

**(d) Partner / Management Organization Involvement**

If the proposal is submitted in conjunction with partner(s) and/or a management organization, explain the due diligence process used to select the partner(s) and/or management organization and their role in the development of this proposal.

Note applicants who submit proposals in conjunction with a CMO, ESP or partner organization providing a majority of the educational management services must submit a Business Plan. Please see Appendix A for the Business Plan.

Also, applicants submitting in conjunction with a non-management partner organization(s) should provide detailed information about this partnership(s) as described in Request 12 – Partner Organizations. The Institute, in its sole discretion, may determine that a non-management partner organization should also submit a Business Plan.

Atmosphere Academy is not working with a partner or management organization that will play a significant role in operating the school. However, the school has established important partnerships and relationships with the following organizations and institutions:

- **Fordham University:** Fordham University's Graduate School of Education and Graduate School of Social Service have each provided Atmosphere Academy with a Letter of Intent to support the proposed school in critical areas. The Graduate School of Education's Center for Educational Partnerships has agreed to provide Atmosphere Academy with professional development services and professional coaching to better implement effective instructional practices for English language learners and literacy across the curriculum. The Graduate School of Social Service has also agreed to place two social worker interns in each grade level at Atmosphere Academy, with each pair of interns being managed by one Atmosphere Academy licensed social worker, bringing the number of social workers per grade level to three (a ratio of one social worker for every 40 students).
- **Mosholu Montefiore Community Center:** Mosholu Montefiore Community Center (MMCC) offers a range of services that include tutoring in reading and math, ESL classes, SAT prep classes, camps, after school programs for special needs students, and art classes. In this way, MMCC has established itself as a respected and valued community-based organization in the Northwest Bronx. MMCC has signed a Letter of Intent to work with Atmosphere Academy in developing a robust and well-structured after school program and college enrichment program. Atmosphere Academy is eager to work with MMCC in designing and implementing these programs and believes it will benefit from MMCC's wealth of experience and prior knowledge.
- **The Archdiocese of New York:** Charter School Facilities (a subsidiary of Fillmore Real Estate), the real estate agency representing The Archdiocese of New York, has signed a Letter of Intent to lease Atmosphere Academy the proposed school's primary or secondary facility option. Moreover, Atmosphere Academy has cultivated close ties to two Archdiocese churches in Bronx CSD 10. Father Thomas Lynch, the Pastor of Our Lady of Angels (OLA), current sits on Atmosphere Academy's Board of Trustees and has actively supported the proposed school by allowing the Founding Team to present to parents of students attending OLA's religious education program. Moreover, Father Ambiorix Rodriguez, the Pastor of Our Lady of Mercy (OLM), has collaborated closely with the Founding Team to help bring Atmosphere Academy to his church's vacant school building located at 2512 Marion Avenue and to have the Founding Team inform his congregation about the proposed school.

- **Pearson Education:** Pearson has signed a Memorandum of Understanding to provide Atmosphere Academy with solutions in a range of areas, including learning assessments, clinical assessments, professional development, curriculum, and behavior management systems. The learning assessments that Pearson provides to Atmosphere Academy address a number of needs, including formative assessment, interim assessment, summative assessment, progress monitoring, and student screening. These solutions are enhanced by Atmosphere Academy's own authentic classroom assessments, performance assessments, and formative assessments. Pearson's clinical assessments help measure and diagnose the needs of Atmosphere Academy's specific student populations (ELL, special education, and gifted and talented students). Along with other secondary resources, Pearson's Longman Keystone is used by Atmosphere Academy's ELL Specialists to help ELLs achieve parity with their peers. The Review360 behavior management system is the primary instrument for recording and monitoring student behavior.
- **Montefiore Medical Center:** Montefiore's School Health Program (MSHP) provides comprehensive primary, preventative, and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of services to 27,000 students in 65 schools at 21 locations. The Founding Team met with Dr. David Appel the Director of MSHP and received his commitment to help Atmosphere launch a school health program for its students and families. Dr. Appel has agreed to draft a Letter of Intent to help bring a school health program to Atmosphere Academy. The Founding Team will include this letter in its full charter application if it is received in time.
- **Westmoreland Sanctuary:** Located in Westchester County, Westmoreland Sanctuary is a nonprofit environmental preservation and education organization that boasts seven miles of beautiful trails, a museum-style nature center, and a variety of programs in candle making, animal signs and tracking, geology, weather, Native American culture, maple sugaring, fire building, and more. Michele Miller, Westmoreland Sanctuary's Director, has committed to partnering with Atmosphere Academy to help create an enrichment program for Atmosphere Academy's students that will provide them with unparalleled opportunities for experiential education. Mrs. Miller is currently drafting a Letter of Intent to work with Atmosphere Academy in this way. The Founding Team will include this letter in its full charter application if it is received in time.
- **Atmosphere Foundation:** Atmosphere Academy's Founder and Board Chair have incorporated Atmosphere Foundation, a nonprofit charity designed to support the school financially and with donated services, if feasible.

These partnerships are fully detailed in either the "Response 12 – Partner Organizations" section of this charter application or the "Response 24(b) – Supplemental Docs" section of this charter application or both.

**(e) Community Outreach****Explain:**

- **The methods used to inform stakeholders in the intended community about the proposed charter school;**
- **The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
- **The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

The Atmosphere founding team used a wide array of strategies and tools to inform the community about the proposed school and to seek out input from key stakeholders. The founding team emailed, called, and met with members of the community on countless occasions over the course many months.

**Outreach Methods**

Starting in August of 2013, the founding team embarked on an ambitious outreach campaign that sought to inform community members (including parents of school age children who would be 6<sup>th</sup> graders in the 2015-2016 school year), community leaders (clergy, community representatives, educators, politicians, etc.), and community-based organizations about the proposed school in order to explain the proposal, solicit their feedback, and engender support. Through the use of a wide array of strategies and tools, the Atmosphere Founding Team were successful in their efforts to inform the community about the proposed school and to seek out input from key stakeholders.

**Outreach Materials:** To inform stakeholders in the community about the proposed school the Founding Team used a range of media, including brochures, letters, petitions, and surveys, which were all printed and distributed in both Spanish and English. Below are brief summaries of some of the materials:

- **Website:** Atmosphere established a website ([atmosphereacademy.org](http://atmosphereacademy.org)), which launched in August of 2013. The site has been used to inform the public about the proposed school, provide contact information for the proposed school, and administer digital versions of the survey and petition.
- **Petitions:** Atmosphere's Founding Team created a petition for parents and community members to sign to indicate their support for the proposed school; both a paper and an online version have been used to inform families about the proposed school and collect signatures. To date, 114 signatures have been received. On those petitions, parents listed 54 children that are eligible for entry into Atmosphere Academy's initial 6<sup>th</sup> grade class in 2015 based on their birthdates and/or current grade levels.
- **Surveys:** Atmosphere Academy's Founding Team created a survey in English and Spanish to solicit feedback about the proposed school model. The survey has been made available both on paper and online. To date, 37 surveys have been completed. Atmosphere Academy has made changes to its school model based on the feedback it has received on these surveys.

- **Postcards:** Atmosphere Academy mailed postcards to approximately 3,000 Bronx CSD 10 households in zip codes 10458 and 10468, which include many of the neighborhoods from which the proposed school is most likely to draw students.

Full descriptions and samples of all materials are included in the “Response 3(h) – Outreach Evidence” section of this charter application.

**Outreach Events and Meetings:** The Atmosphere Founding Team has organized numerous events and arranged many meetings with members of the community to share the vision for the proposed school and to solicit input and seek support. Below are brief summaries of events and meetings – a more detail list with specific outcomes and descriptions is provide in the “Response 03(h) – Outreach Evidence” section of this charter application:

- On 7/9/13, the Founding Team contacted Bronx City Councilman Joel Rivera in July of 2013 and received confirmation of a meeting. However, the Councilman’s office had to cancel and did not respond to requests to reschedule.
- On 8/1/13, the Founding Team met with Reverend Thomas Lynch, the Pastor of Our Lady of Angels.
- On 9/10/13, the Founding Team met with Father Lynch to plan outreach events.
- On 9/16/13, the Founding Team contacted Melodie Mashel, the Community Superintendent for CSD 10. Please see the “Response 14 – Community Relations” section of this charter application for evidence of that contact.
- On 9/24/13, the Founding Team met with Dr. Anita Batisti, the Director of the Center for Educational Partnerships at Fordham University.
- On 9/28/13, the Founding Team operated a table at the Our Lady of Angels Flea Market.
- On 9/29/13, the Founding Team met with parents at Our Lady of Angels.
- On 10/17/13, the Founding Team met with Bronx Community Board 7’s Education Committee.
- On 10/27/13, Colin Greene visited Our Lady of Angels to distribute informational folders to students, parents, and educators.
- On 10/28/13, the Founding Team met with Bronx Community Board 6’s Education Committee. Following the meeting, the Founding Team was invited to present at the full Board meeting.
- On 10/30/13, the Founding Team again visited Our Lady of Angels to distribute information about the proposed school.
- On 11/5/13, the Founding Team met with Laurie Meltzer Bandremer, the Director of Development at Mosholu Montefiore Community Center (MMCC).
- On 11/6/13, the Founding Team met with Vincenza Corcoran, Associate Director of Field Instruction at Fordham University’s Graduate School of Social Service (GSSS).
- On 11/13/13, the Founding Team attended the Bronx Community Board 6 public meeting.
- On 11/17/13, the Founding Team operated a table at the Our Lady of Mercy Health Fair.

- On 11/24/13, Atmosphere Academy operated a table at Our Lady of Angels Parents Day. Over 30 adults signed the petition in support of Atmosphere Academy during the event. An additional 10 surveys were completed as well.
- On 11/26/13, Atmosphere Academy presented to the Education Committee of Bronx Community Board 8.
- On 12/12/13, The Riverdale Press published an article about the Atmosphere Academy proposal.
- On 12/16/13, the Founding Team met with Dr. David Appel, the Director of the School Health Program at Montefiore Medical Center.
- On 1/29/14, New York Parenting Media contacted Atmosphere Academy to discuss a possible article about the proposed school.
- On 2/5/14, Atmosphere Academy mailed postcards to approximately 3,000 households in the Bronx CSD 10 neighborhoods from which it is most likely to draw students.
- On 3/7/14, Norwood News published an article about the Atmosphere Academy proposal.

Community Feedback and Input

Atmosphere’s Founding Team used a variety of strategies to solicit input and interest in the school, including meetings with individuals and groups, public information sessions, surveys, and dissemination of contact information. The Founding Team spent extensive time in the community and were thereby able to receive direct verbal feedback from parents and community members. Below is a sampling of some of the feedback Atmosphere’s Founding Team received during the outreach process and the corresponding changes made to the school model based on that feedback:

**Proposal Feedback and Impact\***

\*Note: Additional evidence of feedback, input, and support is included in the “Response 15(c) – Evidence of Demand” section of this charter application.

<b>Event/Location</b> ● <b>Source</b> ● <b>Date</b>	<b>Feedback</b>	<b>Impact on Proposal</b>
Our Lady of Angels ● Community Member ● 9/28/13	Verbal Quote:  “Kids and parents around here don’t seem interested in college or doing what they need to go to college. It’s not even on their radar.”	Atmosphere has sought out partners to help build its capacity to fully prepare students for and excite students about college.

<p>Bronx Community Board 6          ●          Bronx CB 6 Education Committee Member          ●          10/28/13</p>	<p>Verbal Quote:           “We ourselves have several people who come to us for presentations for new charter schools in the district, but yeah, sounds good. Everything is good.”</p>	<p>It was helpful for the Founding Team to hear that their presentation and school model measured up to others CB 6 had seen. This provided the Founding Team with the impetus to preserve and emphasize the areas of the model (special education, family referrals, ELL instruction, college and career readiness, etc.) that CB 6 viewed as most important and impactful.</p>
<p>Our Lady of Angels          ●          Parent and Community Member          ●          10/30/13</p>	<p>Verbal Quote:           “Montefiore is in PS 95, 94, 280, and 8. They have a doctor in the building, a dentist, all kinds of services for parents and students. It’s great. You don’t have to take your child out for an appointment. They can do it right there.”</p>	<p>This feedback first put Montefiore on Atmosphere’s radar and helped to point the Founding Team in the right direction. In the months to come, Atmosphere was able to contact and meet with the Director of Montefiore’s School Health Program and use information like this to inform the conversation.</p>
<p>Mosholu Montefiore Community Center          ●          Laurie Meltzer Bandremer, Director of Development          ●          11/5/13</p>	<p>Verbal Quote:           “You might want to talk to a couple of other charter school teachers just to see what their frustrations are for them in the system so you don’t make those same mistakes.”</p>	<p>In response to Mrs. Bandremer’s very sound advice, Atmosphere’s Founding Team recruited David Boehm to the proposed school’s Advisory Board. Mr. Boehm is the Director of Operations at Inwood Academy for Leadership Charter School in Northern Manhattan. Due to this relationship, Atmosphere’s Founding Team was able to meet with Mr. Boehm at Inwood Academy and tour the school. Mr. Boehm was able to give the Founding Team a variety of helpful advice and feedback.</p>
<p>Bronx Community Board 8          ●          Bronx CB 8 Education Committee Member          ●          11/13/13</p>	<p>Verbal Quote:           “I know the area where you’re going. What is the average stay for a family in their residence? You’re going to try to hold the child for seven years when the average stay is three to four years in a family. How is that going to affect you and how is that going to affect the child?”</p>	<p>Atmosphere revised its school model to include wraparound services for parents and families. The Founding Team met with the Director of Montefiore Medical Center’s School Health Program and secured his support to create a school health program at Atmosphere. From health services to housing services to legal services, Atmosphere remains committed to providing a range of reasonable services that could help to minimize family displacement or the underlying reasons for future relocation, which help to prevent interruption in students’ formal education.</p>

<p>Montefiore Medical Center School Health Program</p> <ul style="list-style-type: none"> <li>• Dr. David Appel</li> <li>• 12/26/13</li> </ul>	<p>“Montefiore, in that neighborhood, they have a very large comprehensive health center on 193<sup>rd</sup> Street and Marion Avenue. It’s one block in on the north side. And that health center is going to be moving to 1 Fordham Plaza, which is very close. And the question is whether there can be a linked program with a school nurse at your school. You need a minimum of 200 kids or students with 504s or IEPs...With a nurse and developing a linked program with the family health center that the nurse can triage and then send over... I would look at it as a linked program because there are a lot of resources right around you and that might be something we could work on together...And when you’re full, see how the link program works, and at some point, you might want to have school-based health program in your school. In the beginning, it would seem that a linked program would be the way to go. I’d be happy to help you with how you get the Board of Education to place a full time RN in your school.”</p>	<p>The Founding Team was encouraged to hear Dr. Appel articulate a variety of ways that a possible partnership might unfold. He helped the Founding Team to consider two possible options in the near term as well as future possibilities. By sharing the fact that Montefiore had a family health center within 1 block of the proposed school’s primary facility option (2512 Marion Avenue), Dr. Appel helped Atmosphere to realize the potential resources and opportunities available to it. Thanks to the strategic location of its primary facility option, the linked health program was quite feasible. With a free registered nurse (RN) from the NYCDOE, such a program would be no cost to the school. In a few years, as the school grows, Atmosphere could transition to a school-based health program</p> <p>In addition to a linked program, Dr. Appel and the Founding Team discussed creating a full school-based health program from the very start that would be managed by a nurse practitioner (NP). Atmosphere opted to select this approach as its primary health services plan. However, it is contingent on whether the NYCEDOE will place a NP at Atmosphere. If not, Atmosphere could either hire its own NP or move forward with a RN and a linked health program instead.</p>
<p>English Survey Results</p> <ul style="list-style-type: none"> <li>• Question: What features does Atmosphere not have that you would like to see added?</li> <li>• Various Respondents</li> </ul>	<ul style="list-style-type: none"> <li>• Respondent #1: I would like to know if there are sports programs in the school.</li> <li>• Respondent #2: More project based activities.</li> <li>• Respondent #3: Some form of dance.</li> <li>• Respondent #4: Afterschool.</li> <li>• Respondent #5: Afterschool.</li> </ul>	<p>With the focus on after school programming and athletic activities (dance, sports), Atmosphere reached out to Mosholu Montefiore Community Center (MMCC) and established a partnership that will give Atmosphere students access to MMCC’s diverse array of after school programs. It is our hope that Atmosphere can be a satellite site for many of MMCC’s singular and dynamic activities. In terms of team sports, Atmosphere intends to have teachers and staff volunteer to coach for a small stipend or possibly as part of their salary as negotiated at the point of hire.</p>



<p>Spanish Survey Results</p> <ul style="list-style-type: none"> <li>• Question: ¿Qué características tiene Academia Atmósfera no tiene que a usted le gustaría ver añadido?</li> <li>• Various Respondents</li> </ul>	<ul style="list-style-type: none"> <li>• Respondent #1: Educacion especial (special education).</li> <li>• Respondent #2: Compenetracion con los padre para reforzar el trabajo de los hijos (rapport with the Father to strengthen the work of the children).</li> <li>• Respondent #3: Pienso que tiene lo suficiente que un padre necesita para su hijo (I think it has enough of what a parent needs for their child).</li> <li>• Respondent #4: Es una excelente escuela (it's an excellent school).</li> </ul>	<p>Atmosphere has a robust program for special education students that seeks to place them in the least restrictive environment. Clearly, from Respondent #1's response, the program needed to be articulated in a more direct and prominent way on Atmosphere literature and during Atmosphere presentations. These changes were made and no other respondent's mentioned special education.</p> <p>Obviously, having Father Lynch on the Board of the school allows for close collaboration with a major community leader to do exactly as Respondent #2 suggest: "to strengthen the work of the children."</p>
<p>Bronx Community Board 7</p> <ul style="list-style-type: none"> <li>• Mr. Bruce Kaufman</li> <li>• 2/5/14</li> </ul>	<p>During a call to Colin Greene, Mr. Kaufman, the Chairman of Bronx Community Board 7's Education Committee, expressed sustained interest in supporting Atmosphere Academy. He also stated that the Education and Executive Committees were eager to support and work with Atmosphere Academy due to the fact that the Founding Team took the time to consult with them and make a high quality presentation that impressed many of the Committee members.</p>	<p>This reinforced the idea that impressions and perceptions are important. From its marketing materials to its website design to its efforts to connect with and listen to the community, Atmosphere has operated in a fashion that recognizes the importance of making Atmosphere a solution that people can buy into, take a vested interest in, and help to shape. However, this process all starts with the approach taken in sharing the school with them. Atmosphere believes in presenting the school in a professional and polished way, which includes detailed and aesthetically sophisticated materials as well as opportunities for questions and feedback to give everyone the chance to take ownership by providing input and having their questions answered fully and directly.</p>
<p>2/28/14</p>	<p>During an interview with Norwood News, Colin Greene was asked to respond to the concerns of 2 members of Bronx Community Board 7, who voted against approving the Board's Letter of Support (all other members voted in favor and it passed almost unanimously):</p> <p>"There were two dissenters. Do you have a response to their reasoning that</p>	<p>This question forced the Founding Team to fully articulate how it fit into the larger context and realities facing the district. Below is Atmosphere's response:</p> <p>"Atmosphere will help to ease the extensive overcrowding in District 10 by offering students and parents another high-quality educational option. All schools (charter and public) in District 10 are experiencing a shortage of seats.</p>

	<p>District 10 is already too crowded, and that the community should be focusing on them, instead of a new school?"</p>	<p>Atmosphere will provide an alternative for students who do not get accepted into the few charter schools in the district (currently only 5) or the public school near their home due to overcrowding. In fact, District 10 families only have one middle school charter option. To put that in perspective, there are approximately 4,000 sixth graders in District 10 and only about 120 sixth grade charter school seats for the entire district. Moreover, most District 10 public schools are operating over 100% capacity, with some as high as 150% capacity. Atmosphere will help to address all of these concerns."</p>
<p>2/28/14</p>	<p>During the same interview with Norwood News, Atmosphere was also asked the following questions, which inspired introspection and reflection:</p> <p>"What burdens will Atmosphere Charter school be alleviating from the public schools?"</p> <p>"What are your short term goals for bettering the schools in this community?"</p>	<p>Below are excerpts from Atmosphere’s responses to the reporter that demonstrate the organizations to concisely and effectively articulate its role in improving education throughout the district:</p> <p>"Atmosphere will help to alleviate the extensive overcrowding and low student achievement in District 10. With full-service special education and ELL programs, Atmosphere Academy will welcome all students, including a percentage of English language learners and special education students that exceeds the district average. Our ability to fully serve English language learners and special education students will help to reduce the challenge local public schools face in serving large numbers of these students."</p> <p>"Specific areas where Atmosphere hopes to work with community schools include professional development, shared instructional best practices, and enrichment. We look forward to partnering with other school leaders and teachers in the district in order to develop a clearinghouse of what instructional approaches work best with specific student populations. Service learning and enrichment are also areas where Atmosphere intends to work closely with</p>

		<p>like-minded schools. Atmosphere has already lined up partners to offer students an array of enrichment experiences from gardening to cooking to nature education. These opportunities will enhance students' core academics. Atmosphere will actively seek out ways to expand the pool of students that have access to these experiences. Overall, we are committed to working with all members of the community to build our shared, district-wide capacity to fully serve every student."</p>
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**(f) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)**

- **Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:**
  - **The name of the proposed charter school when previously submitted;**
  - **The date of the previous submission; and**
  - **A summary of what has changed in the proposal since its previous submission and the reasons therefor.**
  
- **Indicate whether the applicant and/or founding team has previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If yes, provide;**
  - **The name of the charter entity;**
  - **The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;**
  - **The status of those applications; and**
  - **If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial. If the charter entity provided any formal written documentation to explain or justify the decision to not move the application forward (resulting in an applicant withdrawal or denial of the application), attach the document as part of this Response. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**
  - **Describe any changes made to the application following the withdrawal or denial of the application that are evident in this proposal.**

Atmosphere Academy, the lead applicant, and the founding team have never previously applied for a charter or submitted a charter application.

**(h) Outreach Evidence**

**This response should include concrete evidence that the applicants conducted community outreach.**

Starting in August of 2013, Atmosphere embarked on an ambitious outreach campaign that sought to connect the school and the founding team to community members (specifically parents of school age children who would be 6<sup>th</sup> graders in the 2015-2016 school year), community leaders (clergy, community representatives, educators, etc.), and community-based organizations. Atmosphere was successful in each area.

Community Outreach Materials

A variety of vivid and valuable documents were used to inform the community of Atmosphere’s school model. Those documents included printed brochures, letters, petitions, and surveys, which were all printed and distributed in both Spanish and English.

*Website*

Below are some sample pages that reflect the aesthetic and content quality of the site:

- Atmosphere’s “Home” page was designed as a slide show of images that could capture various elements of the school in a visual way:





Putting  
the  
Pieces  
Together



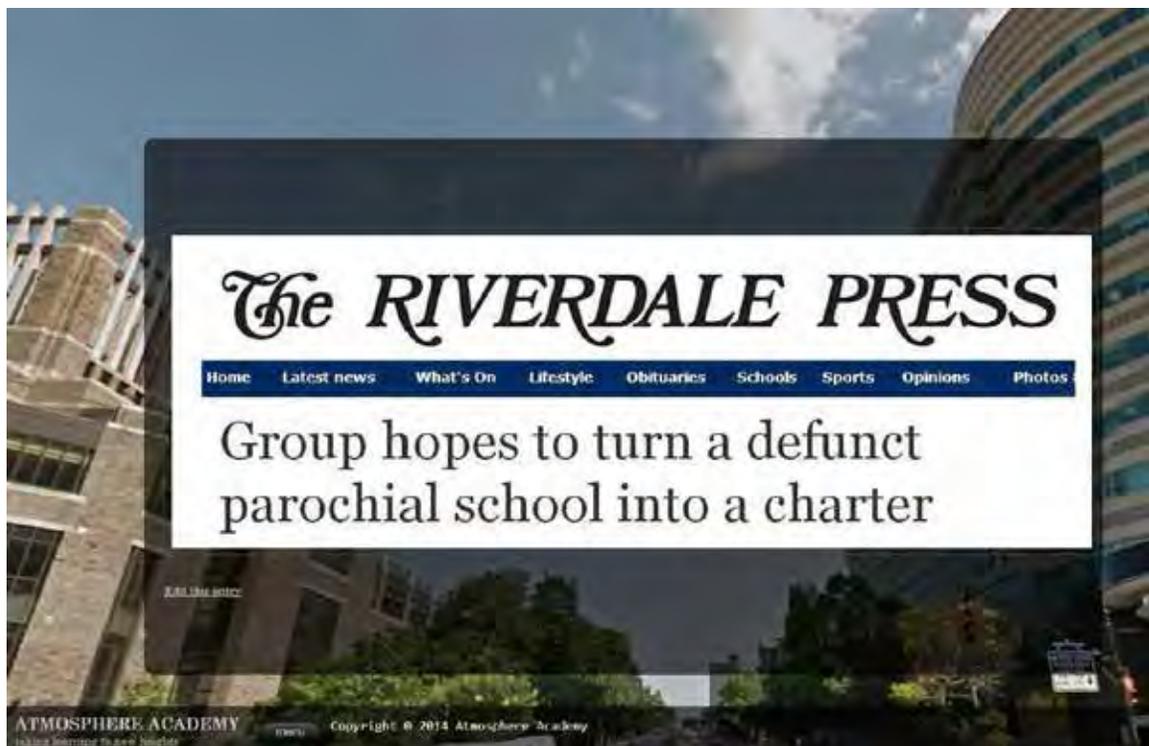
- Atmosphere’s “Contact Us” page lists a Bronx PO Box and phone number that the Founding Team added to enhance its outreach efforts:



- The “Founding Team” page helps to inform the public of the backgrounds and biographies of the individuals who are seeking to start the school:

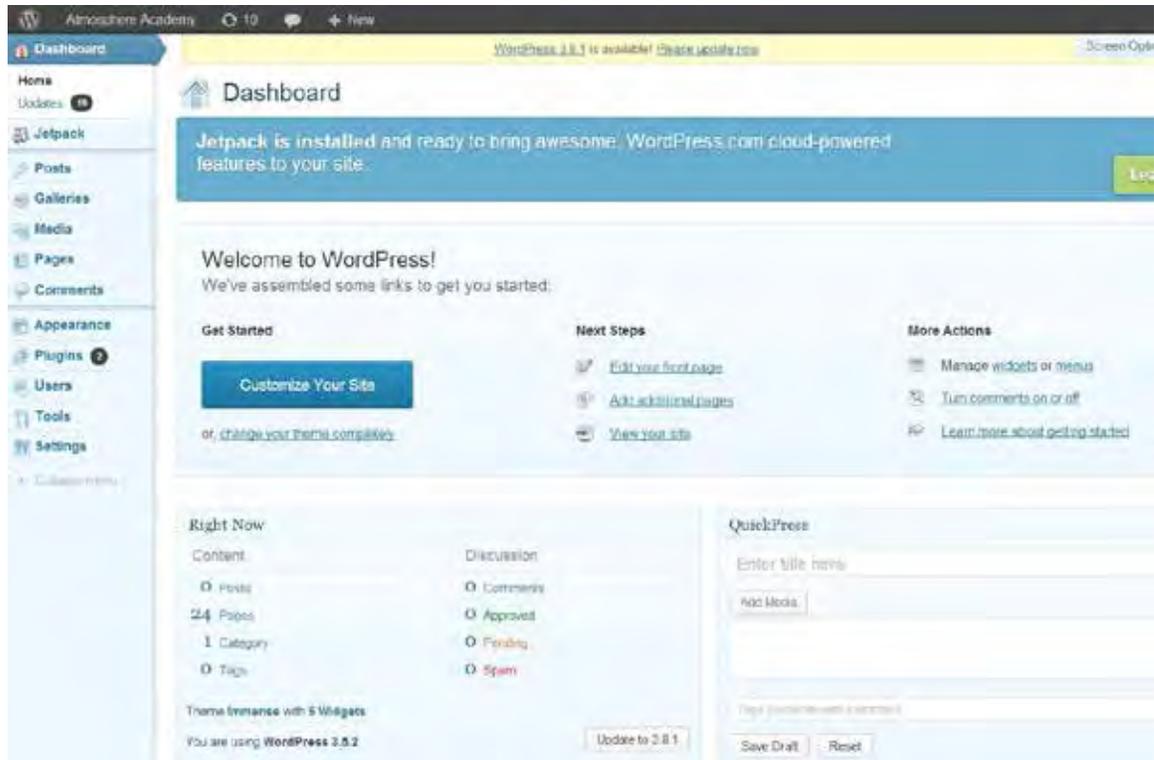


- The “In the News” page is a way to share Atmosphere’s latest progress and news with the public. Beyond providing articles that appear in the media, this page could be used to publish future newsletters about the school:



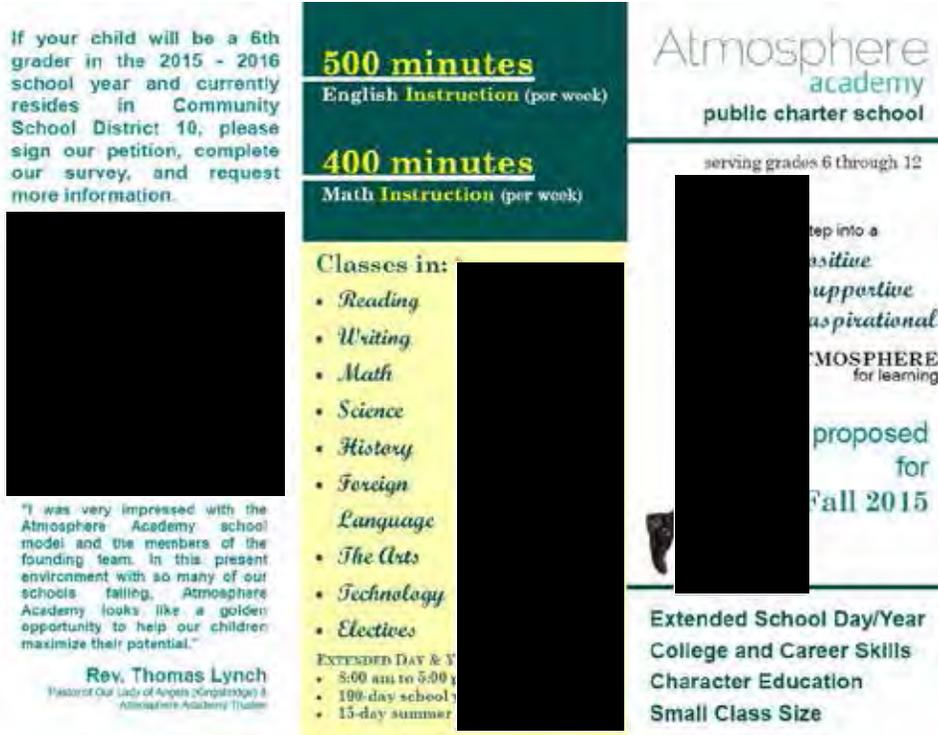
- The Founder, Colin Greene, used WordPress to create the site by purchasing a template and rewriting portions of the base code to help customize the look of the site. The visual content

was derived from a mix of stock images and Atmosphere’s own proprietary images that were used for backgrounds and branding. The written content was original and created solely by Atmosphere. In total almost 25 pages were created with approximately 15 remaining currently active on the site:



*Brochures*

Side one (front) of the trifold brochure that the Founding Team distributed at various events and locations throughout Community School District 10 in both English and Spanish can be viewed below:



As you can see in reviewing the front of the brochure, Atmosphere was able to secure an endorsement from a prominent leader in the community, Rev. Thomas Lynch, the Pastor of Our Lady of Angels Roman Catholic Church located at 2860 Webb Avenue in the Kingsbridge Heights section of the Bronx. Father Lynch is active with various community boards in the District, serves on the Clergy Caucus at the Northwest Bronx Community and Clergy Coalition, and was recently asked to serve as the Chaplain for Lehman College. Father Lynch’s belief in Atmosphere’s school model and Founding Team inspired him agree to join the school’s Board of Trustees.

The front side of the brochure also highlights some of the key features of the school, which are bulleted and bolded in larger font. Moreover, it speaks to the theme of the school (“atmosphere for learning”), which is buttressed by a focus on culture (rigor, high expectations, core values, character education, etc.) and community (parent engagement, community involvement, key partnerships, etc.).

The images on the brochure were purchased by Atmosphere from Shutterstock, a stock photography provider. Based on its purchase agreement, Atmosphere has the right to use the images up to 400,000 times commercially. Many key stakeholders commented on the aesthetics of the brochure, which helped bring the school to life for community leaders, parents, partners, Trustees, and others.

Below is side two (back) of the tri-fold brochure:

**THE ATMOSPHERE APPROACH**

**ATMOSPHERE FOR LEARNING**  
Atmosphere's school leaders will strive to create a learning environment that is inspired and inspiring both in terms of immediate rigor and long term goal-setting.

**HIGH-QUALITY INSTRUCTION**  
Atmosphere's team of experienced and seasoned educators are focused on making learning fun for every student.

**CORE VALUES & CHARACTER DEVELOPMENT**  
Atmosphere students will be academically minded and globally aware. Each of these core values and their component parts will be stressed through the school day and in every classroom.

**TECHNOLOGY-EMBEDDED CLASSROOMS**  
Atmosphere learning environments will use the latest technology to engage and excite young minds.

**SUSTAINABLE SCHOOL STRUCTURE**  
Atmosphere's sound financial management, rigorous academic program, and strong partnerships will ensure that the school will be serving students in District 10 for decades to come.

**POSITIVE-DISTRICT IMPACT**  
Atmosphere Academy will give District 10 parents more school choice.

**FAMILY AND COMMUNITY INVOLVEMENT!**  
HEALTHY AND DELICIOUS LUNCH!  
SKILLS ADVISORY!  
TRAVEL AND ENRICHMENT!  
AFTER SCHOOL PROGRAM!  
ATHLETICS AND CLUBS!

**FREE**

Atmosphere Academy is a free public school that will be located in the Northwest Bronx. There is no tuition required to attend due to the fact that as a charter school, Atmosphere qualifies as a free public school.

**ADMISSION**

In order to have your child admitted to Atmosphere Academy, you will need to apply in 2014. In the meantime, if you are interested in Atmosphere Academy, you should sign our petition and complete our survey (either on paper or online) to ensure that we have your correct contact information and can reach out to you about the application process.



**Visit us online!**  
[www.atmosphereacademy.org](http://www.atmosphereacademy.org)

**Take our survey!**  
[www.atmosphereacademy.org/survey](http://www.atmosphereacademy.org/survey)

**Sign our petition!**  
[www.atmosphereacademy.org/petition](http://www.atmosphereacademy.org/petition)

**Request more information!**

**Contact Us**

Atmosphere Academy  
PO Box 518  
Fordham Station  
Bronx, NY 10458-9998  
[info@atmosphereacademy.org](mailto:info@atmosphereacademy.org)

Below is the front and back of the Spanish version of the trifold brochure:

**500 minutos**  
Instrucción Inglés  
(por semana)

**400 minutos**  
Instrucción Matemática  
(por semana)

Las clases en:

- Lectura
- Escritura
- Matemáticas
- Ciencia
- Historia
- Lengua Extranjera
- Las Artes
- Tecnología
- Electivas

**EXTENDED DAY:**

- 8:00 am a 5:00 pm
- Año escolar de 180 días
- 15 días de vacaciones

**Atmosphere academy**  
public charter school

sirve a los grados 6 al 12

Entrar en un **AMBIENTE positivo** de apoyo para la aspiración y el aprendizaje

propuesto para el año 2015

**Día / Año Escolar Extendido**  
Habilidades Profesionales  
Habilidades Universitarias  
Educación del Carácter  
Pequeño Tamaño de la Clase

Si su hijo va a ser un estudiante de sexto grado en el 2015-2016 año escolar y actualmente reside en el Distrito Escolar Comunal 10, favor de firmar nuestra petición, nuestra encuesta y solicitar más información.

"Yo estaba muy impresionado con el modelo de la escuela Academia Atmosfera y los miembros del equipo fundador. En este entorno actual, con muchas de nuestras escuelas en su defecto, de la Academia Atmosfera parece una oportunidad de oro para ayudar a nuestros niños a maximizar su potencial."

Rev. Thomas Lynch  
Pastor of Our Lady of Angels (Kingsbridge) & Atmosphere Academy Trustee

**EL ENFOQUE DE LA ATMÓSFERA**

**AMBIENTE DE APRENDIZAJE**  
Líderes de la escuela de la atmósfera se esfuerzan por crear un ambiente de aprendizaje que es inspirada e inspiradora tanto en términos de rigor inmediato y el establecimiento de objetivos a largo plazo.

**INSTRUCCIONES DE ALTA CALIDAD**  
El equipo de Ambiente de educadores experimentados y veteranos se centra en hacer divertido el aprendizaje de cada estudiante.

**VALORES FUNDAMENTALES Y DESARROLLO DE CARACTERES**  
Estudiantes atmósfera será académicamente merita y conciencia global. Cada uno de estos valores fundamentales y sus componentes se destacó a través de la jornada escolar y en todas las aulas.

**AULAS DE TECNOLOGÍA - INFUNDIDO**  
Ambientes de aprendizaje Ambiente utilizará la última tecnología para atraer y excitar a las mentes jóvenes.

**ESTRUCTURA DE LA ESCUELA SOSTENIBLE**  
Buena gestión del ambiente financiero, el programa académico riguroso y alianzas sólidas se asegurará de que la escuela está ofreciendo a los estudiantes en el Distrito 10 en las próximas décadas.

**IMPACTO POSITIVO DEL DISTRITO**  
Academia Ambiente dará 10 padres del distrito más opciones educativas.

**¡FAMILIA Y LA COMUNIDAD!**  
**¡SANA Y DELICIOSA COMIDA!**  
**¡HABILIDADES DE ASESORAMIENTO!**  
**¡VIAJES Y ENRIQUECIMIENTO!**  
**¡DESPUES DE LA ESCUELA!**  
**¡ATLETISMO Y CLUBES!**

**GRATIS**

Academia Atmosphere es una escuela pública y gratuita que se encuentra en el noroeste del Bronx. No hay clases deben asistir debido al hecho de que, como una escuela charter, Ambiente califica como una escuela pública gratuita.

**ADMISIÓN**

Con el fin de que su hijo ingresó en la Academia Ambiente, que tendrá que aplicar en 2014. Mientras tanto, si usted está interesado en la Academia Atmosphere, usted debe firmar nuestra petición y completar nuestra encuesta (ya sea en papel o en línea) para asegurarse de que tenemos su información de contacto correcta y podemos llegar a usted sobre el proceso de solicitud.



**¡VISÍTENOS EN LÍNEA!**  
[www.atmosphereacademy.org](http://www.atmosphereacademy.org)

**¡COMPLETAR NUESTRA ENCUESTA!**  
[www.atmosphereacademy.org/survey](http://www.atmosphereacademy.org/survey)

**¡FIRMAR NUESTRA PETICIÓN!**  
[www.atmosphereacademy.org/petition](http://www.atmosphereacademy.org/petition)

**¡SOLICITAR MÁS INFORMACIÓN!**

**Contáctenos**

Atmosphere Academy  
PO Box 518  
Fordham Station  
Bronx, NY 10458-9998  
[info@atmosphereacademy.org](mailto:info@atmosphereacademy.org)

Petitions

Atmosphere developed a petition in Microsoft Word that included instructions at the top of the page and a table, which parents and community members could sign or complete by filling out a single row of information. Each page of the petition had space for 7 people to sign. As pages were filled, new pages were produced. Below are samples of the Word version of the petition in both English and Spanish:



**ATMOSPHERE ACADEMY**  
taking learning to new heights



**ATMOSPHERE ACADEMY**  
taking learning to new heights

**PETITION IN SUPPORT OF ATMOSPHERE ACADEMY**

In 2014, Atmosphere Academy will submit an application to the Charter Schools Institute, Institute of the State University of New York for a charter to operate in Community School District 10 (CSD) in the Bronx. If approved, Atmosphere would open in September 2016 and serve children in 9th grade that year. The school will eventually grow to serve middle through tenth grade in the first five years. **If you have a child who was born in 2004, your child will be eligible to attend Atmosphere Academy in September 2015 when the school opens.**

Atmosphere Academy's leaders agree of this petition that their leaders will sign and support this petition and will not be published on the site for any marketing purposes. If signing this petition, you are indicating that your personal support of this proposed new Public Charter School, Bronx Independent in the District Charter Community 10 in the Bronx, and that you support in applying for a seat in the charter school for all your children who would be eligible to attend.

Name	Signature	Address	School District (if known)	Are You the Parent of Your Child(ren)

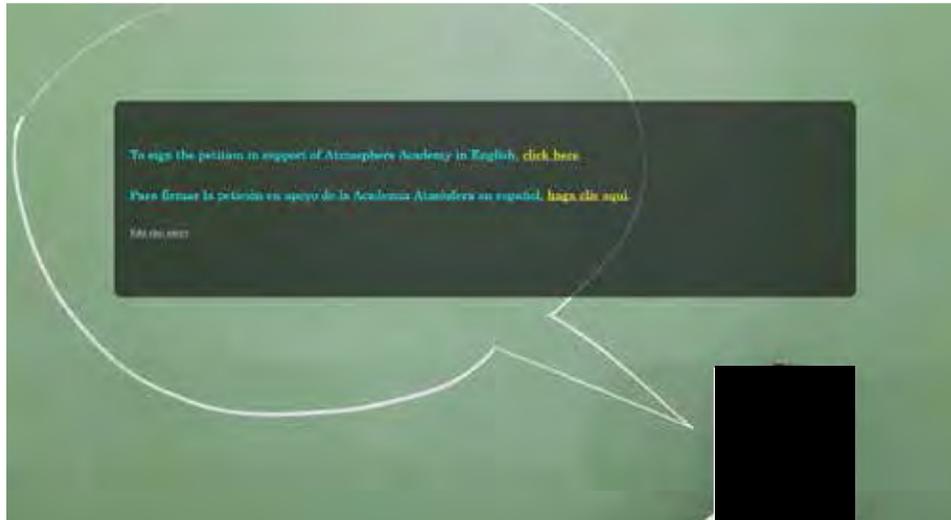
**PETICIÓN EN APOYO DE LA ACADEMIA AMBIENTE**

En 2014 la Academia Ambiente presentará una solicitud a la Comisión del Instituto de la Universidad Estatal de Nueva York para una carta para operar en el Distrito Escolar Comunal (CSD) 10 en el Bronx. Si es aprobado, el comienzo se abrirá en septiembre de 2016 y atender a los niños en sus años sexta grado. La Escuela eventualmente crecerá para servir desde a décimo grado en sus primeros cinco años. **Si usted tiene un niño que nació en 2004, su hijo será elegible a asistir a la Academia Ambiente en septiembre de 2015 cuando se abra la escuela.**

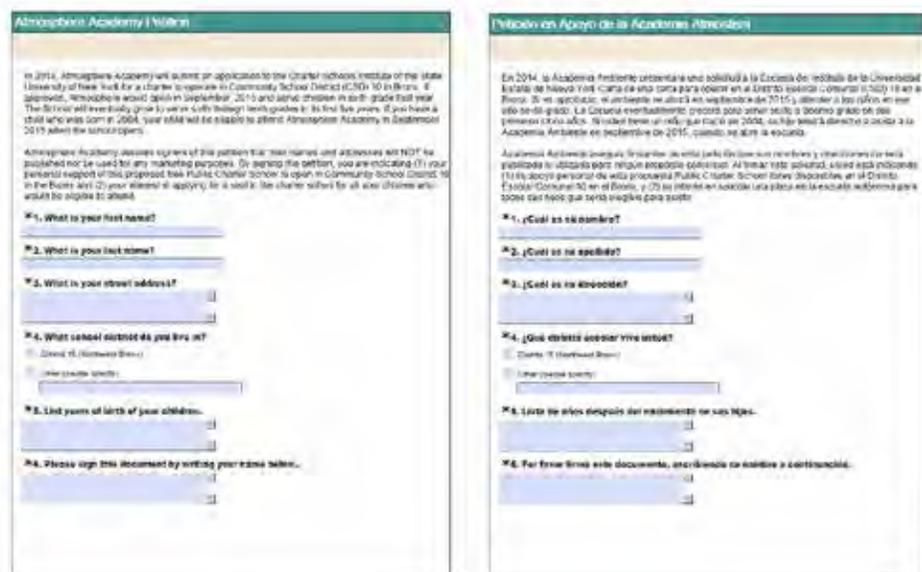
Academia Ambiente's líderes están de acuerdo de esta petición que sus líderes y líderes no será publicado, de cualquier forma marketing personal. Si firmar esta petición, usted está indicando que su apoyo personal de esta propuesta Public Charter School, Bronx Independiente en el Distrito Escolar Comunal 10 en el Bronx, y que su apoyo en solicitar una clase en la escuela autónoma para todos los hijos que sería elegible para asistir.

Nombre	Firma	Dirección	Districto Escolar (si se conoce)	¿Usted es el padre de su hijo(s)

The second version of the petition was created using SurveyMonkey and was made accessible online via the Atmosphere Academy website ([www.atmosphereacademy.org/petition](http://www.atmosphereacademy.org/petition)):



The third version of the petition was a PDF copy of the SurveyMonkey petition, which allowed us to print and include the petition in folders we distributed to parents, thereby giving parents the option to take the petition home and return it to us at a later time. This same process was repeated with the survey. Below is the SurveyMonkey version of the individual petition in both English and Spanish:

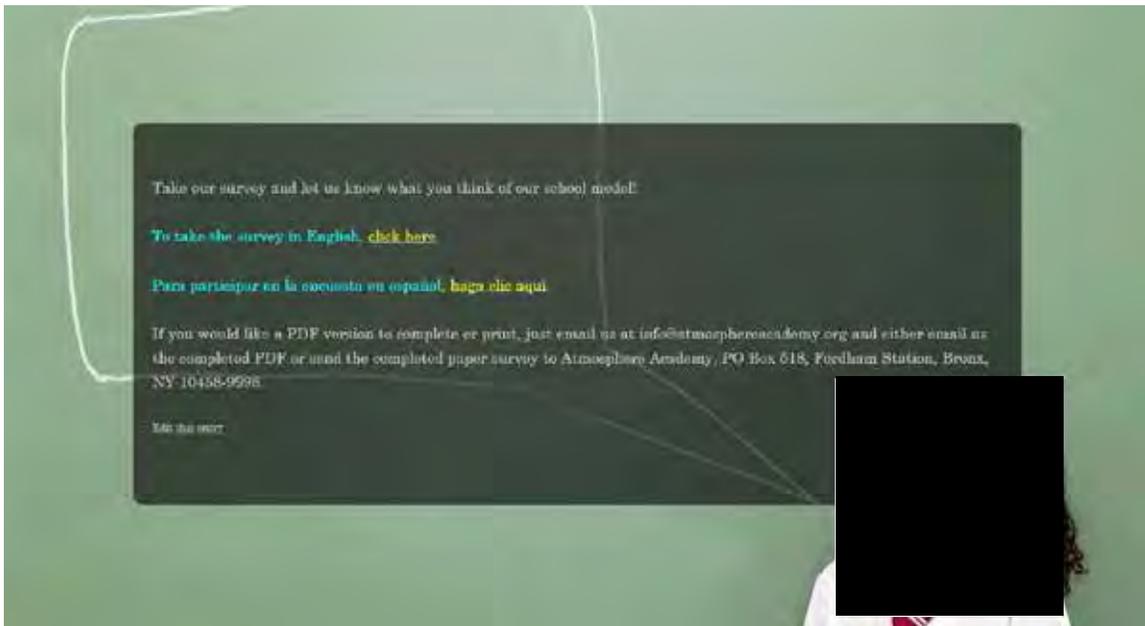


102 signatures were received on the paper petition in both English and Spanish (an additional 1 individual paper petition was submitted and 6 online petitions were also submitted for a total of 109

petitions submitted). On the 109 completed petitions, parents listed 50 children that could qualify for entry into Atmosphere’s initial 6<sup>th</sup> grade class in 2015 based on their birthdates and/or current grade levels. All 109 petition signatures are provided in the “Response 15(c) – Evidence of Demand” section of this charter application.

*Surveys*

Atmosphere also administered a survey to prospective families and interested community members. The purpose of the survey was to gather key demographic information and to solicit feedback on the school model. Below is the page on the website devoted to the survey as well as the SurveyMonkey version of the survey (made available in both English and Spanish both on paper and online):



**Atmosphere Academy Survey**

**1. What is your first name?**

**2. What is your last name?**

**3. At what phone number would you like to be contacted? (optional)**

**4. At what email address would you like to be contacted? (optional)**

**5. What is your gender?**

Female

Male

**6. What is your race? Mark one or more.**

Hispanic or Latino

White

Black or African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Other (please specify)

Table 1

**Atmosphere Academy Survey**

**7. What is your age?**

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older
- Other (please specify)

**8. Where do you currently live?**

- Bedford Park, Bronx
- Belmont, Bronx
- East Tremont, Bronx
- Fordham, Bronx
- Kingsbridge, Bronx
- Morris Heights, Bronx
- Norwood, Bronx
- Tremont, Bronx
- University Heights, Bronx
- Other (please specify)

**9. Do you have a child in a school in District 10?**

- Yes
- No

Page 2

**Atmosphere Academy Survey**

**10. What grade is your child in?**

- Pre-Kindergarten
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- High School

Other (please specify)

**11. What school does your child currently attend?**

**12. How would you rate your child's current school?**

- Excellent
- Good
- Satisfactory
- Unsatisfactory
- Bad

**13. How safe does your child feel at his or her school?**

- Extremely safe
- Very safe
- Moderately safe
- Slightly safe
- Not at all safe

Atmosphere Academy Survey					
<b>14. How often are students at your child's school challenged to do their best?</b>					
<input type="radio"/> Always					
<input type="radio"/> Often					
<input type="radio"/> Sometimes					
<input type="radio"/> Rarely					
<input type="radio"/> Never					
<b>15. How important are the following Atmosphere Academy key features to you in deciding if Atmosphere is the right school for your child?</b>					
	Not Important	Least Important	Important	Very Important	Most Important
Small Class Size (21 to 22 students per class)	<input type="radio"/>				
9 to 1 Teacher to Student Ratio (2 teachers per class)	<input type="radio"/>				
Partnership with Fordham University	<input type="radio"/>				
Partnership with Bard College (Bard Early College)	<input type="radio"/>				
500 Minutes of English Instruction (per week)	<input type="radio"/>				
400 Minutes of Math Instruction (per week)	<input type="radio"/>				
Inquiry-Based and Literacy-Based Approach to STEM (science, math, and technology)	<input type="radio"/>				
Full Service Program for English Language Learners	<input type="radio"/>				
Full Service Program for Special Education	<input type="radio"/>				
Elective Classes (1 day per week)	<input type="radio"/>				
Technology Classes	<input type="radio"/>				

Atmosphere Academy Survey					
(1 day per week)					
Arts Classes (3 days per week)	<input type="radio"/>				
Foreign Language Classes (4 days per week) [Spanish in Grade 6]	<input type="radio"/>				
Fresh, Healthy, and Delicious Lunch	<input type="radio"/>				
Daily Skills Advisory (5 students per advisor)	<input type="radio"/>				
Remediation of Basic and Foundational Skills	<input type="radio"/>				
Preparation for High School and Early College	<input type="radio"/>				
Acceleration for College and Career	<input type="radio"/>				
Other (please specify)	<input type="text"/>				
<b>16. What features does Atmosphere not have that you would like to see added?</b>					
<input type="text"/>					
<b>17. Would you be interested in enrolling your child in Atmosphere Academy?</b>					
<input type="radio"/> Yes					
<input type="radio"/> No					
<input type="radio"/> Maybe					
Other (please specify)					
<input type="text"/>					
<b>18. Would you like us to send you information about Atmosphere Academy by mail? If so, please provide your mailing address below. (optional)</b>					
<input type="text"/>					

Page 5

Atmosphere received 37 completed surveys. The feedback received from the completed surveys is detailed in the “Response 03 – Proposal History” section of this charter application.

Postcards

Below is the postcard that Atmosphere mailed to approximately 3,000 Bronx CSD 10 households in zip codes 10458 and 10468, which include many of the neighborhoods the school is most likely to draw students from:



The postcards were designed to call the recipients to action and direct them to the school's website to provide feedback, express support, or seek out additional information. Moreover, a new page announcing additional public information sessions during the month of February was added to the site and included on the postcard.

Community Outreach Events

To ensure that the Northwest Bronx community was aware of Atmosphere Academy and given the opportunity to provide feedback on its school model, the Founding Team spent hundreds of hours in the community, meeting with and presenting to a range of stakeholders. Those efforts helped Atmosphere gain support. Some of the highlights include:

- local clergy represented on Atmosphere’s Board of Trustees
- affiliation with Fordham University
- partnership with Montefiore Medical Center’s School Health Program
- partnership with Mosholu Montefiore Community Center
- 114 petition signatures
- 37 surveys completed
- letter of support from Community Board 6
- letter of support from Community Board 7

The events detailed in this part of the response reflect countless calls, emails, in-person meetings, presentations, and visits.

*August 2013*

Below is a list of Atmosphere Academy’s August 2013 community outreach events:

- On 8/1/13, the Founding Team met with Father Thomas Lynch, the Pastor of Our Lady of Angels, to inquire about the availability of the Our Lady of Angels School building, which had been closed in June 2013. While the building had already been acquired by the New York City Department of Education and was no longer available, Father Lynch was impressed by the Atmosphere school model and the Founding Team. Following this meeting, he agreed to join Atmosphere’s Board of Trustees and actively worked to promote the school within the community by inviting the Founding Team into his church to inform his congregation of its proposed structure.

*September 2013*

Below is a list of Atmosphere Academy’s September 2013 community outreach events:

- On 9/10/13 and on various other dates throughout September 2013, Colin Greene met with Father Lynch multiple times to secure the following endorsement for the brochure and to plan community outreach events at Our Lady of Angels:
  - “I was very impressed with the Atmosphere Academy school model and the members of the founding team. In this present environment with so many of our schools failing, Atmosphere Academy looks like a golden opportunity to help our children maximize their potential.” – Rev. Thomas Lynch, Pastor of Our Lady of Angels (Kingsbridge) & Atmosphere Academy Trustee

- On 9/24/13, the Founding Team met with Dr. Anita Batisti, the Director of the Center for Educational Partnerships at Fordham University’s Graduate School of Education (Fordham GSE CEP). Dr. Batisti offered to provide Atmosphere with key services such as professional coaching and professional development. The Fordham GSE CEP Letter of Intent is included in the “Response 24(b) – Supplementary Docs” section of this charter application.
- On 9/28/13, the Founding Team operated a table at the Our Lady of Angels Flea Market. Brochures, t-shirts, and other materials were distributed to interested parties. Over 20 adults signed the petition in support of Atmosphere Academy.



- On 9/29/13, the founding team presented to parents at Our Lady of Angels. The presentation was made to an audience of 20 to 30 parents in both English and Spanish. Over 20 adults signed the petition in support of Atmosphere Academy.



Overall, these September events yielded tremendous enthusiasm and support for the school. However, there were some lines of questioning that prompted immediate revisions to the literature used by the Founding Team to better inform parents and community members about the admission process, lack of tuition, and charter schools in general. In response to the questions posed in these specific areas, Atmosphere added language to its brochure that better defined the cost structure (free) for parents, explained that a charter school is a free public school, and informed parents that while they could not yet apply, they could provide key information by completing the survey and signing the petition (thereby giving Atmosphere the means to keep them informed about the school). Moreover, while parents and community members appreciated that Atmosphere’s oral presentations were bilingual with Spanish translation provided by Christian Roman, a member of Atmosphere’s founding team, they expressed interest in having literature that was also in Spanish. As a result, translating Atmosphere’s promotional materials, petitions, and surveys became a top priority. In this way, the brochures and materials that were distributed after September were much improved due to the revisions that were inspired by the feedback received from parents and community members during the September outreach events.

Please note that additional feedback provided by parents and community members throughout Atmosphere’s community outreach process is documented in the “Response 03 - Proposal History” section of this charter application.

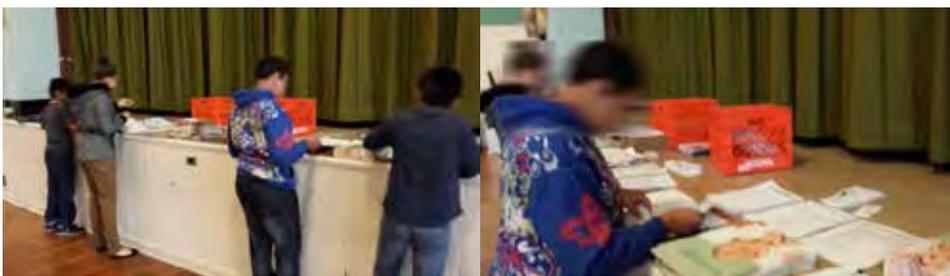
October 2013

Below is a list of Atmosphere Academy’s October 2013 community outreach events:

- On 10/17/13, the Founding Team met with Bronx Community Board 7’s Education Committee at their offices at 229 E. 204th St # A, Bronx, NY 10458. After Atmosphere’s presentation, the Committee voted to provide Atmosphere with a Letter of Support. Community Board 7’s Letter of Support for Atmosphere Academy is included in the “Response 14(c) - Evidence of Support” section of this charter application. Below are pictures from Atmosphere’s presentation to Community Board 7’s Education Committee:



- On 10/27/13, Colin Greene visited the Our Lady of Angels Religious Education classes to distribute informational folders to students, parents, and educators. Prior to the distribution, four students volunteered to help Mr. Greene stuff folders for circulation. The students were enthusiastic about the school and were eager to assist. The teachers and parents of the students who assisted Mr. Greene were equally supportive of Atmosphere. Together with the help of the four students, Mr. Greene was able to prepare and hand out almost 100 folders. During that presentation, students, parents, and educators were engaged and asked questions. Some even commented that they intended to apply. The majority of students in the audience were 4<sup>th</sup> graders in the 2013-2014 school year, making them eligible to apply to be 6<sup>th</sup> graders at Atmosphere in 2015. After presenting, Mr. Greene realized that he did not have enough folders remaining to distribute to the more than 100 additional students that remained. He resolved to order more copies of the informational materials and return on another Sunday to speak to the other class. Below are pictures of Mr. Greene’s presentation:





- On 10/28/13, the Founding Team met with Bronx Community Board 6’s Education Committee at Wings Academy at 1122 E 180th St, Bronx, NY 10460. Following the meeting, the Founding Team received an email from Ivine Galarza, the Chairperson of the Education Committee and Community Board 6’s District Manager, stating that the “Committee was pleased with [Atmosphere’s] presentation” and inviting Atmosphere to present at the full Board meeting on 11/13/13. Below is a picture from the Education Committee meeting as well as Mrs. Galarza’s email:



- On 10/30/13, the Founding Team again visited Our Lady of Angels to distribute information about the school and garner support in the form of petition signatures. While the students in attendance were older than Atmosphere’s target population, many had younger siblings that would be interested in applying to Atmosphere.

*November 2013*

Below is a list of Atmosphere Academy’s November 2013 community outreach events:

- On 11/5/13, the Founding Team met with the Director of Development at Mosholu Montefiore Community Center (MMCC), Laurie Meltzer Bandremer, to discuss a potential partnership between MMCC and Atmosphere Academy. In response to that meeting, Mrs. Bandremer mailed Atmosphere Academy a Letter of Intent detailing MMCC's willingness to work with Atmosphere in creating a comprehensive after school and college enrichment program for Atmosphere students. The MMCC Letter of Intent is included in the "Response 24(b) – Supplementary Docs" section of this charter application.
- On 11/6/13, the Founding Team met with Vincenza Corcoran, Associate Director of Field Instruction at Fordham University's Graduate School of Social Service (GSSS). Ms. Corcoran offered to provide Atmosphere with 2 graduate MSW interns per grade level and other advice and support. The GSSS Letter of Intent is included in the "Response 24(b) – Supplementary Docs" section of this charter application.
- On 11/13/13, the Founding Team attended the Bronx Community Board 6 public meeting, where a letter of support for Atmosphere Academy was approved by the Board. Community Board 6's Letter of Support for Atmosphere Academy is included in the "Response 14(c) - Evidence of Support" section of this charter application. Below is a picture of Christian Roman and Nethaneel Cleary (members of Atmosphere's Founding Team) in attendance at the meeting as well as a picture of the Community Board itself:



Below is the CB6 public meeting agenda that shows the vote on a letter of support for Atmosphere Academy as proposed motion 7 on the agenda (last page):



**THE CITY OF NEW YORK  
BRONX COMMUNITY BOARD 6  
1932 Arthur Avenue, Room 709, Bronx, NY 10457**

Telephone: (718) 579-6990 Fax: (718) 579-6875 Email: brxeb6@optonline.net  
Honorable Ruben Diaz Jr., Bronx Borough President  
Honorable Joel Rivera, New York City Council, 15<sup>th</sup> Council District

MS. WENDY RODRIGUEZ  
Board Chairperson

MS. IVINE GALARZA  
District Manager

BRONX COMMUNITY BOARD #6  
Meeting agenda for Wednesday, November 13, 2013

- I. CALL TO ORDER: Ms. Wendy Rodriguez, Board Chair
- II. INVOCATION: Rev. Hiram Ratliff
- III. COMMUNITY PERIOD
  - Pursuant to the New York City Charter, a portion of each community board meeting is set aside for the purpose of hearing comments from the general public. Individuals wishing to take advantage of this opportunity are asked to register in advance by completing a speaker's card that will be available at the meeting's information and registration table. Additionally, all speakers are asked to limit their comments to no more than three minutes.
- IV. BRONX BOROUGH PRESIDENT'S REPORT
- V. ELECTED OFFICIALS' REPORTS
- VI. DISTRICT MANAGER'S REPORT: Ms. Ivine Galarza
- VII. ROLL CALL ATTENDANCE
- VIII. PUBLIC HEARING

*Atmosphere presented first shortly after 6:40 PM.*

*Speakers -  
① Jesse  
③ - Nathan  
② - Christine  
Total time approximately 15 minutes*

A Public Hearing on Uniform Land Use Review Procedure application # C140089 PPX, submitted by the Department of Citywide Administrative Services (DCAS), pursuant to Section 197-c of New York City Charter, for the disposition of two (2) city-owned properties pursuant to zoning. One property is located at 2374 Bathgate Avenue (Block 3055, Lot 8), and the other is a vacant lot located on Grote Street, between Prospect Avenue and Southern Boulevard (Block 3113, Lot 8).

Rules of the hearing:

Anyone wishing to testify during the public hearing is asked to pre-register for speaking time by completing a Speaker's Card which will be available at the meeting's information and registration table. All speakers are asked to limit their testimony to no more than three (3) minutes.

- IX. COMMITTEE REPORTS *Youth + Education Committee report given here at about 7:40 PM*
- X. ADOPTION OF MOTIONS *(See the next page for a list of proposed motions.)*
- XI. ANNOUNCEMENTS
- XII. ADJOURNMENT

**PROPOSED MOTIONS FOR NOVEMBER 13, 2013**  
(Motions are subject to change.)

1. A motion to adopt the minutes of Bronx Community Board #6's meeting of October 9, 2013.
2. A motion to issue a letter to City Council Majority Leader Joel Rivera asking that he introduce legislation to co-name the intersection of East 181<sup>st</sup> Street and Southern Boulevard after Jose "Chepo" Torres.
3. A motion to begin removal proceedings against community board members Lorraine Brown and Yvonne Murphy for having missed three (3) consecutive, regularly scheduled community board six meetings. Removing a community board member requires that a motion to that effect appear on the agendas of two (2) consecutive meetings. This is the first appearance of a motion relating to the possible removal of Ms. Brown and Ms. Murphy.
4. A motion to recommend that the New York City Planning Commission approve Uniform Land Use Review Procedure application # C140089 PPX, submitted by the Department of Citywide Administrative Services (DCAS), pursuant to Section 197-c of New York City Charter, for the disposition of two (2) city-owned properties pursuant to zoning. One property is located at 2374 Bathgate Avenue (Block 3055, Lot 8), and the other is a vacant lot located on Grote Street, between Prospect Avenue and Southern Boulevard (Block 3113, Lot 8).
5. A motion to issue a letter to the New York City Department of Parks and Recreation request that it changes its policy of planting street trees in front of private property despite objections from the property owner.
6. A motion to issue a letter to Common Ground in support of the organization's proposed 418 unit residential building that is to be constructed on the site of the former Western Beef supermarket bounded by Webster Avenue, East 178<sup>th</sup> Street, Park Avenue and East 179<sup>th</sup> Street.
7. A motion to issue a letter in support of Atmosphere Academy, a free public charter school.
8. Other motions (if any).

The vote on a letter of support for Atmosphere Academy is listed here on the agenda of proposed motions.



Below is a memo to file about the meeting written by Jesse Greene:



Memorandum

To: File  
From: Jesse J. Greene, Jr.  
Date: November 13, 2013

Subject: Atmosphere Academy Presentation at Community Board 6 Monthly Meeting of November 13, 2013

Representing Atmosphere Academy:  
Jesse J. Greene, Jr., Board Chairman  
Christian Roman  
Nethaneel Cleary

The meeting ran from 6:30PM to about 8:20PM. The overall agenda is attached. Jesse Greene arrived at about 5:40PM. The meeting room was empty upon our arrival. Jesse Greene was the first speaker to sign up to speak. Christian Roman arrived about 6:20PM and Nethaneel Cleary arrived later but before Atmosphere's presentation.

Promptly at 6:30 the Wendy Rodriguez, Chairperson, opened the meeting. After the introductions of board members, the invocation and welcome remarks by the head of the Bronx early Learning Center, the meeting began.

The first section was item III—Community Period. Atmosphere was the first to be called to speak. At about 6:40PM, Jesse Greene introduced himself and his position with Atmosphere. Jesse Greene covered the state of development of the school, the application process, the potential award timing, and the probable start date of 2015. At this time, Atmosphere representatives handed out 20 copies of the school brochure for distribution to the CB6 Board members. Jesse Greene explained that the school would start with 6<sup>th</sup> grade and grow each year so that the school would span 6 through 12 with approximately 120 students per grade. Then Jesse Greene discussed the educational goals, including the academic achievement and the life skills such as study skills, motivation, interpersonal skills and similar skills needed to succeed in college, career, and life. Jesse Greene also mentioned that Father Lynch was on Atmosphere's Board and that Atmosphere was working with the Archdiocese and Father Rodriguez at Our Lady of Mercy to secure the Our Lady of Mercy School on Marion Avenue as the future home of the school. Atmosphere's partnerships with Fordham University and Bard College were also discussed.

Christian Roman and Nethaneel Cleary then introduced themselves, and each discussed his education experience and current responsibility.

Jesse Greene then explained his current affiliation with Columbia Business School, described his teaching responsibilities (risk management and corporate governance), and concluded with the fact that he went to engineering school at NYU near Fordham Road, which brought nodding appreciation from the Board.

Jesse Greene concluded by asking the Board for a letter of support to be submitted with Atmosphere's charter application.

Ms. Perquida Williams, Youth and Education Committee Chair, asked if Community Board 6 students could be considered for a District 10 school. We discussed the lottery process of selecting students. Ivine Galarza, District Manager stated that the letter of support would include a request that CB6 students have an opportunity to go to Atmosphere. We expressed no problem with that request.

Our presentation was over in about 15 minutes and the Board moved on to other matters under this section.

Christian Roman and Nethaneel Cleary stayed until about 7:20PM and departed between presentations.

Jesse Greene stayed for the duration of the meeting.

Later, at about 7:40PM, the Board got to item IX—Committee Reports, on the agenda. Ms. Perquida Williams, Chair of the Youth and Education Committee, began her Committee report. She explained the presentation that Colin Greene and Jesse Greene had made to the Committee. She said it was a very good presentation and said the committee supported Atmosphere’s charter school efforts. There were no criticisms. It was all positive. She was especially complimentary about the college prep aspects of the Atmosphere program and the need for that in the District.

After all the committee reports were given, item X—Adoption of Motions began.

At Motion 7, Atmosphere’s request was addressed. The motion to support a letter requested by Atmosphere was read. A discussion among Board members commenced. A Board member asked about the funding of the school and how it was considered a public school. Jesse Greene explained that the school was funded from public funds based on the student population. Jesse Greene said that \$13,500 was paid to the school per student and from that the school paid all expenses. Ivine Galarza added that we would not be housed in the public schools so we were not like other charter schools which had this benefit. Jesse Greene reinforced that and then explained that we would pay rent for private space that most likely would be an Archdiocese facility that is now vacant. The Board members were individually polled. All members voted for the motion to give a letter supporting Atmosphere except for one board member. The motion carried and was adopted.

The meeting proceeded to the remaining items on the agenda and adjourned.

After the meeting, Jesse Greene approached and personally thanked the CB6 Board Chairperson, the District Manager, and Ms. Perquida Williams.

Also another CB6 Board member approached Jesse Greene to voice her support. Jesse Greene asked her to sign the petition but she said she had to check whether she could as a Board member. She offered to help get signatures of support after checking the rules. She is Yesenia Graciani. Email: YeseniaGraciani@yahoo.com. Phone: 718 860 0609.

Below is Community Board 6’s Letter of Support for Atmosphere Academy:



**THE CITY OF NEW YORK  
BRONX COMMUNITY BOARD 6**  
1932 Arthur Avenue, Room 709, Bronx, NY 10457  
Telephone: (718) 579-6990 Fax: (718) 579-6875 Email: Brxeb6@Optonline.net  
Honorable Ruben Diaz Jr., Bronx Borough President  
Honorable Joel Rivera, New York City Council, 15<sup>th</sup> Council District

MS. WENDY RODRIGUEZ  
Board Chairperson

MS. IVINE GALARZA  
District Manager

December 13, 2013

Mr. Colin J. Greene,  
Founder  
Atmosphere Academy Public Charter Schools  
P.O. Box 518  
Fordham Station  
Bronx, New York 10458-9998

Dear Mr. Greene:

Pursuant to a motion adopted at its meeting of November 13, 2013, we are pleased to inform you that Bronx Community Board #6 strongly and fully supports the Atmosphere Academy, its mission and its approach to education.

The community board is encouraged by Atmosphere Academy’s operations model which includes, but is not limited to, small class sizes; a generous teacher to student ratio; an extended school day; a well-rounded curriculum that includes 500 and 400 minutes of instruction, per week, in English and math, respectively; and the goal of preparing its students for higher education and for “real” 21<sup>st</sup> century careers.

The community board looks forward to working collaboratively with Atmosphere Academy in the coming years, and trusts that you will keep it abreast of the academy’s progress and activities through regular, timely updates.

Wishing you and Atmosphere Academy every success, we remain,

Very truly yours,

Wendy Rodriguez,  
Board Chairperson

Ivine Galarza,  
District Manager

cc: Files

- On 11/17/13, the Founding Team operated a table at the Our Lady of Mercy Health Fair held in the gym of the Our Lady of Mercy School building. Over 30 adults signed the petition in support of Atmosphere Academy during the event. Moreover, contacts were made with Montefiore

Medical Center, Morris Heights Health Center, and Bronx Community Health Network. Below are pictures from the Health Fair prior to the arrival of parents, students, and community members later in the day:



- On 11/24/13, Atmosphere operated a table at Our Lady of Angels Parents Day. Over 30 adults signed the petition in support of Atmosphere Academy during the event. An additional 10 surveys were completed as well. Below are pictures from the event:



- On 11/26/13, Atmosphere presented to the Education Committee of Bronx Community Board 8. The committee members in attendance stated that the past practice of the Committee was not to provide letters of support and that they would not vote to approve one. Throughout the presentation, members of the committee expressed concern about the quality of education in CSD 10. While some concerns about charter schools in general were also expressed, no specific opposition to our proposal was given. In fact, by the end of the presentation, members of the committee wished Atmosphere’s Founding Team well in starting the school and indicated that

Atmosphere Academy’s success would also mean success for CSD 10 students. Below are pictures from that presentation:



*December 2013*

Below is a list of Atmosphere Academy’s December 2013 community outreach events:

- In December, Atmosphere was contacted by Shant Shahrigan of The Riverdale Press. After subsequent interviews with Founding Team members and Trustees, Mr. Shahrigan produced the following article that was published in the Riverdale Press on 12/12/13:



By Shant Shahrigian  
12/12/13

A group of educators including Fordham University professors is seeking to establish a charter school for students in grades six through 12 in District 10 in August 2015.

Founder Colin Greene said the Atmosphere Academy has spread pamphlets and petitioned for signatures of support at Our Lady of Angels Church in Kingsbridge, although that is not the intended site of the academy.

According to Mr. Greene, the academy is considering the shuttered Our Lady of Mercy School as a possible site for the proposed school.

While the academy is not a project of Fordham University, Mr. Green said his school would work with the Center for Educational Partnerships at Fordham's Graduate School of Education.

"There are a lot of resources in the community that are not tapped," Mr. Greene said in reference to Fordham University, which is less than two miles away from Our Lady of Mercy School.

### **Teacher training**

According to the academy's plans, the Center for Educational Partnerships will provide training for teachers of English as a non-native language and graduate students to intern as school psychologists, among other services.

On its website, the academy also touts one social worker and two social worker interns from Fordham's graduate school per grade level.

"There's been a lot of connections between Fordham and the starting of the Atmosphere Academy," said Grant Grastorf, an Atmosphere Academy trustee and administrator for Fordham's Westchester campus.

The academy's advisory board includes three adjunct professors at Fordham, while there is another adjunct professor among the trustees.

The school is also partnering with Bard College, which would provide student teachers, training and other support.

### **Long road**

Regardless of its organizers' background, the academy has a long way to go before it can open its doors.

Mr. Greene said the school plans to submit a letter of intent to the State University of New York (SUNY) Charter School Institute early next year. After that, the academy is required to file a detailed proposal for review by the board. The documents typically run to hundreds of pages.

Out of 18 New York City institutions that submitted preliminary proposals in April of this year, only three received SUNY approval in October, with many dropping out of the process along the way.

Mr. Greene said the Atmosphere Academy is taking a start-up approach to the process. He added that without any major financial backers, the school is reaching out to community boards and residents for their support.

Mr. Greene said Community Boards 6 and 7 have written letters in support of the academy. Although Mr. Greene spoke before CB's Education Committee in November, the body did not write a letter of support and the chairperson declined to comment on the issue for this article.

### **Home wanted**

The minutes of the Education Committee’s November meeting said the Atmosphere Academy was in negotiations with Our Lady of Angels about the academy’s location. Schools at both Our Lady of Angels and Our Lady of Mercy closed in June.

Mr. Greene said Our Lady of Angels was no longer considered as a possible site. Still, the church’s pastor Rev. Thomas Lynch agreed to become an academy trustee.

Rev. Lynch said he hopes former students of the area’s recently closed Catholic schools will go on to other Catholic schools. “For those who can’t do that, the Atmosphere Academy is a great alternative,” he said.

The pastor said the former Our Lady of Angels School is in negotiations about another use, but he declined to provide details.

Mr. Greene hopes the Atmosphere Academy’s philosophy will make it stand out from the crowd. He said the school not only seeks to prepare students for college and careers — the often-cited goal of the state’s tough Common Core standards — but the academy also wants to train leaders.

“We are looking for the innovators of the future,” Mr. Greene said. “No matter what work they might step into, what college they might go to, in the 21st century, they have to think critically.”

Mr. Greene added he hopes the school will boost District 10’s test score averages and alleviate overcrowding. According to the website [Insideschools.org](http://Insideschools.org), District 10 is one of the most overcrowded areas in the city.

District 10 Community Education Council President Marvin Shelton said he was not familiar with the Atmosphere Academy’s plans, but he surmised that as a small-scale organization, the lengthy process and costs of establishing a charter school could possibly prove too much for the organization to handle.

Despite these challenges, Mr. Shelton said, “If Fordham’s really behind this, I give it a better shot.”

- On 12/16/13, the Founding Team met with Dr. David Appel, the Director of the School Health Program at Montefiore Medical Center. During that meeting, Atmosphere and Dr. Appel discussed a Letter of Support and Intent from Montefiore to partner in creating a school health program at Atmosphere Academy. Dr. Appel subsequently drafted and signed such a letter. The Montefiore School Health Program Letter of Support Intent is included in the “Response 24(b) – Supplementary Docs” section of this charter application.

*January – March 2014*

Below is a list of Atmosphere Academy’s January and February 2014 community outreach events:

- On 1/29/14, New York Parenting Media (NYPM), the publisher of Bronx Riverdale Family Magazine and NYParenting.com, contacted Atmosphere to discuss writing an article about the proposed school. However, NYPM decided to delay the article until the charter application process was complete.
- On 2/5/14, Atmosphere mailed postcards to approximately 3,000 households in the Bronx CSD 10 neighborhoods from which it is most likely to draw students. The postcards were designed to call the recipients to action and direct them to the school's website to provide feedback, express support, or seek out additional information. Moreover, a new page announcing additional public information sessions during the month of February was added to the website and included on the postcard.
- On 2/5/14, Bruce Kaufman the Chairman of Bronx Community Board 7's Education Committee called Colin Greene to inform him that the Executive Committee had met the night prior and voted unanimously to approve a Letter of Support for Atmosphere Academy. In conjunction with the Education Committee's previous approval vote, Mr. Kaufman explained that the letter would now go before the full Board for a vote. Mr. Kaufman said that the Board Chairwoman and the Acting District Manager would sign the letter and mail or email it to Atmosphere Academy after the next public Board hearing. Mr. Kaufman expressed sustained interest in supporting Atmosphere Academy and apologized for the delay in drafting the letter. He also stated that the Education and Executive Committees were eager to support and work with Atmosphere Academy due to the fact that the Founding Team took the time to consult with them and make a high quality presentation that impressed many of the Committee members.
- On 2/21/14, Atmosphere was contacted by Shayla Love, a reporter for the Norwood News, a local Northwest Bronx newspaper and website. Ms. Love subsequently interviewed Colin Greene, the founder of Atmosphere Academy. Below is a copy of the reporter's questions and Mr. Greene's responses:

1. Can you explain your process in getting the letter of support for the board?

In October, Atmosphere's Founding Team met with Bronx Community Board 7's Education Committee at their offices. The meeting was an informative and engaging conversation that allowed Atmosphere to both share key elements of its school model as well as receive invaluable feedback from committee members and others in attendance. After Atmosphere's presentation, the Committee expressed their support for Atmosphere and thanked the Founding Team for its presentation. Since then, we have remained in continual contact with members of the committee and were grateful when the full board voted to approve a letter of support. We are looking forward to including Community Board 7's letter in our application along with the letter of support we received from Bronx Community Board 6.

2. Were you confident about their support and why?

In meeting with both Bronx Community Board 6 and Bronx Community Board 7, Atmosphere was eager to share our school model with leaders in the community and receive their feedback and input. Both community boards provided a unique opportunity to speak with and hear from a wide cross-section of community members and representatives. The Founding Team was hopeful that after seeing the kind of programs and services Atmosphere intended to offer that the community boards would be willing to support the proposed school. In this sense, we were very humbled and honored to receive the support of both Bronx Community Board 6 and Bronx Community Board 7. Moreover, we also value the input and support we have received from Reverend Thomas Lynch (Pastor of Our Lady of Angels), who has joined Atmosphere's Board of Trustees, and the hundreds of District 10 parents, who have signed our petition and completed our survey.

The community boards and the wider community both expressed particular interest in and excitement for the extensive services Atmosphere Academy intends to provide to a wide range of students, including English language learner students and special education students. Additionally, those we met with were impressed by Atmosphere's relationships with and support from Fordham University's Graduate School of Education (Center for Educational Partnerships), Fordham University's Graduate School of Social Service, Montefiore Medical Center's School Health Program, and Mosholu Montefiore Community Center.

I have attached copies of the letters of intent/support that we have received from Father Lynch, Community Board 6, Fordham, Montefiore, and Mosholu Montefiore Community Center.

3. There were two dissenters. Do you have a response to their reasoning that District 10 is already too crowded, and that the community should be focusing on them, instead of a new school?

Atmosphere will help to ease the extensive overcrowding in District 10 by offering students and parents another high-quality educational option. All schools (charter and public) in District 10 are experiencing a shortage of seats. Atmosphere will provide an alternative for students who do not get accepted into the few charter schools in the district (currently only 5) or the public school near their home due to overcrowding. In fact, District 10 families only have one middle school charter option. To put that in perspective, there are approximately 4,000 sixth graders in District 10 and only about 120 sixth grade charter school seats for the entire district. Moreover, most District 10 public schools are operating over 100% capacity, with some as high as 150% capacity. Atmosphere will help to address all of these concerns.

4. How many District 10 students will your school admit? How many will be from other districts?

Atmosphere will have an admissions preference for District 10 students. Our goal is to admit 120 new 6<sup>th</sup> grade students each year. District 10 students have first claim to those seats. Therefore, if we receive 120 District 10 applicants each year, then we will not admit any students from other districts. We are confident that we can meet this goal for two reasons. The first is that we have already received interest via petition signatures from hundreds of District 10 families. The second is that other charter schools in District 10 have experienced high demand in the form of a large number applications and long waiting lists. For example, Tech International Charter School recently saw 600 applications for approximately 120 seats.

5. What burdens will Atmosphere Charter school be alleviating from the public schools?

Atmosphere will help to alleviate the extensive overcrowding and low student achievement in District 10. With full-service special education and ELL programs, Atmosphere Academy will welcome all students, including a percentage of English language learners and special education students that exceeds the district average. Our ability to fully serve English language learners and special education students will help to reduce the challenge local public schools face in serving large numbers of these students.

Parents have also shared with us their concern about class size in District 10 middle and high schools. Atmosphere intends to offer small class sizes that will be well below the district average and will contain two teachers per class. This results in a low teacher to student ratio. Ultimately, we are focused on providing each student with the individualized attention and customized learning experiences they need to succeed.

Overall, we have designed the school and developed key affiliations to specifically address the needs of students that are struggling in one or more academic areas, which may well include general education and gifted and talented students as well. The latest New York State 8<sup>th</sup> Grade ELA and Math Test results confirm that the vast majority of District 10 students (approximately 85%) are not proficient. Atmosphere will work toward improved outcomes for District 10 students.

6. What are your short term goals for bettering the schools in this community?

Atmosphere is excited about the opportunity to partner and collaborate with other schools in the community. To this end, it has already begun working with Fordham to connect with the District 10 schools that are part of Fordham's PSO (Partnership Support Organization) network. Also, two members of Atmosphere's Founding Team, who currently live in the Bronx and work in Bronx public schools, have colleagues in and relationships with District 10 schools that will help in this regard. Other members of Atmosphere's Board of Trustees and Founding Team also have strong connections to schools and institutions in the community (see response to question #8).

Specific areas where Atmosphere hopes to work with community schools include professional development, shared instructional best practices, and enrichment. We look forward to partnering with other school leaders and teachers in the district in order to develop a clearinghouse of what instructional approaches work best with specific student populations. Service learning and enrichment are also areas where Atmosphere intends to work closely with like-minded schools. Atmosphere has already lined up partners to offer students an array of enrichment experiences from gardening to cooking to nature education. These opportunities will enhance students' core academics. Atmosphere will actively seek out ways to expand the pool of students that have access to these experiences. Overall, we are committed to working with all members of the community to build our shared, district-wide capacity to fully serve every student.

7. Do you have a location picked for the school yet? How will you/ did you pick a physical location?

Atmosphere's primary facility option is the recently closed Our Lady of Mercy School building at 2512 Marion Avenue. We have been working with Father Rodríguez, Our Lady of Mercy parish leaders, and representatives of the Archdiocese of New York to secure the building as the future home of Atmosphere Academy. We do have other private facility options, but it does not appear we will need them. We will not pursue space in a public school building.

8. Why did you choose this community specifically? Was it based on any data like DOE statistics?

Atmosphere Academy selected District 10 because of the educational need revealed by student achievement data and based on the personal experience of the Founding Team and Board of Trustees:

- There is clear evidence of need for additional schools that can relieve chronic district-wide overcrowding and raise persistently low student achievement.
- There is a diverse population that Atmosphere feels could benefit from additional services (quality middle and high school education, special education, English as a second language, social services, health services, college preparation, career preparation, etc.).
- There are many organizations and resources in the area that Atmosphere has already secured partnerships and relationships with or otherwise sought to incorporate into its school model.
- There are many members of Atmosphere's Founding Team and Board of Trustees that have strong connections to the community. Below is a list of specific personal connections among the Founding Team and Trustees:
  - Rev. Thomas Lynch is the Pastor of Our Lady of Angels, a local Roman Catholic church that is located in CSD 10. He is an Atmosphere Academy Trustee.
  - Dr. Migdalia Maldonado-Torres served as a Local Instructional Superintendent in CSD 10 for the New York City Department of Education. She is an Atmosphere Academy Trustee.
  - Grant Grastorf is a Fordham administrator. He is an Atmosphere Academy Trustee.
  - Nathaneel Cleary, a member of Atmosphere's Founding Team, has spent a good portion of his professional career as an educator in District 10 and currently works in District 7. He is also a Bronx resident and parent.
  - Christian Roman, a member of Atmosphere's Founding Team, currently serves as the Dean of Students at a Bronx high school. He is also a Bronx resident.
  - In total, 5 Atmosphere Trustees and Founding Team members, including the founder, earned their doctorates or other advanced degrees from Fordham. For this reason, the many Fordham alumni on the Founding Team and the Board of Trustees wished to serve the area of the Bronx that is most proximate to Fordham's Rose Hill Campus.

9. Where is the funding coming from? Are you a non-profit organization?

The funding is currently coming from members of the Board of Trustees and the Founding Team. We have established a foundation to help with fundraising down the road, but as of now, the only donors are Trustees or Founding Team members directly involved with the school. The expense to date has not been exorbitant as there are no operating expenses beyond the outreach and application efforts.

If chartered, we have already developed a budget that would allow Atmosphere Academy to operate in a fiscally sound manner based on the revenue generated by student enrollment. Any additional funds raised by the foundation would be used to enhance the school's offerings.

Despite the many partners and supporters that have agreed to provide key services to the school, Atmosphere Academy is not managed by any organization or institution. It is being proposed as a new free public charter school in District 10 that will be solely operated by Atmosphere's Founding Team and Board of Trustees.

- On 3/7/14, Norwood News published its article about Bronx Community Board 7's support for Atmosphere Academy:

# NORWOOD NEWS

HOME	NEWS	HEALTH	POLITICS	SCHOOLS	CRIME	BUSINESS	OPINION
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## BREAKING BRONX

### CB7 Shows Support for Proposed Charter School

March 7, 2014 at 12:00 AM

By Shayla Love

At their general meeting on Feb. 18, Community Board 7 voted to write a letter of support for Atmosphere Charter School, which hopes to open a facility in the recently closed Our Lady of Mercy School building at 2512 Marion Ave. in Fordham, foregoing any public space.

The school's founding team first met with the board in October last year to present the school's model. Colin Greene, a founder, said that he will include CB7's letter of support in their application along with a letter from Community 6, which serves East Tremont, Bathgate, Belmont and West Farms. CB6's borders overlap with District 10.

Greene said that hundreds of District 10 parents signed a petition for the school and that Atmosphere has received support from Fordham, Montefiore Medical Center and Mosholu Montefiore Community Center as well.

There were two dissenters at the meeting who had concerns about focusing on a new charter school, which typically are for-profit entities. Greene has assured Atmosphere is a non-profit organization, incorporated as "an educational charity with New York State and will have 501(c)3 status with the IRS." That status is pending approval. Should it be approved, Atmosphere will manage the school itself without any help from any charter management organization.

Andrew Laiosa voted against the resolution, charging the many unanswered questions relating to the school as it pertained to budget, how many District 10 students it would serve and whether finding a charter school answers the issue of overcrowding in District 10 public schools. Greene said that the school will help to ease District 10's burdens by offering students and parents another high-quality educational option. He said that District 10 only has one middle school charter option, and Atmosphere will address this concern.

He emphasized that the school will have admission preference for District 10 students. The school's goal is to admit 120 new 6th graders per year. If all 120 applicants come from District 10, Atmosphere will not admit any students from other districts.

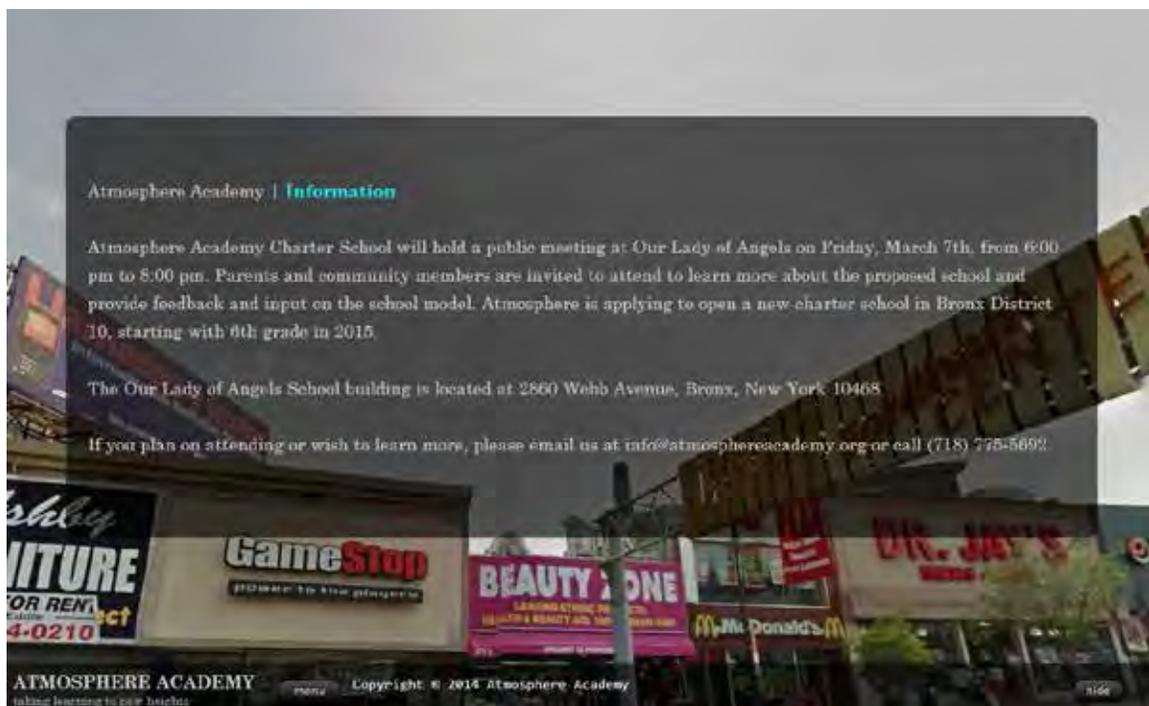
Adaline Walker-Santiago, CB7 chair, said the Board's near unanimous support is because of Atmosphere's focus on special education and English Language Learners (ELL) programming. They will offer these students smaller class sizes and multiple teachers that would not be available in public schools. Atmosphere will also provide gifted and general education programs.

The choice to come to District 10 was based on educational need revealed by data gathered by the Board of Trustees, according to Greene. He said that the funding is coming currently from the members of the Board of Trustees and the Founding team, who have established a foundation to help with the fundraising.

The Board of Trustees includes Reverend Thomas Lynch, the Pastor of Our Lady of Angels, Dr. Migdalia Maldonado-Torres, who was a Local Instructional Superintendent in Community School District 10, Nethaneel Cleary and educator in District 10, Grant Grastorf, a Fordham University administrator, and Christian Roman, the Dean of Students at a Bronx high school. If chartered, the school would be funded through revenue generated by student enrollment.

The article demonstrates the significant support and feedback Atmosphere has received from the community as well as its ongoing, continuous efforts to inform the public about the school. The extent of support for Atmosphere is evidenced by Adaline Walker-Santiago’s reference to “the Board’s near unanimous support.” There are 33 board members on Bronx Community Board 7 and only 2 voted against the motion to support Atmosphere Academy. However, we also appreciate the viewpoints of these 2 dissenters and addressed their concerns fully in the article. It is important to note that the article incorrectly listed Nethaneel Cleary and Christian Roman as members of the Board of Trustees.

- On 3/7/14, Atmosphere held a public meeting. The purpose of the meeting was to provide community members with the opportunity to provide feedback or input on the proposed school. The meeting was published on [atmosphereacademy.org/info](http://atmosphereacademy.org/info) and promoted via the postcard mailing. The meeting was held at Our Lady of Angels because Atmosphere’s attempts to rent space at local libraries were not successful. In February, Atmosphere contacted two local Bronx branches of the New York Public Library to attempt to rent space for a public meeting about the proposed school. The Bronx Library Center said they had no openings at all in the next few weeks. The Kingsbridge’s branch, though, indicated that a new policy was in place to deny space requests by charter schools. Below is the page of the proposed school website that announced the meeting:



- On 3/10/14, Bronx Community Board 7 provided Atmosphere with a Letter of Support Letter that was approved with near unanimous support:



THE CITY OF NEW YORK  
BOROUGH OF THE BRONX  
COMMUNITY BOARD 7



LUREN ERIZ, JR., BOROUGH PRESIDENT

ADALINE WALKER-SANTIAGO, CHAIRPERSON

March 7, 2014

Mr. Colin Greene  
Founder  
Atmosphere Academy Public Charter Schools  
P.O. Box 518  
Fordham Station  
Bronx, New York 10458-9998

Dear Mr. Greene:

Pursuant to a motion adopted at Bronx Community Board 7's General Meeting held on Tuesday, February 18, 2014, we are pleased to inform you that Bronx Community Board #7 supports the Atmosphere Academy, its mission and its approach to education.

The Community Board is encouraged by Atmosphere Academy's operations model which includes, but is not limited to, small class sizes; an extended school day; a focus on helping English as a second language and special needs students and a well-rounded curriculum that includes a goal of preparing its students for higher education and for real careers.

The community board looks forward to working collaboratively with Atmosphere Academy in the coming years and trusts that you will keep it abreast of the academy's progress and activities. We believe the Atmosphere Academy would be a great addition to the educational options within our community and hope you choose to locate it within our district.

Yours Truly,

Adaline Walker-Santiago  
Chairperson, Community Board 7

Bruce A. Kaufman  
Chairman, Education, Libraries, Cultural Affairs and Youth Committee

229-A EAST 204TH STREET ◊ BRONX, NY 10458 ◊ PHONE: (718) 933-5550 ◊ FAX: (718) 933-1829  
E-MAIL: [INFO@BRONXCB7.INFO](mailto:INFO@BRONXCB7.INFO) ◊ WEBSITE: [WWW.BRONXCB7.INFO](http://WWW.BRONXCB7.INFO)

(g) Founding Resumes

Include a resume or biographical statement for each member of the founding group. *Do not* submit resumes of founding board member as a response to this request. Attach founding board member resumes as described in Request 13(g) – Board Member Information.

**COLIN J. GREENE**

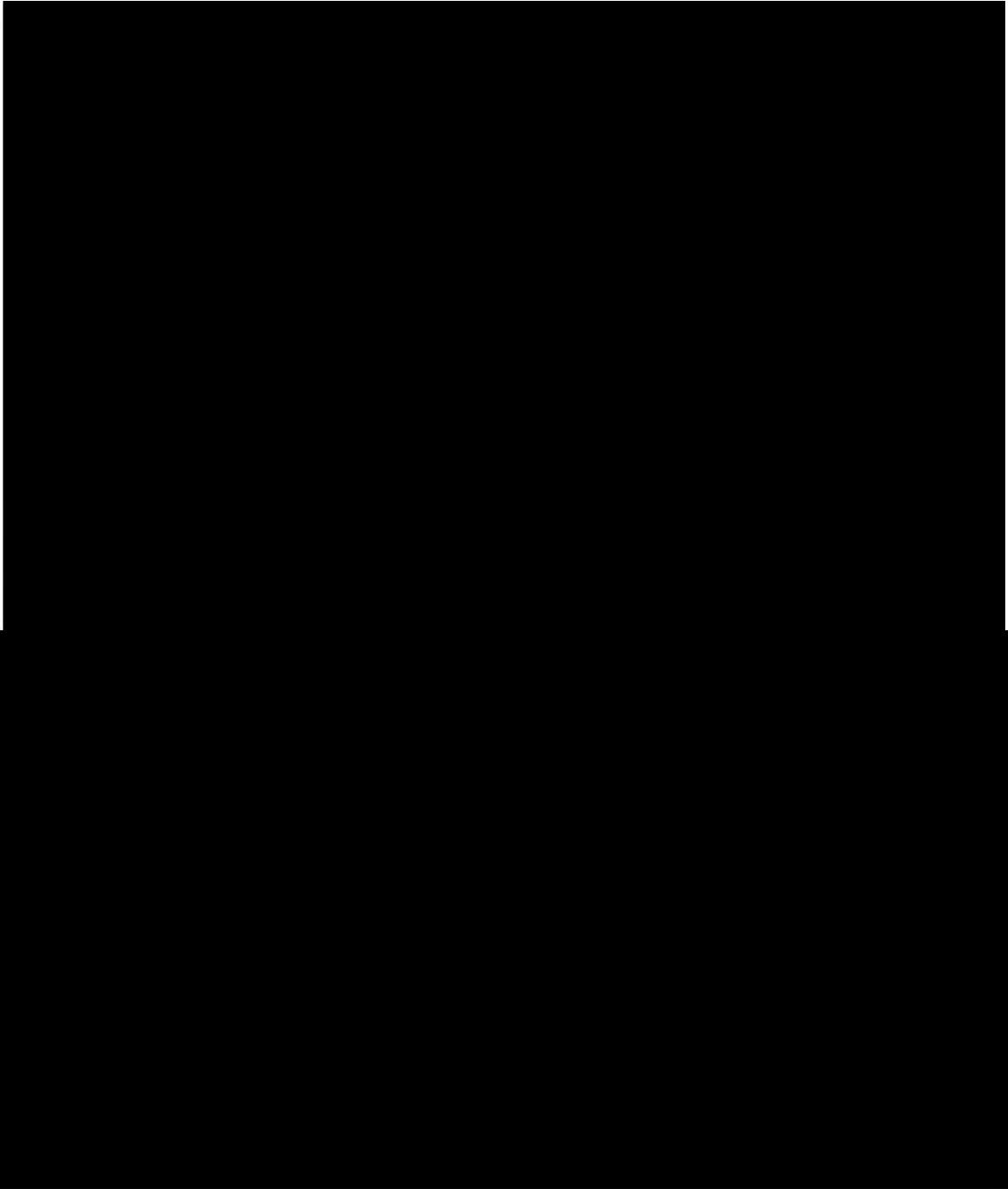
Bedford Hills, NY 10507

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<b>EDUCATION</b>	<b>FORDHAM UNIVERSITY</b> Advanced Certificate in School District Leadership. Anticipated May 2014. 4.0 GPA.	New York, NY
	<b>FORDHAM UNIVERSITY</b> Master of Science in Educational Leadership. Administration & Supervision. May 2013. 3.96 GPA.	New York, NY
	<b>TEACHERS COLLEGE, COLUMBIA UNIVERSITY</b> Master of Arts in Teaching of English. February 2001. 3.8 GPA.	New York, NY
	<b>NEW YORK UNIVERSITY</b> Bachelor of Arts in English. Specialization in Writing. May 1999. 3.4 GPA.	New York, NY

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**CERTIFICATION** NEW YORK STATE—INITIAL SCHOOL DISTRICT LEADER CERTIFICATION (expected May 2014)  
NEW YORK STATE—INITIAL SCHOOL BUILDING LEADER CERTIFICATION  
NEW YORK STATE—PROFESSIONAL TEACHER CERTIFICATION IN ENGLISH LANGUAGE ARTS 7-12



- PROFESSIONAL MEMBERSHIPS**
- American Association of School Administrators
  - Association for Supervision and Curriculum Development
  - School Administrators Association of New York State
  - National Association of Secondary School Principals
  - Kappa Delta Pi (International Honors Society in Education)
  - National Council of Teachers of English

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**SKILLS** **INFORMATION SYSTEMS**  
eSchool Data, PowerSchool, PowerSource, PowerTeacher, ReportWorks, Datacion, Skedula, Pupil Path, OnCourse, FileMaker

**GRAPHIC DESIGN/MULTI-MEDIA**  
WordPress, CSS, PHP, HTML, PhotoShop, InDesign, Prezi, Camtasia Studio 8, YouTube, Google Apps for Education (Gmail configuration)

**MICROSOFT OFFICE**  
Word, PowerPoint, Excel, Publisher, Outlook

*Nethaneel C. Cleary*



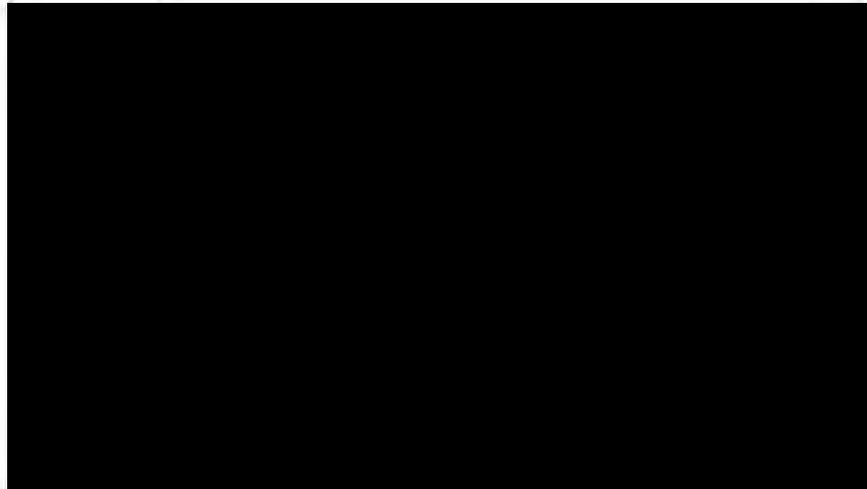
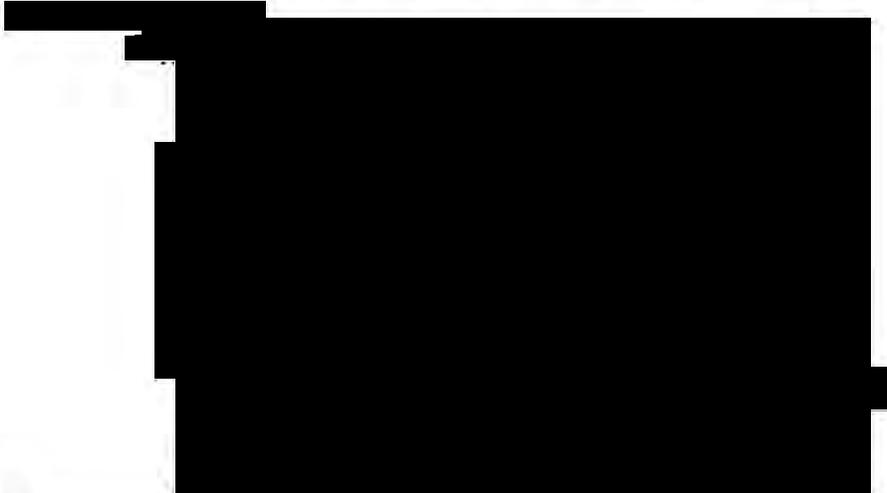
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**CERTIFICATION:**

**Certification in School Administration and Supervision**  
**New York State Professional**, School District Leader, August 2007  
**New York State Initial**, School Building Leader, August 2007  
**New York State Permanent**, Elementary Education, Pre K-6, August 2002

**EDUCATION:**

The College of Saint Rose, Albany, NY; Center for Integrated Teacher Education  
**Certificate of Advanced Study - School Administration & Supervision**, August 2007  
Herbert H. Lehman College, Bronx, NY; New York City Teaching Fellows – Cohort 1  
**Masters of Science in Elementary Education**, August 2002  
**Bachelor of Arts in Psychology, Minor in Elementary Education**, June 2000



**Christian Roman**

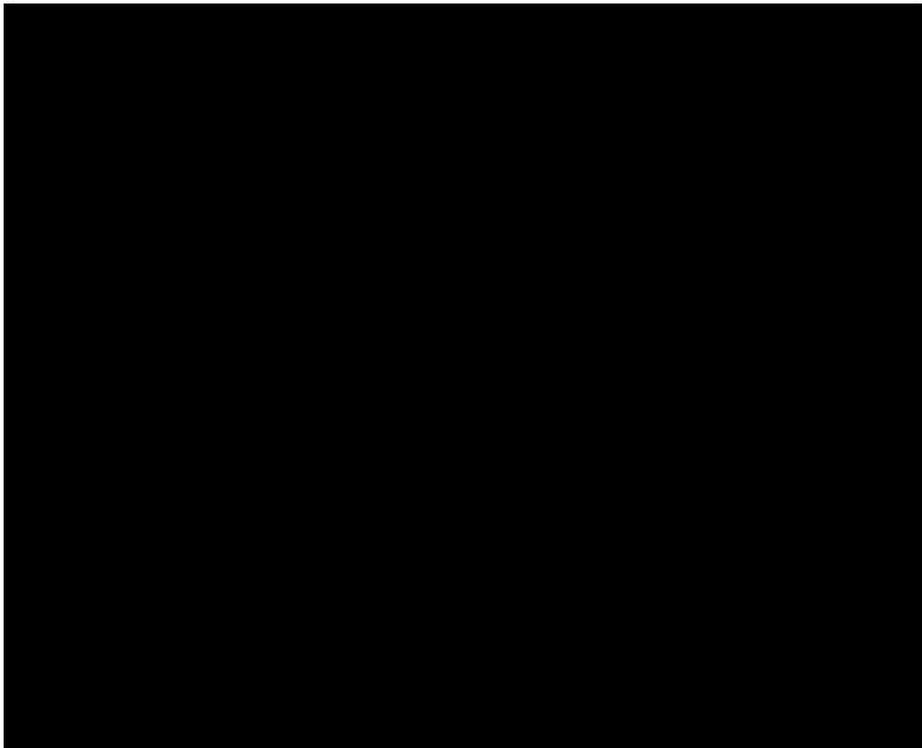
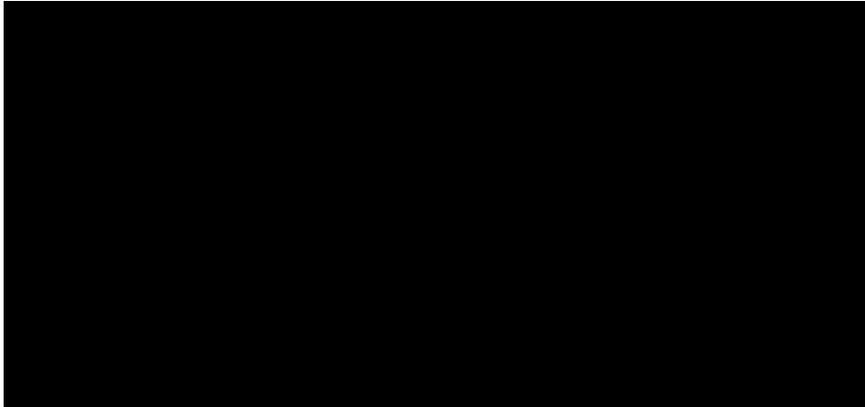
Bronx, New York 10459

**EDUCATION**

**Saint John's University**  
Bachelor of Science in Criminal Justice  
Minor: Legal Studies

[Graduated May 2008]  
**Queens, New York**

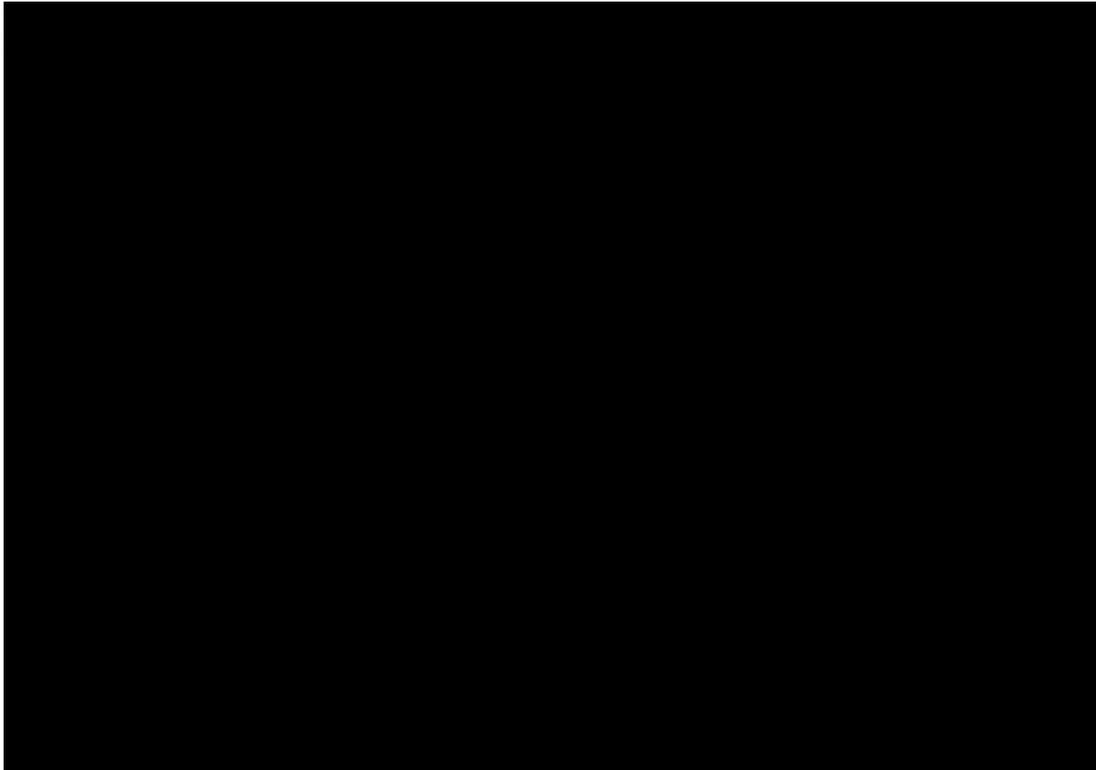
**WORK  
EXPERIENCE**



**Christian Roman**

[Redacted]  
Bronx, New York 10459

[Redacted]



**VOLUNTEER  
WORK**

Catechist at St. Athanasius Parish - Religious Instructor  
Youth Group of St. Athanasius Parish - Assistant Director

[Spring 2009 – Present]  
[Spring 2008 – Fall 2011]

**4. School Enrollment**

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- **Ages of the students to be served in each grade (for Kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));**
- **Number of students proposed for each grade;**
- **Total number of enrolled students for each year of the charter term;**
- **Classes per grade;**
- **Average number of students per class; and,**
- **Place an asterisk (\*) next to the grades in which the school would enroll new students.**

Atmosphere Academy will open with 120 students in 6<sup>th</sup> grade in 2015. Students who turn 11 years old by December 31<sup>st</sup> of the year they will enter Grade 6 are eligible to apply. The school will admit a new cohort of 120 students in the 6<sup>th</sup> grade each year thereafter. Atmosphere assumes a 5% attrition rate each year during middle school and high school with new students being admitted in 9<sup>th</sup> grade to fill any empty seats. Atmosphere will do everything it can to have an attrition rate of 0%, but in constructing the school budget, Atmosphere’s founding team felt it was prudent to avoid the assumption of full enrollment in order to provide a realistic revenue model.

The enrollment plan below displays the grades to be served in each year of the charter term, the number of students to be served in each grade, the number of children in each class (an average was provided, but the exact configuration is address via the asterisked note below the chart), and the total enrollment for each year of the charter term. The age range of the students in each grade is also displayed. Students may be older or younger than the range indicated if they were accelerated or retained in another school prior to arriving at Atmosphere Academy or if they are accelerated or retained will attended Atmosphere Academy.

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans <sup>1</sup> 2021-22
K	4-6						
1	5-7						
2	6-8						
3	7-9						
4	8-10						
5	9-11						
6	10-12	120	120	120	120	120	120
7	11-13		114	114	114	114	114
8	12-14			108	108	108	108

<sup>1</sup> If the applicant intends for the school to add grades and/or enrollment beyond the first charter term (first five years), please note the year it would achieve its full grade range and enrollment in the “School Plan” column. Please note that this column is for informational purposes only; a resulting charter agreement for successful applicants includes only activity within the five year term of authority to operate.

Grades	Ages	Number of Students					
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	School Plans <sup>1</sup> 2021-22
9*	13-15				120	120	120
10	14-16					114	114
11	15-17						108
12	16-18						103
Ungraded							
<b>Total Students</b>		<b>120</b>	<b>234</b>	<b>342</b>	<b>462</b>	<b>576</b>	<b>787</b>
<b>Classes Per Grade</b>		<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Average Number of Students Per Class</b>		<b>20</b>	<b>19.5</b>	<b>19</b>	<b>19.3</b>	<b>19.2</b>	<b>18.7</b>

Note: At full enrollment in 6<sup>th</sup> grade and 9<sup>th</sup> grade, each grade level will have 2 general education classes of 21 students, 1 general education class of 22 students, 2 Integrated Collaborative Teaching (ICT) classes of 22 students, and 1 self-contained special education class of 12 students.

**Provide the rationale for the enrollment plan including the following:**

- **The reason for choosing to serve the grades specified and the number of students in each grade;**

Atmosphere Academy's enrollment plan offers families and students in Bronx Community School District 10 (CSD 10) another desperately needed middle school option. Starting to work with students in 6<sup>th</sup> grade will give Atmosphere's school leaders, faculty and staff the opportunity to provide a critical intervention to put or keep students on track for high school, college, and career success. Atmosphere recognizes that there are not enough effective middle school options for students in CSD 10 and that there are also a limited number of charter school options for middle school students in the district (currently only 1 charter middle school).

Atmosphere Academy believes that small schools are most effective and, with this idea in mind, will seek to separate the middle school and high school populations by securing separate facilities for each. However, despite these separate and distinct learning environments, there will also be opportunities for guided interaction and designed cross pollination between the middle school and the high school. Two adjacent or proximate facilities would be ideal, but regardless of the configuration, the goal would be for the middle school and the high school to each have less than 500 students.

Atmosphere intends to enroll enough students to generate the revenue needed to operate small schools with small class sizes that can address students' individual needs without enrolling so many students so as to break the model of individualized support. Atmosphere intends to reach every student on every level. With a concentrated and relentless commitment to educate all students, Atmosphere will provide robust services for English language learners and special education students while also appropriately differentiating and blending instruction for all students with a variety of learning modalities.

As the school grows, Atmosphere intends to benefit from economies of scale that will free up revenue that can be invested in additional and enhanced services that will exponentially increase student achievement over time. By spreading synergistic resources across a larger landscape and then reinvesting the additional money in critical student support staff, Atmosphere intends to improve its school model year over year during its charter term and maximize student achievement.

The 6<sup>th</sup> grade was chosen due to the fact that it is a natural transition point in the district from elementary school to middle school. 66% of all elementary schools in CSD 10 end in 5<sup>th</sup> grade, providing Atmosphere with a ready-made market for recruitment. There will be over 4,000 students entering the 6<sup>th</sup> grade in 2015, with the vast majority of those students seeking a new school. Additionally, having networks in the community that have and will put Atmosphere in touch with prospective families and students, it is evident that the Founding Team has the required reach to easily meet enrollment targets. Atmosphere's community outreach network in CSD 10 includes Fordham University, Mosholu Montefiore Community Center, Montefiore Medical Center, Our Lady of Angels Roman Catholic Church, and Our Lady of Mercy Church. Therefore, finding a class of 120 students for the initial 6<sup>th</sup> grade class should be a very attainable goal.

Based on input from Sonia Menendez, former CSD 10 Superintendent, who the founding team met with in late August of 2013, as well as feedback from Dr. Migdalia Torres, an Atmosphere Academy Trustee, Atmosphere decided to admit all middle school students as 6<sup>th</sup> graders (new students will also be admitted in 9<sup>th</sup> grade if seats are available). The philosophy behind this decision was that 6<sup>th</sup> grade was the natural transition point for students into middle school and splitting enrollment between 6<sup>th</sup> grade and 7<sup>th</sup> grade would either put enrollment targets at risk due to a lack of viable 7<sup>th</sup> grade candidates.

- **The extent to which the proposed charter school’s grade configuration aligns with the school district of its proposed location and how any misalignment may impact the school; and,**
- **The pattern of growth over time including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

Atmosphere’s grade configuration directly aligns with that of District 10. We have reviewed the grade spans of all elementary and middle schools in the District and found that 66% of elementary schools end in 5<sup>th</sup> grade. This fact speaks to why the founding team chose to start the school with 6<sup>th</sup> grade.

Atmosphere will strive to keep attrition to 5% or less each year. Should attrition exceed 5%, Atmosphere will admit students from its waiting list to stay within its proposed budget. In this way and countless others, Atmosphere will closely monitor its enrollment rate to ensure that they meet targets and will otherwise operate in a fiscally sound manner in order to guarantee that funds are available to finance the requisite coursework and programming for students to meet or exceed state performance standards.

Students will be admitted to Atmosphere Academy in 6<sup>th</sup> grade (start of middle school) and in 9<sup>th</sup> grade (start of high school). In its middle school, Atmosphere will not admit new students in grades 7 and 8 unless it suffers an attrition rate in excess of 5% year over year in a specific class. In its high school, Atmosphere will not admit new students in grades 10, 11, and 12 unless it suffers an attrition rate in excess of 5% year over year in a specific class.

## 5. Curriculum and Instructional Design

## (a) Curriculum Selection and Processes

Summarize the school’s curriculum, by subject, and the rationale for curriculum decisions, including;

- **Research-based evidence of effectiveness, particularly in meeting the needs of the school’s target population;**
- **Discussion of how the school’s curriculum is aligned to New York State standards; and,**
- **An explanation of how the curriculum furthers the school’s specific mission and unique themes, if applicable.**

Atmosphere Academy educates and serves at-risk and struggling students who often fit into one or more of the following student groups: English language learners, special education students, or students that qualify for free and reduced priced lunch. In order to realize its goal of meeting the needs of these at-risk students, Atmosphere offers 500 minutes of English instruction per week and 400 minutes of math instruction per week in order to give students the added time on task needed to ameliorate preexisting foundational deficits while also building knowledge and skills for college and career success.

Atmosphere offers daily classes in a wide range of core-curricular and co-curricular course offerings:

- **Core-Curricular Courses:** The core curriculum includes classes in Critical Reading, Critical Writing, Math Applications, Science, and History. All core classes meet daily for 50 minutes.
- **Skills Advisory:** The Skills Advisory course meets every day and is designed to provide students with life skills, study skills, and 21<sup>st</sup> century skills in the smallest educational setting possible. A 7.5:1 advisee to advisor ratio is achieved by involving two faculty members or other qualified staff as advisors for each group of 15 advisees.
- **Co-Curricular Courses:** In addition to the five core courses and Skills Advisory, Atmosphere students also benefit from co-curricular classes in Math Foundations (3 days per week with a quarterly change in focus), Foreign Language (3 days per week), Arts (2 days per week), Technology (2 days per week), Elective (2 days per week with a quarterly rotation), Physical Education (2 days per week), and Health (1 day per week).

Atmosphere’s course catalogue includes:

- **Critical Reading:** Critical Reading is provided to all students on all grade levels to help ameliorate deficits and build core skills in a range of areas including, but not limited to annotation, comprehension, inference, journaling, literary analysis, vocabulary, creative writing, speaking, and listening.
- **Critical Writing:** Critical Writing is provided to all students on all grade levels to help ameliorate deficits and build core skills in a range of areas including, but not limited to creative writing, expository (essay) writing, the writing process, grammar, speaking, and listening.
- **History/Social Studies:** 6<sup>th</sup> grade students study World History, including sustained investigation of world geography and civilizations. 7<sup>th</sup> grade students study American History I from early indigenous people to the War of 1812. 8<sup>th</sup> grade students study American History II from the Missouri Compromise to today. In high school, students leverage their strong working knowledge of history and geography to engage in Global Studies and American Studies courses

that touch on culture, civics, government, and other sociological and anthropological phenomenon.

- **Science:** In middle school, students study Integrated Science, Life Science, and Physical Science. The 6<sup>th</sup> Grade Integrated Science course gives students a solid and broad science foundation that familiarizes them with the scientific method, scientific measurement, elements of earth science, and the application of science knowledge in the field of engineering. The 7<sup>th</sup> Grade Life Science course provides opportunities for students to experiment with and learn about ecology and biology. The 8<sup>th</sup> Grade Physical Science course gives students the chance to study and apply the laws governing the physical world. In high school, students leverage this knowledge- and skill-base in order to successfully negotiate their 9<sup>th</sup> Grade Earth Science and 10<sup>th</sup> Grade Living Environment courses.
- **Math Applications:** Math Applications is provided to all students on all grade levels and houses Atmosphere’s primary math curriculum and grade-level scope and sequence. The purpose of the class is to provide students with grade-appropriate, core math knowledge and skills. In this way, the course content is designed to prepare each student for success on grade level and to accelerate their development for success in future grade levels and in college and career.
- **Math Foundations:** Math Foundations is provided to all students on all grade levels. Classes meet 3 days per week and are taught by Atmosphere Math Teachers, Science Teachers, and other staff qualified to teach a foundational mathematics curriculum. The purpose of the class is to give all students the basic skills needed to achieve on and above grade level. In this respect, the course content is oriented more towards remediation and amelioration of each student’s deficits.
- **Foreign Language:** In 6<sup>th</sup> grade, all students take a Spanish course that is both individually paced and collaborative in nature in order to allow students of varying ability levels to build a common foundation of understanding. In 7<sup>th</sup> grade, students either continue on to a more advanced Spanish course or choose a new language to investigate. In 8<sup>th</sup> grade and beyond, students remain on their chosen track, continuing to work toward language mastery. Atmosphere has chosen a technology-assisted language program that gives students opportunities to learn and practice language on their own and under the close supervision of the teacher with constant progress monitoring.
- **Technology:** The Technology coursework is divided into three major movements that ensure all students have a strong working knowledge of various foundational technology platforms as well as exposure to and practice with more advanced technology tasks. The first movement, which spans grades 6 through 7, includes intensive, project-based work that familiarizes students with Google Apps for Education, the Microsoft Office Suite, Adobe Creative Suite, Prezi, and other important applications and software. The second movement spans grades 7 and 8 and asks students to complete CODE.org’s “Introduction to Computer Science” middle school curriculum. The third movement in grades 9 and 10 requires that students negotiate CODE.org’s more sophisticated high school curriculum. These movements can run simultaneously or sequentially.
- **Physical Education/Health:** The Physical Education/Health course provides students with appropriate sexual and developmental health education (1 day per week) as well as physical education with a particular focus on fitness and wellness (2 days per week). Students are kept active and involved in the physiological portion of the class by giving them the opportunity to customize their experience through the selection of mini-units on specific sports and other activities.

- **Arts:** In 6<sup>th</sup> grade, students take a Visual Arts course that ensures all students have a solid foundation in basic art elements and key movements and figures in art history. Atmosphere will further develop a 7<sup>th</sup> Grade Performing Arts course to help students develop and hone their creative writing, presentation, and evaluation skills; an 8<sup>th</sup> Grade Music course to provide students with exposure to music composition and appreciation; as well as high school level Arts course offerings.

This comprehensive approach to education aligns with Atmosphere’s belief in rigorous and preparatory coursework that puts all students in a position to succeed in a variety of disciplines. Atmosphere seeks to provide a demanding education in core subject areas that results not only in increased achievement on state tests and other summative assessments, but in the acquisition of the lifelong skills, knowledge, and character traits that ensure success in college, career, and life. In this way, Atmosphere aspires to develop the whole child to realize his or her full potential as a collaborative leader who thinks critically and creatively in any venue. In order to accomplish this goal, Atmosphere is intent on providing the kind of social-emotional support that helps students understand how to live a functional and purposeful life and how to innovate and take the initiative in the 21<sup>st</sup> century. In this sense, Atmosphere’s balanced curricular approach allows for the kind of cross-pollination and making of connections between content areas that accelerates student learning and provides students with the opportunity to apply their knowledge in novel ways.

Moreover, all of these classes prepare students for success in college, career, and life. In pursuit of this outcome, Atmosphere focuses on having students produce and evaluate sophisticated texts (written and digital) that mirror the type of tasks that will challenge students most in academia, in the workplace, and in society. Having students articulate and defend their ideas through the creation of organic and authentic work product is instituted across all classrooms through the creation of class-specific and school-wide portfolios and publications that culminate each quarter. Furthermore, in high school, the Skills Advisory class is extended once a week to accommodate workplace apprenticeships and internships with affiliated organizations and business.

Keeping these goals in mind, all of Atmosphere’s curricular vendor partners were selected based on the degree to which their methods, strategies, resources, and materials conformed to and aligned with Atmosphere’s instructional model. The primary focus of these efforts is in creating an approach that promotes the Gradual Release of Responsibility (GRR) through close adherence to the best practices delineated in Pearson’s Sheltered Instruction Observation Protocol (SIOP), which is a research-based instructional tool that has been shown to be effective with both English learners and with all students.<sup>1</sup> In this sense, every Atmosphere teacher is a literacy teacher in his or her subject matter. Through the use of the SIOP model, they provide a protected environment that gives students the time and space needed to negotiate challenging, content-specific vocabulary and build overall subject area literacy. Additionally, students and teachers investigate and address other universal concepts like math, science, and history in an organic way across all classrooms as those topics natural arise within their designated curriculum.

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<sup>1</sup> Echevarria, Jana & Vogt, MaryEllen & Short, Deborah. (2013). *Making content comprehensible for English learners: The SIOP model*. Pearson.

English Language Arts

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere’s decision to provide two separate yet synergistic English courses (Critical Reading and Critical Writing) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-12. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students’ reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Director of Special Education, Director of Language, and Classroom Aids, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model.

Atmosphere Academy has adopted New York State’s Common Core Learning Standards (CCLS) for ELA and for Literacy in History, Science, and Technical Subjects. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere’s math teachers work to help students “read” math and “write” math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing..

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by the CCLS. In this manner, Atmosphere’s ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication, but to also engage students in the generation of original work product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their story, engage in the ideation process, and change outcomes.

In order to realize this goal, Atmosphere uses an ELA program (described later in this response) that is comprised of research-based curricular choices<sup>2</sup> as well as instructional methods<sup>3</sup> that have been shown to be effective for middle school and high school literacy development.

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<sup>2</sup> Research foundations: Expert 21. (2013). Scholastic, New York.

<sup>3</sup> Echevarria, Jana & Vogt, MaryEllen & Short, Deborah. (2013). *Making content comprehensible for English learners: The SIOP model*. Pearson.

*Critical Reading*

The Critical Reading course improves students' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the Common Core Learning Standards (CCLS), the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific CCLS reading standards domains that are addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

To promote and ensure sustained and substantial growth in literacy skills, Atmosphere uses the Scholastic reading curriculum suite in its middle school and early high school Critical Reading classes. Atmosphere has identified the following primary instructional tools and curricular resources to help in achieving these objectives:

- **Scholastic's Expert 21 for Tier I Reading Intervention:** The Expert 21 reading curriculum is used in all general education classrooms in grades 6 through 8. In grade 9, the configuration is determined based on the reading achievement level and skill of the incoming cohort. These reading curriculum assignments are subject to change based on student assessment data.
- **Scholastic's Read 180 for Tier II Reading Intervention:** The Read 180 reading curriculum is used in all ICT classrooms and all self-contained special education classrooms in grades 6 through 8. In grade 9, the configuration is determined based on the reading achievement level and skill of the incoming cohort. These reading curriculum assignments are subject to change based on student assessment data. Read 180 is also used as an additional intervention for students in the general education classrooms who struggle with the Expert 21 curriculum or demonstrate reading skills that are one or more years below grade level. This intervention for general education students is carried out in small group settings during the school day (pull outs from non-core classes that take place in the ESL classrooms and/or vacant lunch rooms) and after school as needed.
- **Scholastic's System 44 for Tier III Reading Intervention:** The System 44 reading curriculum is used as an additional intervention for students in the ICT and self-contained special education classrooms that are reading below the 400 Lexile level. This intervention for students in ICT and special education classrooms is carried out in small group settings during the school day (pull outs from non-core classes that take place in the ESL classrooms and/or vacant lunch rooms) and after school as needed. This intervention can also be embedded in the self-contained classroom by splitting the class into intervention subgroups and having the Critical Reading Teacher and Learning Specialist independently lead the separate subgroups. Any student in a general education classroom that qualifies for System 44 intervention is evaluated to determine proper cohort placement.

**Rationale:** What follows is a more detailed description of the aforementioned curriculum programs, including alignment with the Atmosphere model, research base, and implementation requirements as well as the process for selecting and developing the high school curriculum.

**Expert 21 Reading Curriculum:** Expert 21 is a digital and print ELA curriculum with the following key design elements:

- **Common Core Alignment:** Expert 21 is an English Language Arts curriculum developed with the foundational research and working drafts of the Common Core Learning Standards. In this manner, Expert 21 accelerates the acquisition of standards-aligned literacy skills, while integrating 21<sup>st</sup> Century competencies to ensure all students are college and career ready. Consequently, the Expert 21 program consistently meets or exceeds CCLS. Expert 21 is designed to ensure all students are college and career ready and aligns to the substance and spirit of the Common Core State Standards in the following ways:
  - Mix of 60% informational texts and 40% literature selections.
  - Instructional design that builds knowledge and understanding through increasingly complex texts, skill development, and assignments.
  - A diverse array of genres, including short story, poem, myth, infographic, magazine article, play, and more.
  - Daily opportunities for reflection and academic discussion in one-on-one, small-group, and whole-class settings.
  - Vocabulary and language development through direct instruction, conversation and writing prompts, and repeated readings of text.
  - The only English Language Arts program with explicit instruction in 21st Century skills such as navigating the web, asking good questions, reaching group consensus, and more.
  - Access to web-based technology featuring 125,000+ leveled nonfiction articles, with reader and task scaffolds, to extend learning on every workshop.

Below is a map of the 21<sup>st</sup> Century learning that Expert 21 facilitates:

## 21<sup>st</sup> Century Learning Map



- **Contemporary and Relevant Literature and Informational Texts:** Literary and informational texts that students want to read because they are relevant and interdisciplinary. Each workshop in Expert 21 features six readings plus an expert reading. Readings are a diverse array of classic and contemporary literature and informational texts.
  - **Literature:** Expert 21 gives students and teachers access to a diverse collection of classic and contemporary literary texts that promote critical thinking, discussion, comprehension, and literary analysis skills. Furthermore, the literature provides adolescents with the opportunity to investigate self and make new discoveries. Atmosphere teachers make full use of Expert 21’s “Literature Circle” options to incorporate even more literature into each workshop. These guides provide discussion questions and instruction for quality novels found in many middle and high school classroom libraries.
  - **Nonfiction:** Expert 21’s approach to nonfiction texts is built around the concept that adolescent readers enjoy learning “about” things. In fact, according to Scholastic, “research indicates that exposure to informational texts can build students’ literacy skills while simultaneously building bridges to the content areas.”<sup>4</sup> Through the informational texts in Expert 21, students are able to read to analyze, synthesize, and evaluate information, data, and multiple points of view. These are the new basic literacy skills. As a result, Expert 21 provides a foundation for higher order thinking and reading.
- **Differentiated Instruction:** Expert 21 includes all of the materials, resources and strategies that educators need to engage, motivate, and support all students. Teachers are empowered to facilitate instruction, conversation, and exploration. Organized around a “model, mentor,

<sup>4</sup> <http://teacher.scholastic.com/products/english-language-arts-program/expert-21>

monitor" framework, teachers find explicit support to lead engaging lessons, discussions, and activities. Expert 21 guides teachers on how to differentiate for varying levels of proficiency in the classroom. In addition, teachers are provided with explicit guidance on how to make instruction accessible to English language learners. Below are some of the aspects of the program that make differentiation possible:

- Anchor videos to build background knowledge and help students preview the readings.
  - Literature that students want to read because it's relevant and contemporary.
  - Scaffolded instruction to support the acquisition of key literary and writing skills.
  - Rotations and small group work to facilitate differentiated instruction and to form the relationships that are so critical to success.
  - Inquiry-based learning that helps students build understanding and knowledge of the world in which they live, learn, and work.
  - Explicit instruction in and application of 21<sup>st</sup> century skills that students will use in college, career, and life.
- **Inquiry-Based Learning:** Expert 21 features inquiry-based learning that helps students build an understanding of the world in which they live, learn, and work. Each of the 24 workshops in Expert 21 follows a consistent pattern designed to lead students through an inquiry process. Students begin by exploring an expert question. Each workshop culminates in a real-world project or activity. Below is the Expert 21 "Arc of Inquiry":



- **Supportive Technology:** Expert 21 boasts web-based technology to support readers and extend and assess learning. The Expert 21 "Expert Space" is an online learning environment that features reading scaffolds to make texts accessible to all students, plus leveled articles, web links, and more help students extend learning and make cross-curricular connections. Students have 24/7 access to Expert Space to support their reading, research and writing at school or at home. Having core readings available online enables students to read selections anywhere there

is an Internet connection. Furthermore, when reading online, students can access scaffolds such as the read aloud tool, dictionary, and anchor media. Moreover, Expert Space offers personal learning tools to help students develop and practice 21<sup>st</sup> Century skills. These interactive learning tools help students develop executive functions like goal setting, planning, organizing assignments, and more.

- **Module-Based:** Expert 21 is organized around 3 courses that, in conjunction with the other digital and print components of the Expert 21 curriculum, are meant to sustain student learning from grade 6 through grade 9. Each course features eight high-interest workshops, and each workshop is an inquiry built around a central “Expert Question” and drives toward a culminating “Expert Project.” Additionally, each workshop builds English language arts skills and competencies, while engaging students in 21st Century learning and application.

**Alignment with Atmosphere Model:** These key design elements of the Expert 21 curriculum align with Atmosphere’s school model in the following ways:

- **Common Core Learning Standards:** Expert 21 is rooted in and based on the CCLS, which Atmosphere has adopted and utilized in constructing its ELA classes. There are three guiding documents that explicitly align Expert 21 with the Common Core: “Expert 21 and the Common Core State Standards,” “Scholastic Expert 21—Courses I – III, Volumes 1 & 2 Correlated to the CCSS Initiative, ELA: Grade 6-8,” and “Scholastic Expert 21—Courses I – III, Volumes 1 & 2 Correlated to the CCSS Initiative, ELA: Grade 7-9.”<sup>5</sup> These documents help Atmosphere’s ELA teachers ensure that they are directly addressing the CCLS in every lesson.
- **SIOP and Support for ELL and SpEd Students:** Expert 21 contains instructional elements that are intended to provide proper context for and framing of student learning within the reading process, which are also core tenets of the SIOP model. The synergies between the Expert 21 and SIOP are detailed below:
  - In its “Research Foundations: Expert 21” document, Scholastic cites “research [that] shows that English language learner newcomers need direct, explicit instruction to support their comprehension of challenging texts (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006)”<sup>6</sup> and how “second-language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content.”<sup>7</sup> This belief in providing explicit content-based instruction to students is also evident in the SIOP model. Another added benefit is that this “explicit instruction in comprehension strategies benefits students with learning disabilities”<sup>8</sup> in addition to ELLs.
  - Expert 21 and SIOP both are built on “research [that] shows that knowledge of both conversational and academic vocabulary is a particularly important predictor of reading achievement for English language learners (Francis et al., 2006). In particular, instruction in using cognates to determine word meaning can be very beneficial to ELL students

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<sup>5</sup> <http://teacher.scholastic.com/products/english-language-arts-program/expert-21/alignment-to-ela-standards.htm>

<sup>6</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 14.

<sup>7</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 12.

<sup>8</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 14.

(Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Calderón, 2007; Lehr, Osborn, & Hiebert, 2003).”<sup>9</sup>

- Atmosphere’s use of the SIOP model in conjunction with the Expert 21 curriculum is an especially good fit for Atmosphere’s ICT classrooms that are “inclusive classrooms [where] special needs students require differentiated group and individualized teaching (Duffy, 2008; Kauffman, Landrum, Mock, Sayeski, & Sayeski, 2005; Vaughn & Denton, 2008)”<sup>10</sup> that Expert 21 and SIOP provide for.
  - In all Atmosphere Critical Reading classrooms, SIOP and Expert 21 help teachers use “multiple means of content representation...to provide students a variety of ways to learn, [express] learned content...[and] offer students alternatives to show what they know, [which maximizes] engagement.”<sup>11</sup>
  - The Expert 21 instructional model mirrors the SIOP model’s focus on blending direct instruction, discussion, collaboration, and communication in whole group, small group, and independent settings. This correlation reduces any adjustment and revision needed to make Expert 21 work with Atmosphere’s SIOP approach.
- **Gradual Release of Responsibility:** Expert 21’s “model, mentor, monitor” framework is in direct alignment with Atmosphere’s belief in the gradual release of responsibility (or gradual increase in student independence as it is called in the SIOP model). In support of this pedagogical choice, Scholastic states that “research and expert opinion support the practice of scaffolding reading comprehension strategy instruction by “giving high support for students practicing new skills and then slowly decreasing that support to increase student ownership and self-sufficiency” (Biancarosa & Snow, 2006, p. 14; see also Duke & Pearson, 2002; NICHD, 2000; Nokes & Dole, 2004; Readence, Bean, & Baldwin, 2004).”<sup>12</sup>
  - **Data-Driven Instruction and Decision Making:** Expert 21 provides teachers with access to real-time data through the Scholastic Achievement Manager (SAM), which provides teachers and administrators with a searchable database that offers improved drill-down and actionable reporting. Stakeholders can use SAM to disaggregate the data by demographic groups and adequate yearly progress to see which students and student groups are excelling or lagging. Furthermore, the system helps to identify helpful resources that teachers can use to close the gap between those succeeding and those struggling. SAM works with Expert 21, Read 180, and System 44, giving teachers and administrators access to data from across the entire ELA curricular and achievement landscape.
    - Powerful reports provide teachers with the information they need to fine-tune instruction and improve student performance.

<sup>9</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 16.

<sup>10</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 24.

<sup>11</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 24.

<sup>12</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 14.



### Comprehension Skills Report

CLASS: PERIOD 2

School: The Lincoln School  
Teacher: Ms. Schirmer  
Grade: 7



Time Period: 09/01/04 – 02/02/05

STUDENT	LEVEL	READING FOR DETAIL	SEQUENCING	FINDING THE MAIN IDEA	SUMMARIZING	CAUSE AND EFFECT	COMPARE AND CONTRAST	PROBLEMS AND SOLUTIONS	MAKING INFERENCES	DRAWING CONCLUSIONS	TOTAL NUMBER OF SKILLS BELOW 70%
Bracco, Christine	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	0
▶ Chu, Amy	3	93%	85%	76%	▶ 50%	▶ 50%	79%	▶ 66%	76%	74%	4
▶ Collins, Chris	2	75%	73%	▶ 50%	▶ 54%	79%	71%	▶ 50%	▶ 53%	▶ 67%	5
▶ Cooper, Tiffany	2	▶ 50%	72%	71%	76%	100%	▶ 33%	72%	72%	70%	2
Evans, Jamal	1	70%	76%	▶ 33%	76%	81%	98%	71%	100%	72%	1
Felix, Tonya	1	N/A	79%	▶ 50%	N/A	72%	N/A	N/A	N/A	N/A	1
▶ Fernandez, Luis	2	72%	71%	▶ 61%	75%	73%	72%	73%	▶ 59%	▶ 50%	3
▶ Garcia, Matt	1	▶ 66%	▶ 50%	74%	91%	74%	84%	73%	84%	▶ 50%	3
▶ Imran, Khaleel	2	76%	72%	70%	▶ 50%	84%	84%	84%	73%	84%	1
Kramer, Liz	2	80%	100%	97%	91%	100%	84%	100%	83%	79%	0
Krynski, Theo	2	81%	84%	79%	72%	100%	84%	95%	86%	80%	0
▶ Palermo, Justin	4	84%	90%	▶ 50%	100%	81%	▶ 50%	90%	75%	71%	2
▶ Ramirez, Gabriela	1	81%	▶ 67%	91%	100%	▶ 50%	▶ 33%	86%	▶ 55%	▶ 50%	5
▶ Rupp, Jeremy	2	▶ 50%	100%	86%	▶ 66%	86%	▶ 50%	84%	72%	84%	3
▶ Sanchez, Rachel	4	▶ 69%	89%	90%	84%	70%	▶ 50%	▶ 64%	▶ 50%	▶ 66%	5
<b>TOTAL NO. OF STUDENTS BELOW 70%</b>		<b>4</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>39</b>

- Using SAM, teachers can link directly from reports to standards-aligned resources for differentiating instruction.



### Differentiated Instruction Report

STUDENT: LARSON, HANNAH

School: The Lincoln School  
Teacher: Sarah Greene  
Grade: 5



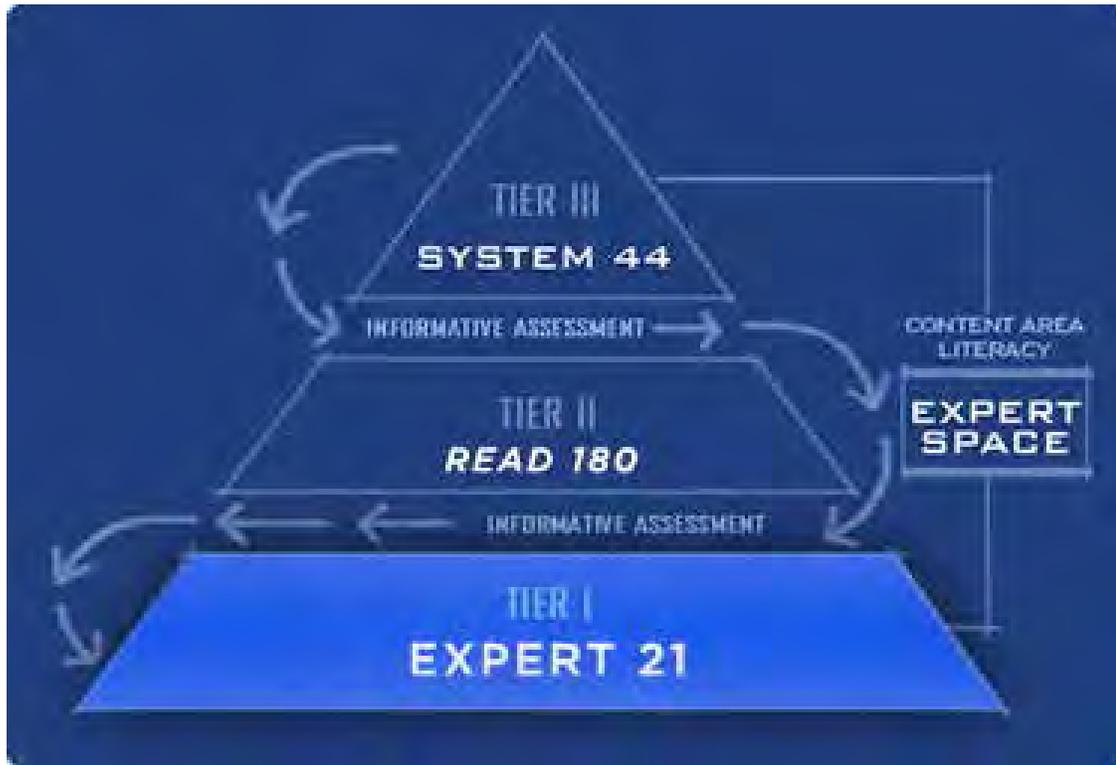
Time Period: 09/15/03

Current Topic: Inside the Earth  
Skills Focus: Cause & Effect, Main Idea, Make Inferences  
Text Level: 790

TOPIC	COMPREHENSION FOCUS	COMPREHENSION	PROGRAM MONITORING	INSTRUCTION DELIVERED	ACTION
Codes & Secret Messages (10/1/2003)	Problem & Solution	80%	PASS	Practice	
	Compare & Contrast	40%	NO PASS	Intervene	
	Make Inferences	85%	PASS	Practice	
	<b>Overall</b>	<b>68%</b>	<b>WATCH</b>	<b>Maintain Text Level</b>	

TOPIC	COMPREHENSION FOCUS	COMPREHENSION	PROGRAM MONITORING	INSTRUCTION DELIVERED	ACTION
The Aztecs (9/20/2003)	Problem & Solution	80%	PASS	Practice	
	Main Idea	75%	PASS	Practice	
	Author's Purpose	75%	PASS	Practice	
	<b>Overall</b>	<b>76%</b>	<b>PASS</b>	<b>Increase Text Level</b>	

- Rapid Response to Intervention:** Atmosphere has adopted a rapid response to intervention (RRTI) both in terms of academic and behavioral underachievement. The Scholastic curriculum aligns with this intervention structure by offering Atmosphere a tiered system of reading intervention and assisting deficient readers. Expert 21 combines with Read 180 and System 44 curricula to create the following tiers: 1) tier I readers interact exclusively with the Expert 21 curriculum, 2) tier II readers interact with Read 180, and 3) tier III readers interact with System 44:



Moreover, the data housed in the Scholastic Achievement Manager helps Atmosphere’s teachers and leaders make timely, data-driven intervention decisions.

- 21<sup>st</sup> Century Skills:** The “21<sup>st</sup> Century Learning Map” illustrates how Expert 21 helps students develop the following 21<sup>st</sup> Century skills that align with those delineated in Atmosphere’s mission and vision:

Expert 21 21 <sup>st</sup> Century Skills (from 21 <sup>st</sup> Century Learning Map)	Atmosphere Academy 21 <sup>st</sup> Century Skills (from mission and vision)
<ul style="list-style-type: none"> <li>creativity and innovation</li> <li>critical thinking and problem solving</li> <li>college, workplace, and life skills</li> </ul>	<ul style="list-style-type: none"> <li>critical and creative thinking</li> <li>collaborative leadership</li> <li>college and career success</li> </ul>

**Research Base (Expert 21):** Additionally, research also speaks to how Expert 21 is an effective tool for working with the specific student groups that Atmosphere serves:

- “Second-language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful content (Grabe & Stoller, 1997).”<sup>13</sup>
- “Research shows that explicit instruction in comprehension strategies benefits students with learning disabilities (Gersten et al., 2001). Research-supported practices for LD students include instruction in story grammar for narrative texts (Gersten et al., 2001, citing 11 studies), and simultaneous use of multiple comprehension strategies for expository texts (Gersten et al., 2001, citing 16 studies).”<sup>14</sup>
- “Research suggests and experts recommend wide reading as a way to build students’ vocabulary knowledge (Baumann et al., 2003; Pressley, 2000). Wide reading is particularly important for English language learners, who benefit from learning word meanings in context rather than as separate lists of words (Au, 1993).”<sup>15</sup>
- “Research demonstrates that dynamic images and sound are especially helpful for students with learning disabilities and other students with limited background knowledge (Hasselbring & Glaser, 2000). “Video provides learning disabled students with an authentic base of experience in abstract domains. Multiple representations of video information make abstract information more concrete to these students” (Heo, 2007).”<sup>16</sup>
- “Research shows that English language learners’ reading comprehension improves when teachers activate and draw upon students’ background knowledge in relation to the text (Saunders, O’Brien, Lennon, & McLean, 1998; Schifini, 1994; Ulanoff & Pucci, 1999).”<sup>17</sup>
- “Scaffolded instruction helps older students with learning disabilities become independent learners (National Joint Committee on Learning Disabilities, 2008; Kame’enui, Carnine, Dixon, Simmons, & Coyne, 2002; Vaughn & Denton, 2008).”<sup>18</sup>
- “Extensive research across diverse groups of students and domains has shown that systematically teaching effective executive function strategies helps all students, particularly students with learning disabilities (Harris & Graham, 1992; Meltzer, 1993; Palincsar, Winn, David, Snyder, & Stevens, 1993; Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989).”<sup>19</sup>

**Read 180 and System 44 Reading Curricula:** The Expert 21 curriculum will be combined with Scholastic’s solutions for struggling readers in the form of Read 180 and System 44:

- The Read 180 curriculum is specifically designed and intended for students who are reading one or more years below grade level. As a result, Atmosphere has elected to use Read180 in all ICT and self-contained special education classes. It is also used as an addendum curriculum with select groups of general education students that are reading below grade level, which is administered during pull-outs from non-core instructional time.

<sup>13</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 12.

<sup>14</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 14.

<sup>15</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 16.

<sup>16</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 22.

<sup>17</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 22.

<sup>18</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 24.

<sup>19</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 20.

- The System 44 curriculum is used with students reading below the 400 Lexile level. System 44 is a foundational reading program for the most challenged readers in grade 3 through 12 that is proven to help students master the fundamental reading skills that are prerequisites to success with the Common Core. This process involves explicit instruction in reading comprehension and a personalized learning progression driven by technology. System 44 can be used during a regular class period, in a resource room, or in after- and summer-school programs. The program can also be integrated seamlessly within a READ 180 classroom. Endorsed by the Council of Administrators of Special Education, System 44 is proven to raise reading achievement for students with learning disabilities, and includes specific supports and scaffolds to address each student’s learning needs.
- All pull-outs are taught by Learning Specialists or ELL Specialists. Learning Specialists conduct pull-outs for special education students using Read 180 curriculum (rBooks, etc.) or System 44 curriculum (44Books, etc.). ELL Specialists conduct pull-outs for English language learners using a variation of Read 180 that targets such students (LBooks, etc.). The companion LBook supports English learners at all language proficiency stages. The LBook student worktexts and teacher guides support and extend rBook instruction before and after lessons, helping students master the academic language, vocabulary, and grammar they need to reach grade-level standards.<sup>20</sup> Pull-outs for general education students are limited to students with the greatest need and are carried out as part of the after school program.
- In addition to addressing reading skills and 21<sup>st</sup> Century skills, the Scholastic ELA suite is also designed to address writing and language skills (detailed later in this response in the Critical Writing course description) as well as speaking and listening skills as part of the full suite of college and career ready skills. In order to develop students’ speaking and listening skills, teachers engage them in repeated readings of texts at their proximal zone of development. The web-based software provides students with fluent models at the passage, phrase, and word levels. After working with the text, students are prompted to record their reading. These recordings are sent to the teacher's SAM Student Portfolio for progress monitoring over time. In addition, the rBook teaching system supports teachers with the following routines that form a gradual release model over time<sup>21</sup>:
  - Teacher models fluent reading and students fill in missing words and/or passages.
  - Teacher reads aloud, modeling appropriate pace, pronunciation, and expression, while students engage in an active reading task.
  - Teacher and students read together, attending to all aspects of fluency.
  - Students work in pairs to model and critique fluent reading from the rBook.
  - Students read independently while engaging in an active reading task.

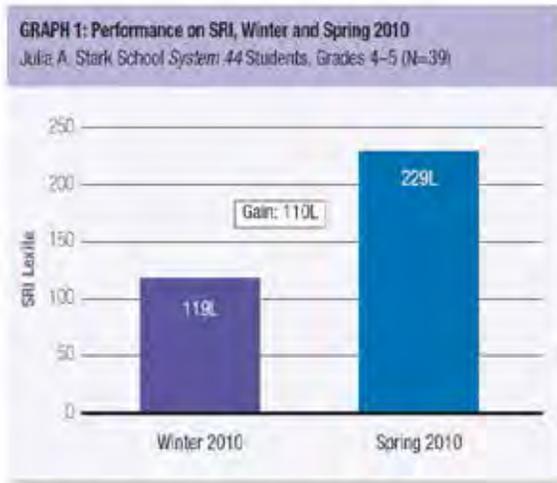
**Research Base (Read 180 and System 44):** There has been extensive research into the effectiveness of Scholastic’s Read 180, System 44, and Expert 21 curricula. Studies demonstrate the outcomes that schools and students have achieved using Scholastic suite of ELA solutions:

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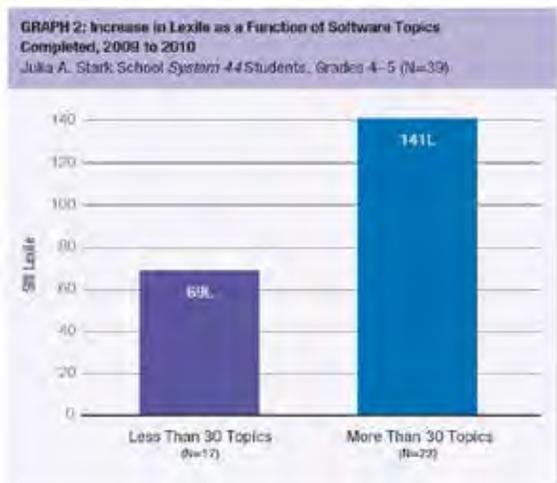
<sup>20</sup> <http://read180.scholastic.com/about/english-language-learners>

<sup>21</sup> <http://read180.scholastic.com/common-core#>

- The “2011 Compendium of System 44 Research” is a comprehensive collection of preliminary evidence of effectiveness with special education students, English learners, and other at-risk students.<sup>22</sup> Below are graphs depicting student gains as a result of the System 44 curriculum:

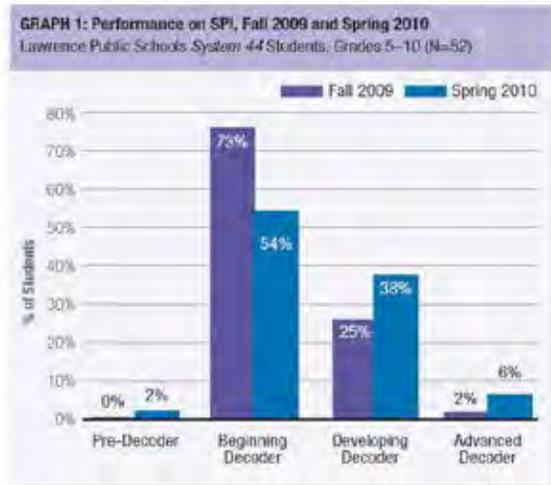


Note: The gain in Lexile was statistically significant ( $t=5.81, p=.00$ ).

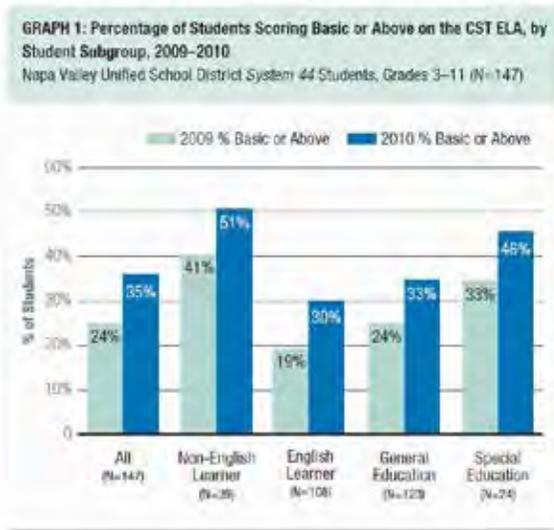


Note: The gain in Lexile was significantly higher for students who completed more than 30 hours on the System 44 software ( $F=7.85, p=.00$ ).

<sup>22</sup> <http://system44.scholastic.com/research>



Note: The increase in the percentage of students performing at the Developing Decoder or Advanced Decoder level was statistically significant ( $t=2.63, p<.05$ ).



- The “Preliminary Evidence of Effectiveness: System 44” is a formative research paper that summarizes the history and effectiveness of FASTT (Fluency and Automaticity through Systematic Teaching with Technology), the computer-based learning application at the heart of System 44 technology.<sup>23</sup>
- The United States Department of Education’s Striving Reader’s Report showed READ 180 to be effective in combating adolescent illiteracy. The study included four years of data collected by the Department.<sup>24</sup>
- The “2011 Compendium of Read 180 Research” is a summary of the scientific research conducted on READ 180 in a variety of settings in school districts across the country from 1999 to 2010.<sup>25</sup> Below are graphs depicting student gains as a result of the Read 180 curriculum:

<sup>23</sup> <http://system44.scholastic.com/research>

<sup>24</sup> <http://www2.ed.gov/programs/strivingreaders/index.html>

<sup>25</sup> <http://read180.scholastic.com/reading-intervention-program/research>



**Additional Resources:** The Scholastic reading curriculum suite is supplemented by:

- Scholastic's Scope—The Language Arts Magazine:** Scope Magazine is designed for the Common Core and combines high-interest complex texts with rigorous support materials to build skills in every strand of the standards. The content spans a wide range of genres, including informational and narrative nonfiction, short fiction, infographics, debates, speeches, and dramas based on myths, classic literature, and history. Paired texts explore one topic or theme through two or more genres, requiring students to synthesize, analyze, and make meaningful cross-genre connections. Specific reader response tasks support every text and require students to apply ELA skills directly from the Common Core. The web-based Scope Online features in-depth support with videos, audio articles, activity sheets, and quizzes modeled on key assessments. Many activities are available at two or more levels to help differentiate instruction. Printed Teacher's Guides feature easy-to-use, step-by-step lessons that include close-reading and critical-thinking questions, standards correlations, essential questions, and a breakdown of each article's complexity factors.

**SCOPE VIDEO**  
**CYCLOPS: "My Side of the Story"**  
 In Polyphemus's story, Odysseus is the villain. Odysseus is a cunning man who uses his wits to get out of trouble. But if you ask Polyphemus, he will tell the story of his life from his side of the story. It might change your opinion about your old Polyphemus. If you can get past the whole "my side of the story" thing.

**SCENE 1**  
**POLYPHEMUS:** My Nobody has finished and Nobody is trying to eat me!  
**CYCLOPS:** It probably is hurting, but then he quit so we can get some sleep!  
**POLYPHEMUS:** The other Cyclops here. In the morning, Polyphemus goes about and he finds the sheep. He pushes it away and eat it in the morning.  
**ODYSSEUS:** How? How?  
**AMERICA:** How will we get just like?  
**ODYSSEUS:** I have a plan...  
**ALL ODYSSEUS:** Odysseus has another plan.  
**AMERICA:** As the sheep pass, Polyphemus holds their backs so they can't see that none of the men are sleeping.  
**ODYSSEUS:** What to do now?  
**AMERICA:** What to do now?  
**ODYSSEUS:** ... is that the men are sleeping in the sleep a hole?  
**AMERICA:** Odysseus tells me that. Under the biggest one, Polyphemus steps it and sticks it back.  
**POLYPHEMUS:** My good man, why are you the last to leave my eyes today? It is because you know your teacher has not his eye? I will have Nobody's life yes, I will have Nobody's life.  
**ALL ODYSSEUS:** The Cyclops plan his strategy.

**SCENE 2**  
**AMERICA:** The men take the sheep to their ship.  
**TRAVIS:** Odysseus, you're alive! We thought you'd perished!  
**ODYSSEUS:** But where are the other?  
**AMERICA:** A terrible strategy are there. Ask yourself, give those sheep to the... And back! The monster my finger has his eye, but he will have his eye.  
**CONTEST**  
**Write About Character** What character traits helped Polyphemus escape the Cyclops? Do you think your opinion and the Cyclops got away that monster? Who is your old? Answer all three questions, and do your best to use at least three words of your choosing to describe your opinion. Send your entry to [www.scholastic.com](mailto:www.scholastic.com). You'll receive \$100 gift card when the winner is chosen. See page 2 for details.  
**GET THE ACTIVITY ONLINE**

20 SCHOLASTIC.COM • SEPTEMBER 1, 2012

21 www.scholastic.com • SEPTEMBER 1, 2012

- **Teacher Selected Texts:** Texts are selected based on grade appropriate and skill appropriate Lexile level. The pool of titles that teachers choose from includes (but is not limited to) suggested and recommended reading lists, especially those provided in EngageNY’s “Text List for P-12 ELA” and Appendix B of the ELA Common Core State Standards. Teachers are free to select texts that are not on these lists, but they must conform with the level of sophistication that these lists deem appropriate for a given grade level, unless lower level texts are being selected for remediation purposes.
- **Other Web-Based Applications, and Tablet-Based Applications:** Education technology is evolving rapidly and Atmosphere will make use of the most effective tools to engage students in individualized learning.

**Research Base (Reading):** Some of the key research elements underpinning Atmosphere’s reading program curricular choices and design include:

- “Research and expert opinion suggest that having students read with a goal related to content learning increases their motivation, engagement, understanding, and retention (Boardman, Roberts, Vaughn, Wexler, Murray, & Kosanovich, 2008; Guthrie & Wigfield, 2000; Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008).”<sup>26</sup>
- “Research supports and experts recommend direct instruction of important individual words, in context and with practical application, as a way to build students’ vocabulary knowledge

<sup>26</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 10.

(Baumann et al., 2003; Beck, McKeown, & Kucan, 2002; Gersten & Baker, 2001; Gersten et al., 2001; NICHD, 2000).”<sup>27</sup>

- “More specifically, research supports and experts recommend direct instruction of important content-area words, in context and with practical application, as a way to build students’ vocabulary knowledge and strengthen their comprehension of content-area texts (Baumann et al., 2003; Blachowicz & Fisher, 2000; Gersten & Baker, 2001; Readence et al., 2004).”<sup>28</sup>
- “Background, or prior, knowledge is one of the critical factors underlying reading proficiency (Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, Rivera, & Lesaux, 2007). Prior knowledge of a subject enhances reading comprehension because it helps the reader understand vocabulary, tie ideas in the text together, clarify details, and fill in logical gaps (Willingham, 2009)...Building background knowledge facilitates knowledge acquisition, because people construct new knowledge and understanding based on their existing knowledge (Bransford et al., 2003; Willingham, 2009).”<sup>29</sup>
- “Anchored instruction provides a situation or realistic context that allows students to solve problems by using prior knowledge or applying newly learned skills and concepts (Moore, Rieth, & Ebeling, 1993). It has also been found to be highly motivating to students (Brown, Collins, & Duguid, 1989).”<sup>30</sup>
- “With videos, students process information through both visual and auditory channels, aiding memory and retrieval (Metiri Group, 2008; Heo, 2007). Video-based anchored instruction improves student motivation (Heo, 2007), comprehension, and achievement (Heo, 2007; Rose, Hasselbring, Stahl, & Zabala, 2005; Strangman, Hall, & Meyer, 2003).”<sup>31</sup>
- “Using differentiated instruction is important in middle school because students at this age arrive with different learning abilities and different preparation for learning (Torgesen & Miller, 2009).”<sup>32</sup>
- “Executive function is defined as the organization of ‘subprocesses’ that include setting goals, planning, organizing and prioritizing materials, managing time, being cognitively flexible, self-monitoring, and self-reflecting (Meltzer, 2007)...To conduct projects effectively and efficiently, students require project support to help them develop time management/executive function skills, organizational skills, and study skills (Leu, 2000). Most students—but especially those with disabilities—need help in learning how to plan, organize, and express ideas (De La Paz, 1997; Gersten & Baker, 2001; Quenneville, 2001; Stein, Dixon, & Barnard, 2001; Troia & Graham, 2002).”<sup>33</sup>

**Implementation Requirements:** The cost of acquiring and implementing the Scholastic curriculum (Expert 21, Read 180, System 44) is already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, rows “116, 123, 127”). The technology required for the program is provided using funds from the “Technology” budget line

<sup>27</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 16.

<sup>28</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 16.

<sup>29</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 22.

<sup>30</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 22.

<sup>31</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 22.

<sup>32</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 24.

<sup>33</sup> Research foundations: Expert 21. (2013). Scholastic, New York. p. 20.

(row 127). These devices, computers, and SmartBoards, though, are not limited to use by ELA teachers or utilization with the Scholastic curricular platform. They can be leveraged to make every lesson smart and give every teacher and every student access to digital resources and tools. The expense of the print textbooks and workbooks is fairly minimal and is drawn from the “Textbooks” budget line (row 123). In the “Other / Purchased / Professional / Consulting” budget line (row 116), the licenses and other costs associated with Scholastic are accounted for at a cost per student of \$350. This price point per student was developed using publically available agreements that Scholastic has signed with school districts in the past year and cutting out extraneous costs that Atmosphere has already provided for or does not need. According to Scholastic’s own website, replacement or carrying costs for the curriculum after the initial year of purchase is \$30 per student. Starting with all 7<sup>th</sup> graders, Scope Magazine is also purchased at a cost of \$9 per student, which is reflected in the funds allocated in the “Other / Purchased / Professional / Consulting” budget line.

**High School Critical Reading Curriculum Selection Process:** The Director of Literacy (D-Lit) will oversee the 9<sup>th</sup> grade and 10<sup>th</sup> grade ELA (including both Critical Reading and Critical Writing) curriculum selection process. The D-Lit will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Critical Reading Teachers, Critical Writing Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for ELA, complete the prescribed ELA scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and promote key literacy skills.

*Critical Writing*

The Critical Writing course improves students' ability to effectively express ideas. Specific CCLS writing standards groups that are addressed include:

- Text types and purposes
- Production and distribution of writing
- Research to build and present knowledge
- Range of writing
- Responding to literature

These standards are addressed by providing instruction in and opportunities for:

- Expository and persuasive writing (essay structure/format, essay types)
- Personal and creative writing (narrative structure/format, literary elements/devices)
- The writing process (brainstorming, outlining, drafting editing, revising)
- Foundational and contextual grammar
- The research process (searching, sourcing, citation)
- Vocabulary (power words for and from writing)

Atmosphere has identified the following primary instructional tools and curricular resources to help in building written language fluency in its middle school and early high school Critical Writing classes and achieve the objectives listed above:

- **Sadlier's Grammar for Writing—Common Core Enriched Edition 2014:** The Grammar for Writing worktext serves as the central resource for Atmosphere's grammar and composition instruction. It is utilized in all classrooms, but the manner in which it is used varies based on the needs and skills of the students. Using this curriculum, Atmosphere's Critical Writing Teachers support students through collaborative strategies throughout the writing process. During prewriting, students brainstorm and create graphic organizers in partnerships and as a whole class. Students often write with partners or in small groups. Collaboration is especially important during the revising and editing stages. Atmosphere's Critical Writing Teachers also model how to ask for and offer constructive feedback, helping students learn how to have meaningful conversations about writing. Through these conversations, students begin to assess their writing strengths and identify ways to improve their writing.<sup>34</sup>
- **Sadlier's Vocabulary for Success—Common Core Enriched Edition 2011/2013:** The Vocabulary for Success serves as the central vocabulary building resource for Atmosphere's vocabulary instruction. It is utilized in all classrooms, but the manner in which it is used varies based on the needs and skills of the students.
- **Scholastic's Expert 21 Writing Component for Tier I Writing Intervention:** The Expert 21 writing curriculum is used in all general education classrooms in grades 6 through 8. In grade 9, the configuration is determined based on the writing achievement level and skill of the incoming cohort. These writing curriculum assignments are subject to change based on student assessment data.
- **Scholastic's Read 180 Writing Component for Tier II Writing Intervention:** The Read 180 writing curriculum is used in all ICT classrooms and all self-contained special education classrooms in

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<sup>34</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, p. 5.

grades 6 through 8. In grade 9, the configuration is determined based on the writing achievement level and skill of the incoming cohort. These writing curriculum assignments are subject to change based on student assessment data. Read 180 is also used as an additional intervention for students in the general education classrooms that struggle with the Expert 21 curriculum or demonstrate writing skills that are one or more years below grade level. This intervention for general education students is carried out in small group settings during the school day (pull outs from non-core classes that take place in the ESL classrooms and/or vacant lunch rooms) and after school as needed.

- **Scholastic’s System 44 Writing Component for Tier III Writing Intervention:** The System 44 writing curriculum is used as an additional intervention for students in the ICT and self-contained special education classrooms that are struggling with the most basic and foundational language issues and writing mechanics. This intervention for students in ICT and special education classrooms is carried out in small group settings during the school day (pull outs from non-core classes that take place in the ESL classrooms and/or vacant lunch rooms) and after school as needed. This intervention can also be embedded in the self-contained classroom by splitting the class into intervention subgroups and having the Critical Writing Teacher and Learning Specialist independently lead the separate subgroups. Any student in a general education classroom that qualifies for System 44 intervention is evaluated to determine proper cohort placement.

**Rationale:** What follows is a more detailed description of the aforementioned curriculum programs, including alignment with the Atmosphere model, research base, and implementation requirements as well as the process for selecting and developing the high school curriculum.

**Sadlier Grammar Curriculum:** The Sadlier Grammar for Writing curriculum helps Atmosphere’s Critical Writing Teachers<sup>35</sup>:

- Make the most of instructional time by teaching grammar and writing together while aligning to the Common Core State Standards.
- Tackle grammar, usage, and mechanics in the context and service of writing using consistent instructional design with clear explanations, models, and abundant practice.
- Provide practice in close reading, responding to complex texts, and writing for the real world.
- Prepare students for success on high-stakes tests with special attention to skills assessed on them and lots of practice in standardized-test format

**Research Base (Grammar):** The research base and foundation underpinning the Sadlier Grammar for Writing curriculum include:

- **NCTE Best Practices:** According to the National Council of Teachers of English, “language skills and conventions (grammar, punctuation, spelling) are most successfully learned with a combination of carefully targeted lessons applied within the context of meaningful writing.”<sup>36</sup>

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<sup>35</sup> <http://schoolstore.sadlier.com/ProductsList.aspx?CategoryID=58>

<sup>36</sup> <http://www.ncte.org/prog/writing/research/113177.htm>

Moreover, NCTE also states that “skilled teachers of writing know how to teach grammar to their students as they write, when they have a particular need to know the information. Students need to be able to compose complex, varied sentences, and they need to be able to proofread their writing for mistakes that might distract their audiences or distort their intended meaning.”<sup>37</sup>

- **Grammar in Context:** “Teachers who integrate grammar into their writing instruction during the revising and editing stages enable students to learn the conventions of Standard Written English in meaningful ways.”<sup>38</sup>
- **Understanding Achievement Criteria:** “By sharing with students the criteria used in writing assessments, middle school teachers make explicit the standards for effective written communication. They also use their own classroom assessments with large-scale assessment data to inform their writing instruction. Above all, they empower their students as writers, thinkers, and lifelong learners.”<sup>39</sup>
- **Middle School Grammar Instructional Practices:** “Based on an extensive review of the research on instructional methods, Graham and Perin (2007) identified eleven instructional practices that improve secondary students’ writing skills. Their findings are published in *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Among the recommended instructional practices are the following: writing strategies; collaborative writing; sentence combining; and study of models.”<sup>40</sup>
- **Sentence Combining:** “Sentence combining is a strategy in which students identify short, choppy sentences and combine them to create longer, more fluent sentences...Teachers who introduce students to sentence combining through oral activities enable students to practice or rehearse their newly combined sentences before they write them. By connecting oral language to written language, teachers relate speaking and listening skills to writing instruction. Teachers help students analyze how their oral and written language choices affect the meaning of the spoken and written message (Mellon, 1969; O’Hare, 1973; Howie, 1979; Strong, 1986; Kanellas, Carifio, & Dagostino, 1998; Saddler & Graham, 2005). Sentence combining is most effective when it is presented to students during the revising and editing stages of the writing process.”<sup>41</sup>
- **Study of Models:** “Sentence imitation is a strategy that uses the study of good models. When students imitate sentences, they replicate the syntax of a model text but use their own words and ideas...As students work with their own ideas and words, they learn how authors create effective sentences (Knudson, 1989; Knudson, 1991; Haussamen et al., 2003). Through sentence imitation, students can also learn to identify important grammar concepts, such as independent

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<sup>37</sup> <http://www.ncte.org/pubs/chron/highlights/125935.htm>

<sup>38</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, p. 3

<sup>39</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, p. 3.

<sup>40</sup> <http://www.all4ed.org/files/archive/publications/WritingNext/WritingNext.pdf>

<sup>41</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, pp. 3-4.

and dependent clauses, phrases, modifiers, and punctuation rules, such as commas, dashes, parentheses, and colons.”<sup>42</sup>

- **Writing Strategies:** “Writing strategies are used throughout the writing process, which includes prewriting, drafting, revising, and editing. When teachers guide students through the writing process, students learn valuable strategies for success in school and in life (Yeh, S., 1998; De La Paz, S. & Graham, S., 2002).”<sup>43</sup>
- **Collaborative Writing:** “Like speaking, listening, and reading, writing involves thought and expression. And like all the language arts, writing is a social, meaning-making endeavor. Speakers need listeners; writers need readers. When teachers use collaborative writing strategies, they help students engage in critical thinking and authentic communication skills. They also help students see the relationship between ‘reading like a writer’ and ‘writing like a reader.’ By creating a positive, collaborative learning environment, teachers encourage students to take risks, value critique, and grow as competent, confident writers (Olson, 1990; Yarrow & Topping, 2001).”<sup>44</sup>

**Sadlier Vocabulary Curriculum:** The Sadlier Vocabulary for Success program helps teachers<sup>45</sup>:

- Assist middle and high school students who are at or nearing grade level proficiency and English Language Learners meet the Common Core State Standards.
- Teach academic and domain-specific vocabulary that is vital to comprehension using explicit instruction and the Gradual Release of Responsibility model.
- Utilize online videos and the iWords Audio Program to support differentiated instruction.
- Flexible pacing guides accommodate every classroom.

**Research Base (Vocabulary):** The research base and foundation supporting the Sadlier Vocabulary for Success program aligns with Atmosphere’s school model in the following ways:

- **Gradual Release of Responsibility:** In direct agreement with Atmosphere’s instructional model, Sadlier’s vocabulary curriculum is constructed around the gradual release of responsibility (GRR) philosophy. According to Fisher and Frey (2010), “telling is not teaching; learners need to engage in a variety of instructional experiences that deepen and broaden their knowledge of the concepts being taught. Learning theorists have described the importance of supports being made available and then gradually withdrawn as the learner becomes more confident and assured—a process referred to as scaffolding (Wood, Bruner, & Ross, 1976). Pearson and Gallagher (1983) applied this concept to reading instruction and called it the *gradual release of responsibility*. We have further expanded this concept to an instructional design process, adding peer interaction as a key scaffold. Thus, this model includes teacher modeling, guided

<sup>42</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, p. 5.

<sup>43</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, p. 5.

<sup>44</sup> Chin, Beverly Ann. (2011). Effective strategies for engaging middle school students in writing and grammar instruction. Sadlier, p. 6.

<sup>45</sup> <http://schoolstore.sadlier.com/productslist.aspx?categoryID=69>

instruction, productive group work, and independent learning (Fisher & Frey, 2008a). A corollary progression occurs in vocabulary learning. Stahl and Fairbanks (1986) described an initial phase of knowledge, which they termed the associational level. In this phase, students know words superficially, mostly through matching definitions to terms. As their understanding deepens, they move into the comprehension level, where they can sort and categorize. And at the highest level of word learning, called the generative level, they apply what they know about words to new and original situations, especially in using it in their writing (Stahl & Fairbanks, 1986). The gradual release of responsibility model of instruction follows a similar progression in deepening word knowledge so that it becomes a permanent part of students' working vocabulary."<sup>46</sup>

- **SIOP Correlations:** While Sadlier's research does not explicitly address the SIOP model, it does discuss various best practices that are contained in the SIOP model (as detailed later in this response)<sup>47</sup>:
  - Teacher Modeling
  - Peer Interaction
  - Moving to Independent Word Learning
  - Word Selection
  - Influence of Vocabulary on Learning
  - Devoting Time to Word Learning

**Expert 21 Writing Curriculum:** The Expert 21 writing curriculum provides students with both the skills and the self-monitoring habits of good writers. Students receive direct instruction on writing logical arguments, using data to make an argument, supporting recommendations with evidence, as well as understanding and evaluating persuasive techniques. Expert 21 is designed to prepare students for the writing demands of the 21<sup>st</sup> Century through:

- **Real-World Writing and Projects:** Daily opportunities to reflect, respond, react, inform, analyze and more, both in writing and through classroom discussions. Students also work on their writing through the Expert Project, a culminating, performance-based activity in each workshop that presents real-world writing opportunities.
- **Research:** Expert 21's virtual learning environment features 125,000+ leveled nonfiction articles, web links, and more to support research. Students find hundreds of additional project ideas online.
- **Key Genres of Writing:** The program teaches narrative, expository, and persuasive writing, including: Personal Narrative, Fictional Narrative, Compare-and-Contrast Essay, Problem-and-Solution Essay, Cause-and-Effect Essay, Research Paper, and Argument/Persuasive Essay
- **Multiple Forms of Evaluation:** Teachers receive rubrics and scoring guides to provide ongoing feedback and evaluations. Students also receive rubrics and scoring guides to encourage self-assessment and peer feedback.

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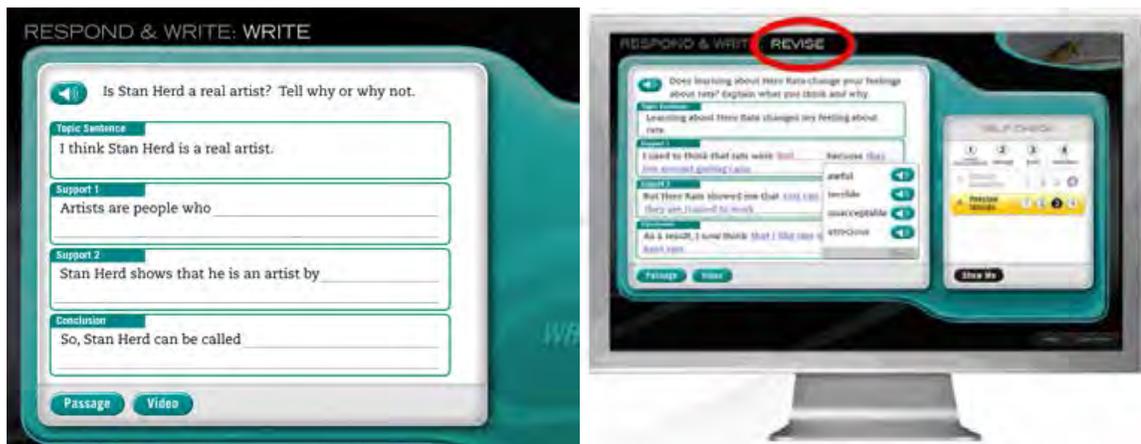
<sup>46</sup> Fisher, Douglas & Frey, Nancy. (2010). The value of intentional vocabulary instruction in the middle grades. Sadlier, p. 2.

<sup>47</sup> Fisher, Douglas & Frey, Nancy. (2010). The value of intentional vocabulary instruction in the middle grades. Sadlier, pp. 2-9.

- **6 Plus 1 Traits of Writing:** The Traits of Writing provide a consistent schema to support students as they sharpen their ideas, organization, sentence fluency, word choice, voice, use of conventions, and presentation.

**Read180 and System 44 Writing Curricula:** Expert 21’s writing approach is further buttressed and supported for struggling and developing readers by Read 180 and System 44:

- READ 180 includes a Writing Zone, which focuses exclusively on writing an argument and supporting it with evidence. Developed in response to the CCSS, the Writing Zone is designed to help students build fluency (and constantly increase stamina) with this particular form of writing. Below are screenshots of the web-based Writing Zone:



Below is a sample page from the Read 180 rBook that provides a scaffolded writing prompt:



- The System 44 curriculum scaffolds writing instruction and practice in argument writing. The 44Book features daily writing prompts, which ask students to write in response to reading. Each module includes an argument and informative writing type which ask students to use textual evidence to support their claims. The writing strand helps students build competency and confidence with writing responses using evidence from the corresponding passages. Moreover, QuickWrite activities in the Library Teaching Resources Guide require students to write responses using evidence from text they've read to support their opinion.<sup>48</sup>

**Alignment with Atmosphere's Model:** The alignment between the Scholastic suite and Atmosphere's school model was disseminated in that same narrative. Moreover, the suite is budgeted for as detailed in that narrative.

**Research Base (Expert 21, Read 180, and System 44):** The research base and validation of the writing components of the Scholastic suite can be found in the same documents and sources listed in the Critical Reading narrative above.

**Additional Resources:** Atmosphere uses the following writing curricular resources to enhance student learning:

- **Grammar Bytes:** Grammar Bytes is a free, open source, web-based curriculum that gives teachers access to a vast library of reproducible and consumable presentations, exercises, and videos. The program includes 18 PowerPoint presentations (averaging 25 slides or more), 74 exercises (web-based and interactive or printed handouts), and 9 web-based videos on various grammar topics, including comma splices & fused sentences, fragments, irregular verbs, commas, parallel structure, misplaced and dangling modifiers, apostrophes, pronoun, agreement, pronoun case, pronoun reference, subject-verb agreement, and word choice.<sup>49</sup>

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<sup>48</sup> <http://system44.scholastic.com/common-core>

<sup>49</sup> <http://www.chompchomp.com/menu.htm>

Skill	FCBSET	Handout	PowerPoint
Appropriate Words and Expressions	2.1	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Confused/Misused Words and Phrases	2.2	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Misplaced Modifiers	3.1	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Coordination and Subordination	3.2	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Parallel Structure	3.3	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Fragments, Comma Splices, and Fused Sentences	3.4	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Verb Forms	4.1	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Tense Shift	4.2	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Subject-Verb Agreement	4.3	<a href="#">Handout</a>	<a href="#">PowerPoint</a>
Pronoun Agreement	4.4	<a href="#">Handout</a>	<a href="#">PowerPoint</a>

**Agreement in a Nutshell**

The **elephant** trumpets for a peanut.  
**elephant** = singular subject  
**trumpets** = singular verb

The **elephants** trumpet for peanuts.  
**elephants** = plural subject  
**trumpet** = plural verb

- **Scholastic’s Scope—The Language Arts Magazine:** Key grammar concepts are modeled in Scope’s stories and then reinforced through great activities! Build argument writing skills with debates that feature thoughtful writing prompts and clear essay templates.<sup>50</sup>



**Implementation Requirements:** The Sadlier, Expert21, Read180, and System44 curricula are already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, row “123”). The Grammar for Writing worktext is priced at \$23 per student.<sup>51</sup> The Vocabulary for Success worktext is priced at \$12 per student.<sup>52</sup>

**High School Critical Writing Curriculum Selection Process:** The Director of Literacy (D-Lit) will oversee the 10<sup>th</sup> grade ELA (including both Critical Reading and Critical Writing) curriculum selection process. The D-Lit will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Critical Reading Teachers, Critical Writing Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for ELA, complete the prescribed ELA scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and promote key literacy skills.

<sup>50</sup> <http://classroommagazines.scholastic.com/products/scholastic-scope>

<sup>51</sup> <http://schoolstore.sadlier.com/ProductsList.aspx?CategoryID=58>

<sup>52</sup> <http://schoolstore.sadlier.com/productslist.aspx?categoryID=69>

### Mathematics

Atmosphere's two course math structure offers students and teachers additional time on task (400 minutes of math instruction per week) and operates in direct alignment with New York State's Common Core Learning Standards for Mathematics, which are based upon the Common Core State Standards for Mathematical Practice:

- **Math Applications:** All Math Applications courses focus on grade level topics that prepare students for achievement on their grade level as well as advanced topics that help increase their familiarity and comfort with content to come on the next grade level.
- **Math Foundations:** All Math Foundations courses focus on foundational math skills, remediation of deficits, and pre-work that enhances the learning experience in the Math Applications class.

### *Math Applications*

In order to provide students with daily opportunities to engage with Common Core-aligned math content and prepare advanced mathematical thinking and problem solving skills, Atmosphere has developed the Math Applications course to focus on preparing students for current and future math success by providing a rigorous and challenging curriculum that accelerating their growth .

The Math Applications course employs NTN's math curriculum in grades 6 through 9:

- **Algebraic Thinking (AT):** On the middle school level, AT can be used as a foundational math curriculum for middle school students that are functioning below grade level. When combined with on grade level middle school mathematics instruction, AT can raise the achievement and confidence of students who have struggled in mathematics to become highly competitive in high school mathematics. In this way, Atmosphere intends to use AT in the Math Foundations class with all self-contained special education students and with select ICT students in need of tier III math intervention in grades 6 through 8. The ICT and self-contained special education Math Foundations classes also anticipate KEMS (see below) lessons used in the Math Applications class, but AT adds deeper and more sustained support for foundational math knowledge that struggling students need. This intervention is provided during the Math Foundations class as full class instruction or via split group. It can also be administered as an addendum during non-core instructional time.
- **Key Elements to Math Success (KEMS):** The KEMS curriculum is organized into three levels: F, G, and H. Each aligns with a specific grade level. F is used for 6<sup>th</sup> grade, G is used for 7<sup>th</sup> grade, and H is used for 8<sup>th</sup> grade. In grade 6 through 8, Atmosphere uses KEMS in all Math Applications classes and supports its implementation through pre-work and review of KEMS lessons in most Math Foundations classes either in part or in whole with the exception being the self-contained special education classes that use AT exclusively.
- **Key Elements of Algebra Success (KEAS):** KEAS is NTN's solution for algebra. It is most often used in 9<sup>th</sup> grade. Atmosphere intends to use KEAS as part of its high school math curriculum, but will make a final determination as to which vendor partner to use during its first charter term.

The AT, KEMS, and KEAS student books are consumable worktexts. Each Math Teacher receives a teacher kit with a hard copy of the teacher edition, a class set of all needed manipulatives, and a digital version of the teacher and student edition, as well as a file with the digital manipulatives. Every AT,

KEMS, and KEAS lesson has a video lesson provided on the NTN website. Moreover, NTN’s curriculum comes with the following professional development, data, and assessment tools:

- **ATLAS:** ATLAS (Assisting through Looking at Students) is an iPad application that is used to gather data from classroom walk-throughs. The ATLAS “look for” tool is aligned to the Common Core State Standards for Mathematical Practice (CCSS-MP).
- **Maintenance Builder:** Maintenance Builder is a web-based platform that gives teachers the option to have students take formative assessments online. This dynamic database program is designed to provide information regarding the performance of students in mathematics at the classroom and grade level by systematically providing review problems for mathematics in strands, topics and subtopics which have already been introduced in that class to differentiate instruction and accelerate student learning. This data can be used by administrators at the grade or school level to make decisions regarding the need and effect of professional development.
- **Embedded Formative Assessments:** NTN also provides teachers with a quick formative assessment at the end of each KEMS and KEAS concept-based lesson to make sure students understand what they just learned as well as formative performance tasks that are part of each module.

The alignment of NTN curriculum by grade level is detailed in the table below, which includes the some (but not all) of the skills and subcategories covered:

<p><b>Below Grade Level</b> NTN AT</p>	<ul style="list-style-type: none"> <li>· Operations and Algebraic Thinking</li> <li>· Numbers and Operations in Base Ten</li> <li>· Numbers and Operations - Fractions</li> <li>· Measurement and Data</li> <li>· Foundational Geometry</li> </ul>
<p><b>Grade 6</b> NTN KEMS Level F</p>	<ul style="list-style-type: none"> <li>· Ratios and Proportional Relationships</li> <li>· The Number System</li> <li>· Expressions and Equations</li> <li>· Geometry</li> <li>· Statistics and Probability</li> </ul>
<p><b>Grade 7</b> NTN KEMS Level G</p>	<ul style="list-style-type: none"> <li>· Ratios and Proportional Relationships</li> <li>· The Number System</li> <li>· Expressions and Equations</li> <li>· Geometry</li> <li>· Statistics and Probability</li> </ul>
<p><b>Grade 8</b> NTN KEMS Level H</p>	<ul style="list-style-type: none"> <li>· The Number System</li> <li>· Expressions and Equations</li> <li>· Functions</li> <li>· Geometry</li> <li>· Statistics and Probability</li> </ul>
<p><b>Algebra I</b> NTN KEAS</p>	<ul style="list-style-type: none"> <li>· The Real Number System</li> <li>· Quantities</li> <li>· Seeing Structure in Expressions</li> <li>· Arithmetic with Polynomials and Rational Expressions</li> <li>· Creating Equations</li> </ul>

	<ul style="list-style-type: none"> <li>· Reasoning with Equations and Inequalities</li> <li>· Interpreting Functions</li> <li>· Building Functions</li> <li>· Linear, Quadratic, and Exponential Models</li> <li>· Interpreting Categorical and Quantitative Data</li> </ul>
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Within the curriculum maps and modules teachers have access to several resources that are used to extend the KEMS lessons and fully develop the concept or standard with the students. Teachers introduce the skill through the KEMS lesson providing students with a solid and strong foundation of the concept as they develop the algorithm or rule through the use of concrete and pictorial representations. Then the skill is further developed through the application problems and engaging review activities that accompany each KEMS lesson. Through the performance task and the additional tools and resources section of the module, the KEMS lessons are extended and the CCLS are fully covered through the exploration and completion of these tasks. Maintenance Builder (discussed in greater depth below) is also used to continue to develop the mastery and fluency of the skill(s). The dual math course structure (Math Foundations and Math Applications) allows for all of the items mentioned above to take place.

### *Math Foundations*

The Math Foundations course uses a remediation and pre-teach approach. Based on the curriculum maps that teachers are using in the Math Applications course, the Math Foundations teachers pre-teach those concepts using NTN's lessons and resources. Teachers use multiple representations in each lesson to further the development the concepts before students encounter the application of those concepts in the Math Applications class. The lessons are also used to reteach concepts taught in the Math Applications class. Furthermore, the Math Foundations course provides additional time and focus on differentiating content and remediating common deficits. Below are various methods and tools utilized in the Math Foundations course (and the Math Applications course as needed) to ameliorate gaps in core knowledge and skills:

- Atmosphere students can model with manipulatives and participate in activities that lead to the discovery of important mathematical concepts. Through this process, they develop mathematical understanding while exploring ways of expressing their discoveries in English and in universal visual language. The appearance of the manipulative, their meaning, as well as the language used to describe their actions all work in concert to promote multiple literacies (English literacy, math literacy, visual literacy, etc.).
- Atmosphere Math Teachers have access to video clips of each lesson that they can use to overcome the language barriers ELL students face. The videos show key vocabulary used to build a concept.
- To provide ELL students with even greater support, Atmosphere Math Teachers can employ preview video clips as part of an extended mini-lesson in the Math Foundations class while the other students are working on different tasks. This extra time reviewing the concept helps students feel more prepared to participate in the lesson.
- Additionally, the Math Foundations course provides all students with the lesson that will be taught the following day in the Math Applications class. Both in that preemptive classroom environment and at home, students can watch the lesson clips online (in their native language if available) and be better prepared to see the same lesson in English the following day. By flipping

the classroom in this way, Atmosphere hopes to prepare all students for math success, especially ELLs and special education students. If a student's native language is not available in the online video clips, the English transcription of the video clip is downloaded and translated as a reference prior to viewing by the student.

- The Fact Master DVD allows all Atmosphere students to visualize, hear, and say math facts in English.
- Atmosphere students use graphic organizers to organize information and reference it when needed, while also focusing their learning, conveying meaning, and checking for understanding.
- Atmosphere students and Math Teachers update their word walls daily with new math vocabulary words (and their meaning/pictorial representation) for every new concept that is discovered. The word wall is an interactive tool for all learners and provides an additional language resource for ELL students.
- Additionally, an operation word wall is created by students in both Math Foundations and Math Applications in order to help solve word problems. As an added resource, words can be written in both English and the native language of the learner. Pictures and descriptions are also encouraged next to words wherever appropriate.
- Atmosphere students make their own bilingual math dictionary, which helps to translate complex math terms and concepts into accessible language. Each time a math word is introduced, students keep the word with the translation in their own personal journal as a quicker reference. The journal can contain the word in their native language, in everyday English, in mathematical language, and in visual terms when possible.

### *National Training Network*

**NTN Math Curriculum:** Atmosphere has identified National Training Network (NTN) as its vendor partner in creating and implementing this two class structure in grades 6 through algebra (the range of grades served by NTN's curriculum). Atmosphere will identify other math vendor partners for algebra and above. NTN is a professional development and curriculum company specializing in training, on-going coaching, and support to mathematics teachers of emerging learners in grade 3 through algebra. The combination of staff development and lessons on each grade level is designed to enhance student understanding of essential mathematics concepts. Staff development is provided through workshops and embedded coaching. Lessons come with comprehensive pacing plans that can be adjusted to fit with school specific goals. Lessons are designed to be used with the adopted worktext and make connections between the concepts and the skills necessary for higher level math. A blended team of National Training Network staff and Atmosphere Academy staff create a comprehensive plan to improve mathematics instruction utilizing the "Seven Levels of Staff Development" that NTN has developed:

- **Level 1—Intensive Professional Development:** Teachers are prepared to incorporate the key mathematical concepts using unique methodology and to build the capacity of the school. Professional development also is provided to school administrators to support implementation.
- **Level 2—Comprehensive Lessons:** A comprehensive set of concept based lessons, each using multiple representations, is provided to each teacher giving them the means to immediately implement the CCSS – Standards for Mathematical Practice and strategies learned during the professional development.

- **Level 3—Coaching:** Embedded and personalized coaching support is provided to each teacher through frequent onsite and online mentoring via communication, professional development, and one-on-one classroom interactions including modeling, team teaching, ATLAS, data analysis, and planning.
- **Level 4—Assisting through Looking at Students (ATLAS):** ATLAS is a means to gather qualitative data and provide feedback to teachers on students' level of engagement with NTN methodologies and the CCSS – Standards for Mathematical Practice in the classroom, to guide communication between teachers and coaches.
- **Level 5—Professional Learning Communities:** Professional Learning Communities are designed by coaches in consultation with teachers and administrators based on an analysis of ATLAS data.
- **Level 6—Technology:** Technology supports teacher planning and implementation through website access to video demonstration lessons, ATLAS data reports, and regular e-communications.
- **Level 7—Leadership Academy:** Leadership Academies are offered to build mathematics leadership at the classroom, grade, and school level.

**ATLAS:** NTN's "Assisting through Looking at Students" (ATLAS) tool is an instructional walk-through software application that helps to extract qualitative and quantitative data from lessons. ATLAS was developed to create a strong focus on student engagement as it relates to the Common Core State Standards for Mathematical Practice. ATLAS is used to help coaches, teachers, and administrators see the impact the CCLS and NTN methodologies have on student learning. This focus is then used to improve instruction in the following fashion:

- a way to identify and increase student involvement
- a set of elements found in a student centered classroom
- a tool used to maximize student learning
- a series of "look for's" to assist teachers
- a way of reflecting on student involvement

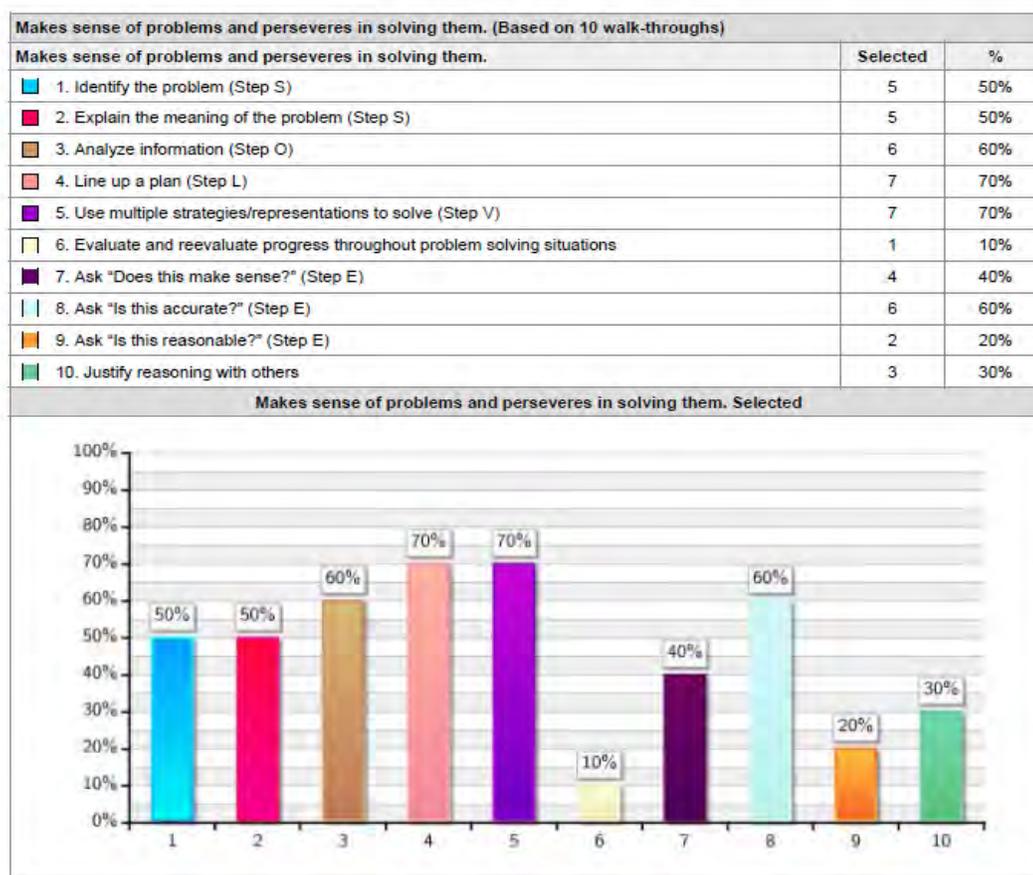
ATLAS is used to provide feedback to teachers on the implementation of NTN methodologies in the classroom and to guide communication between teachers and coaches. NTN Coaches analyze ATLAS data regularly to differentiate coaching based on individual school and teacher needs. Additionally, ATLAS data is analyzed by grade level cohort to determine the topics of the professional learning communities (PLCs) and drive the discussion between the participants. At Atmosphere Academy, the NTN PLCs take the form of teacher teams and meet once per week during the common planning period that all Atmosphere Math Teachers share. The ATLAS data allows NTN to customize on-going professional development, as well as demonstrate implementation of the Common Core Learning Standards:

#### **ATLAS Example:**

#### **Common Core State Standards for Mathematical Practice**

#### **1. Make Sense of problems and persevere in solving them**

**ATLAS 2.0 (10 walk-throughs)**  
 From August 1st 2011 to June 14th 2012  
 Checklist as Checkbox



These reports are used to drive the agenda of the professional learning communities as well as to individualize coaching support. ATLAS offers the following data options to help in this manner:

- **Data Aggregation:** ATLAS data aggregation is available by grade level.
- **Data Disaggregation:** ATLAS data disaggregation is available by classroom type, learner type (ELL, SpEd), and demographic group.

**Maintenance Builder:** Another key driver of data is NTN’s Maintenance Builder. Maintenance Builder is a web-based formative assessment program that systematically reviews skills that have been introduced, measuring student’s progress from the point of acquisition to fluency. Maintenance Builder provides real-time data at the school, grade level, teacher, and individual student level by calculating the percent of proficiency by domain, cluster, and standard. This data is used by administrators to make decisions regarding the need and effect of staff development. Moreover, this data allows teachers to identify the specific skill students are struggling with to differentiate instruction.

Maintenance Builder is made up of five integrated components:

- The first is a file that provides word problems aligned to the various strands in the standard course of study at a particular grade. These problems contain a series of variables which cause

the problem to change each time it is used. Likewise the characters in the problems change with each use based on the list of students from the class participating.

- The second component allows the teacher to update the position each class is in with reference to the standard course of study on an ongoing basis. . The teacher does this by activating specific topics and subtopics within the five major strands. These subtopics, once activated, are added into a pool of potential questions that can be used in the daily lesson. This component assures review of all subtopics, covered to date, in a systematic and efficient manner.
- The third component of Mathematics Maintenance Builder allows teachers to easily maintain records on each student’s individual performance.
- The fourth component of Mathematics Maintenance Builder analyses each student’s performance and displays the results in several ways. The teacher can obtain a quick summary of the class performance and see the average percent of mastery the class is maintaining on the five main strands. The teacher may identify a strand and see the average percent the class has on each topic and subtopic within that strand. The teacher can see individual student performance within strands and/or topics and subtopics. This data is formative in nature, giving the teacher valuable information regarding ongoing and continuous student performance so they can adjust instruction.
- The fifth component of Mathematics Maintenance Builder is to provide administrators with dynamic information regarding student performance. This data can be viewed at the classroom, grade, school, or district level. This information allows administrators to determine the precise needs of a school, grade level or the district for professional development and to follow the effect of staff development once it has been implemented.

Maintenance Builder offers real time data online and is used a minimum of two times per week to help students move from acquisition to fluency. Students answer the questions online and teachers get immediate data based on the questions students are answering. In this way, Maintenance Builder is the technology component that drives instruction. The data provided allows teachers to pinpoint exactly what individual students are struggling with and personalize instruction to reteach that individual standard or concept. Additional practice is then provided to that student through Maintenance Builder to ensure the student moves beyond acquisition and to fluency.

The data from Maintenance Builder is compared to the qualitative data collected through the technology component called ATLAS (Assisting Through Looking at Students), a non-evaluative instructional walk-through tool. Through this analysis, coaches focus on the engagement level of students with the CCSS-MP, identify areas of strength and weakness, and make recommendations for alternatives to increase student progress after assessments.

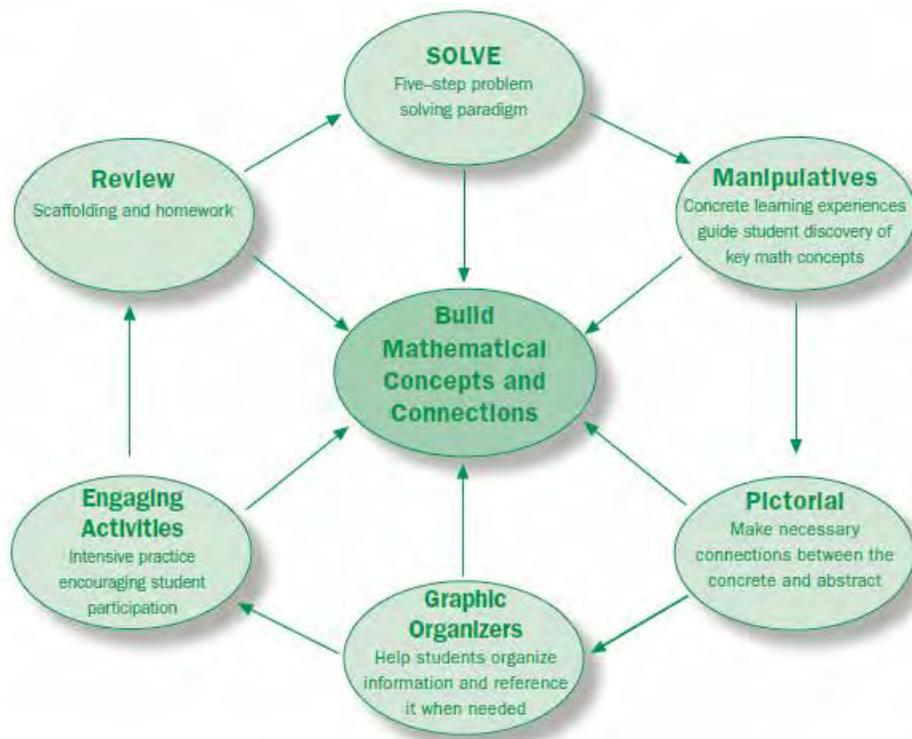
**Embedded Formative Assessments:** Additional formative assessments are embedded within NTN’s curriculum.

- KEMS and KEAS assessments are done at the end of each lesson to show how well students understand that concept at the point of acquisition. They are scored by hand or scantron.
- Additionally, each curriculum map has twelve modules and within each module there are formative performance tasks. There are links for each performance task to illustrative math. Each of the CCSS Mathematics Standards contained in the individual modules have been unpacked with examples within that module for teachers to use as a formative daily assessment.

The performance tasks are typically done weekly, with a culminating task used at the end of each module. A performance task rubric will be used to score the tasks and assess students on their level of understanding, planning, execution, and persistence.

**Alignment with Atmosphere Model:** While NTN’s curriculum correlates with Atmosphere’s school model in a variety of ways (collaboration, mathematical literacy and language scaffolding, modeling, various learning modalities, and independent practice), the key elements that align most directly with include:

- **Differentiation:** NTN’s curriculum is highly differentiated and focuses on strategies and materials that address the needs of a range of learners and learning styles. In fact, there are many strategies that NTN employs in its lessons and curriculum that parallel and buttress Atmosphere’s use of the SIOP model. Atmosphere’s teachers differentiate instruction for all students, including English language learners and special education students, by leveraging Atmosphere’s innovative dual math course approach to make room for NTN’s “Building Mathematical Concept and Connection Through Best Practices” model:



- NTN’s “SOLVE” problem solving method is a step-by-step procedure for attacking word problems, dissecting the English language by identifying key words needed to solve the problem, and mapping out a plan with pictures and phrases to ultimately arrive at a well thought out answer. Steps can be written in students' native language while they are still becoming familiar with the process of SOLVE and gradually transitioning into English only.
- There is a consistent focus on cooperative and collaborative learning throughout NTN’s lessons and materials. Students work in cooperative pairs to question and communicate with others regarding mathematics at all stages of learning. Activities are done in an

interactive setting, encouraging language development along with mathematical development. This includes the pairing of ELL students who speak the same language(s) with others who may be at varying stages of their English language development.

- Additionally, this integrated, intensive, and continuous approach to professional development and growth provides an opportunity for teachers and school leaders to make modifications for at-risk student groups like special education students and English language learners. In fact, during coaching visits, NTN coaches not only help Atmosphere’s Math Teachers identify and incorporate strategies that assist in differentiating the instruction and delivery of the lessons to meet the specific needs of all students, but they also ensure that the Learning Specialists and ELL Specialists in the building have a strong understanding of those same strategies.
- The development of organization-wide capacity does not end with Atmosphere’s students, teachers, and school leaders. Parent newsletters are also distributed on a monthly basis throughout the school year. These documents include activities that students and parents can work on together. In order to bridge a possible language gap at home, parent newsletters are available in both English and Spanish.
- **Data-Driven Decision Making:** Through the use of a variety of web-based and other instruments, NTN’s suite of solutions support data-driven decision making. Teachers and coaches can use key tools like ATLAS and Maintenance Builder to identify and focus on areas for improvement and areas of success. Each administrator receives an ATLAS license to download the ATLAS app to any smart device, as well as a username and password for Maintenance Builder to see real time data on students’ engagement with the CCSS-MP and understanding of each standard taught to date. In this way, Atmosphere’s Math Teachers own their student outcomes and the pedagogy that produces them by taking the time to analyze and act upon each.
- **Distributed Leadership:** NTN helps to build the capacity of both Atmosphere’s math faculty and math leadership team. For example, through NTN’s Leadership Academy, training is provided to develop Atmosphere’s administrators’ understanding of what to look for in a mathematics classroom as it relates to the CCSS-MP. Moreover, NTN organizes teachers into professional learning communities (PLCs) that meet weekly to make data-driven decisions about their own instructional practices. These initiatives correlate with the school’s distributed leadership approach to organizational management.

**Research Base:** Atmosphere has selected NTN’s curriculum, lessons, and professional development methodology because they are research-based:

- The professional development support provided by National Training Network (NTN) is a mature (21 years old), fully-developed, highly structured intervention that is grounded in evidenced practices for improving student achievement in mathematics. NTN incorporates proven methodologies, initial and ongoing instructional support, combined with an exemplary model of sustainability. The NTN professional development intervention is explicitly intended, in the long term, to lead to improvement in students’ understanding of essential mathematics concepts through professional development, as well as the understanding and infusion of the Common Core State Standards of Mathematical Practice. NTN’s lessons and professional development services include a variety of best teaching practices to provide tools for teachers to use on a

regular basis. These practices are research-based and focused on increasing student performance, productivity, and engagement<sup>53</sup>:

- “Teachers are expected to be masters of their curriculum and equipped with the best teaching practices that research has determined to be successful for students. However, teachers often report that they are unprepared to utilize reliable strategies in their classrooms to assist students with content comprehension (Brownell, 2007).”
  - “To foster students’ conceptual understanding, teachers must have rich and flexible knowledge of the subjects they teach. In particular, they must understand the central facts and concepts of the discipline, how these ideas are connected, and the processes used to establish new knowledge and determine the validity of claims (Anderson, 1989; Ball, 1990, Borko & Puthnam, 1996; McDiarmid, Ball & Anderson, 1989).”
  - “Preparing students to become highly competitive enhances the ability of teachers to provide mathematics education by developing their knowledge and skills in the respective grade content and pedagogy through the use of initial and ongoing professional development and methodologies. The partnership of ongoing professional development, content proficiency and pedagogy will support teachers as they work to increase in students’ foundational knowledge of concepts and processes of mathematics (Kennedy, 1999, 1998).”
- Research indicates that when fully implemented, National Training Network’s “Seven Levels of Professional Development” result in the following<sup>54</sup>:
- NTN professional development is ongoing and cyclical because “professional development has a positive impact on learning and teaching when it is ongoing and over a period of time. (Clarke,1994; OERI, 1999).”
  - NTN professional development is collaborative because “professional development is most effective when driven by educators, is classroom-based, and concentrates on how students learn mathematics. (Garret, et.al, 2001).” During training, the teacher is the learner and continues to be part of a learning community throughout the year.
  - NTN professional development is interactive because “professional development is highly effective when it provides teachers an opportunity to address questions about content within a group of their peers, focused on a content and subject matter. (Darling-Hammond & McLaughlin, 1995).”
  - NTN Professional development is based on incorporating the elements of effective learning because “professional development focused on how students learn specific content is more likely to impact teacher practice and student learning (Cohen & Hill, 1998).”
  - NTN professional development is designed to help teachers think about the processes of math and modeling for students how to work through those processes because “professional development is most effective when teachers are reflective in practice by identifying problems and questions, thinking about and discussing their work, gathering data, and using what they learn to inform their practice (Borasi & Fonzi, 2002; Thompson & Zeuli, 1999).”

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<sup>53</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

<sup>54</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

- NTN’s use of the SOLVE (five-step problem solving paradigm) is grounded in extensive research and best practices around the power of problem solving as a foundational math skill<sup>55</sup>:
  - SOLVE is a step by step procedure to solve word problem that is based on the idea that “when students use a first-letter mnemonic strategy, it can increase their application of problem solving techniques (Mercer & Miller, 1992).”
  - “By definition, problems involve obstacles and constraints. While engaged in solving problems, students must generate and test hypotheses related to the various solutions they predict might work...they must consider different approaches to a solution and then generate and test their hypotheses about those solutions’ (Marzano, 2001).”
  - “Approaching mathematics through problem solving can create a context which simulates real life and therefore justifies the mathematics rather than treating it as an end in itself. The National Council of Teachers of Mathematics (NCTM, 1980) recommended that problem solving be the focus of mathematics teaching because, they say, it encompasses skills and functions which are an important part of everyday life.”
  - “The National Council of Teachers of Mathematics has identified problem solving as one of the five fundamental mathematical process standards along with reasoning and proof, communication, connections, and representations (National Council of Teachers of Mathematics, 2000).”
  - “‘Problem solving is the foundation of all mathematical activity’ (Reys, Lindquist, Lambdin, Smith, & Suydam, 2001).”
  - “Problem solving shouldn’t be a separate process, but rather the context within which students learn math skills and concepts (Zemelman, Daniels, & Hyde, 1998).”
- NTN’s use of manipulatives as a means to encourage concrete learning experiences that guide student discovery of key math concepts is supported by the following research<sup>56</sup>:
  - “‘The very act of generating a concrete representation establishes “image” of the knowledge in students’ minds’ (Marzano, 2001).”
  - “‘Inductive instructional techniques require students to first discover the principles from which hypotheses are generated’ (Marzano, 2001).”
  - “Teaching students through the use of concrete manipulations, pictorial representations, then abstract numerals, is called the ‘concrete to representational to abstract sequence of instruction’ (CRA). Teaching students through the three learning stages in CRA has shown to benefit secondary students in math acquisition (Witzel, 2005; Witzel, Mercer, and Miller, 2003).”
  - “The development of math skills is positively impacted when students participate in concrete level activities leading to the discovery of grade-level mathematical concepts (Butler, et al. 2001). Through this process, they develop mathematical understanding while exploring ways of verbally expressing their discoveries. Student success with use of manipulatives is related to the teachers experience and expertise with the manipulatives.”

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<sup>55</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

<sup>56</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

- “Using manipulatives helps students make the connection from the concrete to the abstract which makes information more accessible to all students (Devlin, 2000; Maccini & Gagnon, 2000).”
- “Research based studies show that students who use concrete materials develop more precise and more comprehensive mental representations, often show more motivation and on task behavior, understand mathematical ideas, and better apply these ideas to life situations (Harrison & Harrison, 1986).”
- NTN’s use of pictorial depictions to make necessary connections between the concrete and the abstract is based upon the following findings<sup>57</sup>:
  - “‘Drawing pictures or pictographs (i.e. symbolic pictures) to represent knowledge is a powerful way to generate nonlinguistic representations in the mind’ (Marzano, 2001).”
  - “‘When teachers help students generate nonlinguistic representations, however, the effects on achievement are strong. It has even been shown that explicitly engaging students in the creation of nonlinguistic representations stimulates and increases activity in the brain (see Gerlic & Jausovec, 1999)’ (Marzano, 2001).”
  - “‘The uses of multiple representations have been strongly connected with the complex process of learning in mathematics, and more particularly, with the seeking of the students’ better understanding of important mathematical concepts. Research done by Hiebert and Carpenter, (1992); Kaput, (1989a); and Skemp, (1987) illustrates that multiple representations of concepts can be utilized as a help for students in order to develop deeper, and more flexible understandings (Porzio, 1994).’”
- NTN’s use of graphic organizers helps students organize information and reference it when needed as evidence by various studies and research-based approaches<sup>58</sup>:
  - “‘Once students initially take notes, teacher’s should encourage them to continually add to the notes and revise them as their understanding of content deepens and sharpens’ (Marzano, 2001).”
  - “‘Graphic organizers are perhaps the most common way to help students generate nonlinguistic representations.’ (Marzano, 2001).”
  - “‘A review of the research from 1980-1991 (Hudson, Lignugaris-Kraft, & Miller, 1993) concludes that visual displays can be successfully implemented at several phases of the instructional cycle.’”
  - “‘Graphic organizers can successfully improve learning when there is a substantive instructional context such as explicit instruction incorporating teacher modeling and independent practice with feedback (Boyle & Weishaar, 1997).’”
- NTN’s use of engaging activities to provide intensive practice that encourages student participation is motivated by<sup>59</sup>:
  - “‘The advantages of using games in a mathematical program have been summarized in an article by Davies (1995) who researched the literature available at the time. Increased learning - in comparison to more formal activities, greater learning can occur

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<sup>57</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

<sup>58</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

<sup>59</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

through games due to the increased interaction between children, opportunities to test intuitive ideas and problem solving strategies.”

- “Games and activities often provide more practice than traditional worksheets. In addition these types of engaging activities can help student’s process ideas that may be difficult to develop in other ways. (Ex: sorting shapes, angles) (Hatch, 2005).”
- “Math activities and games providing students practice with skills; giving students ways to apply mathematical ideas to problem solving situations and develop strategic thinking (Burns, 2003).”
- NTN’s use of review in the form of scaffolding and homework is informed by<sup>60</sup>:
  - “Mastery requires focused practice over days or weeks. After only four practice sessions students reach a halfway point to mastery. It takes more than 24 more practice sessions before students reach 80 percent mastery. And this practice must occur over a span of days or weeks, and cannot be rushed (Newell & Rosenbloom, 1981).”
  - “Individualized assignments that tap into students' existing skills or interests can be motivating. At the elementary school level, homework can help students develop study skills and habits and can keep families informed about their child's learning (Research Spotlight on Learning).”
  - “Thus, creating learning conditions in class for successful formative and guided practice, and checking student readiness for successful independent practice (homework) on the complex tasks within the assignment is crucial. If the assignment is not doable for them, they will get discouraged and shut down. They just won't run to practice an area of 'no talent' (Kannold, 2011).”
- There have also been multiple successful studies that reveal the effectiveness of NTN’s approach. On NTN’s website, there are multiple studies available that evidence the positive impact its curriculum and professional development services have had on teacher effectiveness, teacher growth, student learning, and student achievement. Below are two such studies that validate NTN’s approach<sup>61</sup>:

#### **Study #1 – Baltimore County Schools, Maryland 2006 – 2009**

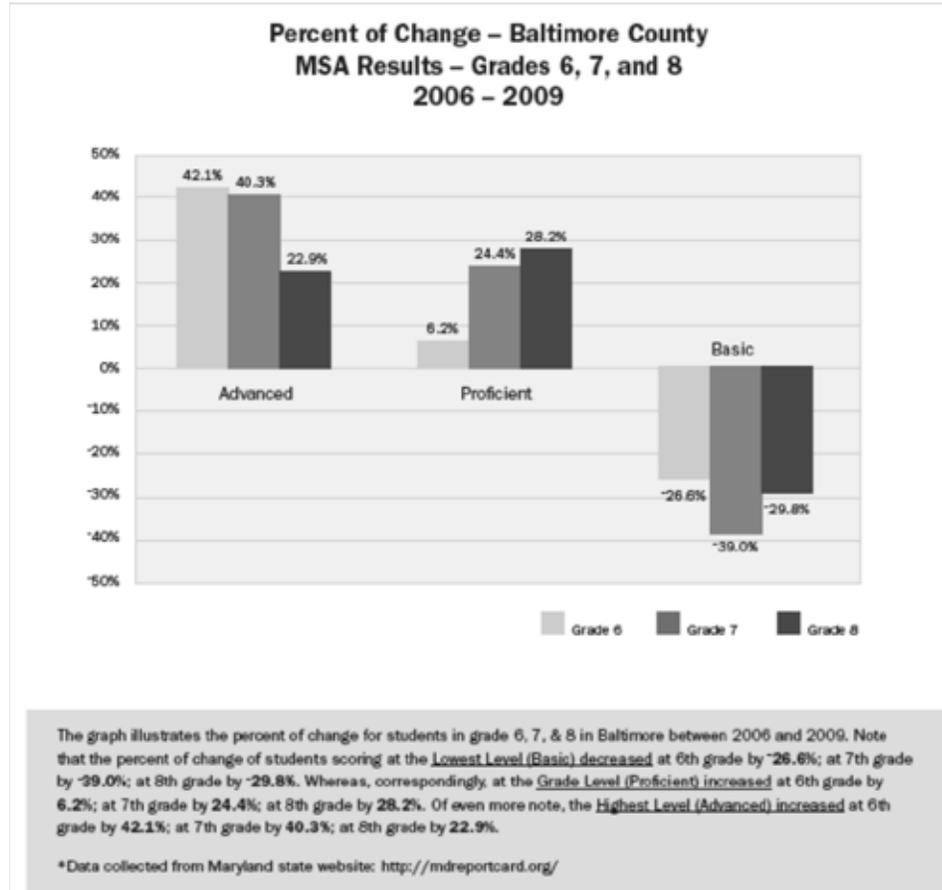
- Implementation: Baltimore County Public Schools began working with National Training Network to implement the Algebraic Thinking curriculum in grades 6 and 7 in the summer of 2006 and grade 8 in the summer of 2007.
- Training: Teachers were trained prior to the start of the school year and follow up trainings were offered each subsequent summer through 2009 for new teachers.
- Support: National Training Network provided onsite coaches in each of the middle schools in Baltimore County on an average of two days per month per school and NTN coaches provided professional development on a monthly basis.
- Results: Between 2006 and 2009, the percentage of students performing at the basic level on the Maryland State Assessment in Mathematics decreased between 26% and 39% across all grade levels while the percentage of students performing at the proficient

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<sup>60</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

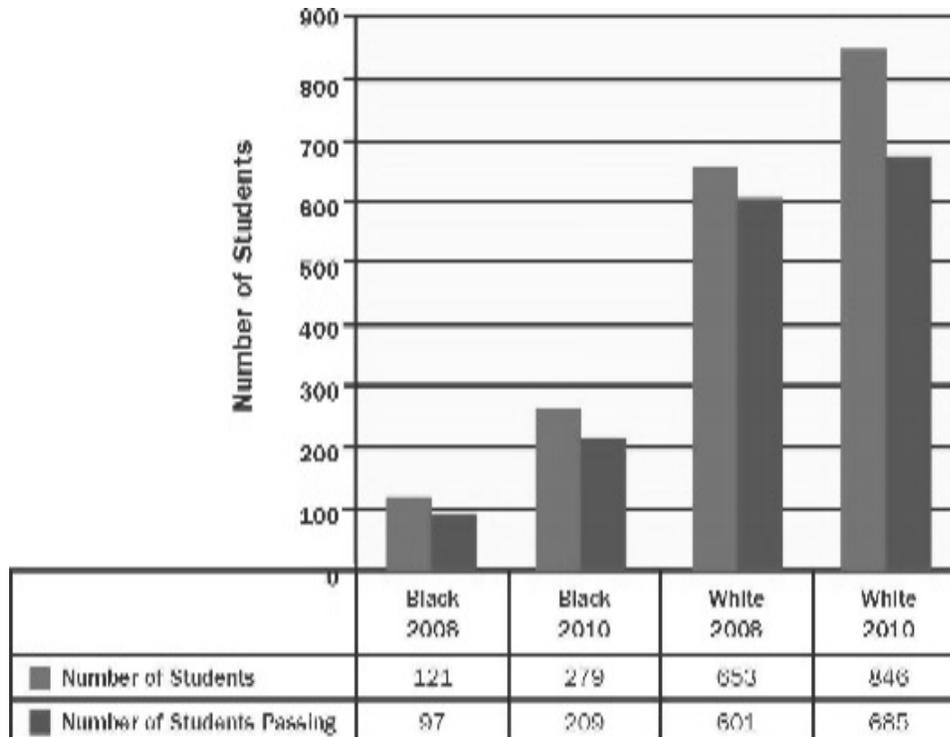
<sup>61</sup> Beck, Nicole. (2013). *NTN research*. National Training Network.

and advanced levels increased between 6% and 42% across all grade levels. Below is a graph depicting these changes:

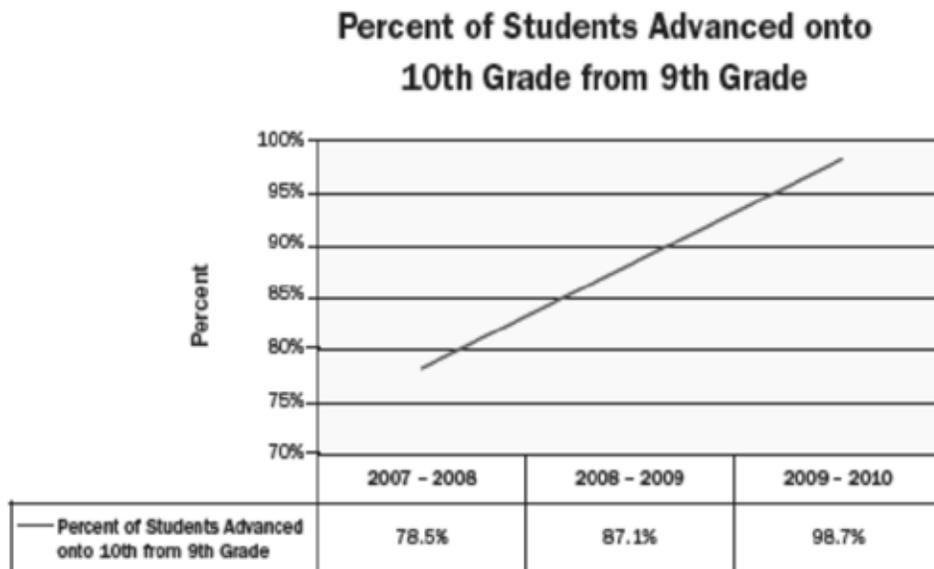


### Study #2 – Federal Way Public Schools, Washington State, 2007-2010

- Implementation: Federal Way Public Schools began working with National Training Network to implement National Training Network methodologies in grades 6 and 7 in the summer of 2007 and grade 8 in the summer of 2008.
- Training: Teachers were trained prior to the start of the school year and follow up trainings were offered each subsequent summer through 2010 for new teachers.
- Support: National Training Network provided onsite coaching at each of the middle schools in Federal Way on an average of two days per month per school and coaches provided professional development on a monthly basis.
- Results: In 2008, black students represented 15.6% of the Algebra 1 population with a 12% lower pass rate than whites. In 2010, black students represented 25% of the Algebra 1 population with a 6% lower pass rate than whites. National Training Network methodology contributed to a 62% increase in the relative percent of black students taking Algebra 1 and a 50% decrease in the gap between the black and white pass rates. The graph below illustrates the decreasing achievement gap between black and white students:



In 2007, Federal Way had 2,224 ninth grade students and 78.5% of those students advanced onto the tenth grade. In 2008, they had 2,101 ninth grade students and 87.1% of those students advanced onto the tenth grade. In 2009, they had 1,776 ninth grade students and 98.7% of those students advanced onto the tenth grade. The graph below illustrates the percent of students who advanced on in Federal Way Public Schools from ninth to tenth grade the following year:



Based on these outcomes, NTN currently provides various models of customized professional development support to schools within the Academy of Urban School Leadership (AUSL) Turnaround Schools in Chicago Public Schools, IL; New York City Public Schools, NY; and Pawtucket School Department, RI.

**Implementation Requirements:** The cost of acquiring and implementing the NTN curriculum and professional development services is already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, rows “116, 123”). The full Memorandum of Understanding (MOU) between National Training Network and Atmosphere Academy can be viewed in the “Response 24(b) – Supplemental Docs” section of this charter application.

**High School Mathematics Curriculum Selection Process:** The Director of Science, Technology, Engineering, and Mathematics (D-STEM) will oversee the 9<sup>th</sup> and 10<sup>th</sup> grade mathematics curriculum selection process. The D-STEM will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Math Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for Mathematics, complete the prescribed mathematics scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and incorporate elements of math literacy. Atmosphere anticipates that the 9<sup>th</sup> grade course will be an Integrated Algebra course and that the 10<sup>th</sup> grade course will be a Geometry course.

## Science

Atmosphere’s middle school science coursework is arranged into five courses:

- 6<sup>th</sup> Grade Integrated Science
- 7<sup>th</sup> Grade Life Science
- 8<sup>th</sup> Grade Physical Science
- 9<sup>th</sup> Grade Earth Science
- 10<sup>th</sup> Grade Living Environment

These courses are described in depth in the course descriptions provided later in this response. Each course was designed to align with the New York State Core Curriculum Learning Standards for Math, Science, and Technology (MST Standards) that Atmosphere has adopted while it awaits the release of the Common Core State Standards in Science, which will be adopted when ready. Atmosphere also used the Next Generation Science Standards and the National Science Education Standards as additional, informal guideposts to help inform its curricular choices and instructional philosophy in the science classroom.

**Middle School Science Curriculum:** To address these standards, Atmosphere has selected Houghton Mifflin Harcourt’s Science Fusion worktext and digital modules. Science Fusion is designed with five strands of science learning in mind: writing to learn, vocabulary, scaffolding, metacognition, and engaging in inquiry.<sup>62</sup> These strands are described in greater detail later in this section. Atmosphere chose Science Fusion because of its emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere’s mission and vision. Below is a discussion of each key design element:

- **Multimodal Learning:** Science Fusion’s use of multimodal learning provides for the development of multiple science literacies. Multimodal learning involves the application of multiple learning methods in order to better address diverse learning styles:
  - **Traditional and Language Literacies:** Throughout the Science Fusion curriculum, there is a consistent and continuous emphasis on science literacy with particular attend paid to traditional literacy skills like vocabulary, speaking, listening, writing, and reading within a science context. This approach aligns with the needs of Atmosphere’s anticipated population of English learners. The Science Fusion worktext’s magazine-style design provides a verbal/visual blend for covering concepts while also developing and using critical thinking and reading skills—active engagement with the text—that has been documented by research to significantly increase achievement. The worktext promotes a student-centered approach for developing energetic readers who reach a deep level of comprehension. Additionally, the worktext is available in both English and Spanish to help Atmosphere’s ELL Specialists bridge the language gap for ELLs. These elements align with Atmosphere’s use of the SIOP model to provide ELLs with the support they need to negotiate academic language in each subject area. Below are examples of how language literacy is addressed in both the teacher edition and student edition:

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<sup>62</sup> *Using the Science Fusion program: A research based approach.* Houghton Mifflin Harcourt.

Teacher Edition

Lesson Vocabulary

geology geologic time scale

Previewing Vocabulary

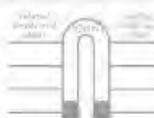
whole class 15 min

**Etymology** Tell students that good readers often use the etymology or history of a word to help determine or remember the word's meaning. For example, *geology* comes from the Greek words *geo-*, meaning "earth," and *logia*, meaning "study of." So *geology* is the study of Earth. The sequence of the eras in the most recent eon can be more easily remembered using their etymology. *Paleozoic* comes from Greek words meaning "old life." *Mesozoic* comes from Greek words meaning "middle life." And *Cenozoic* comes from Greek words meaning "recent life."

Reinforcing Vocabulary

whole class 15 min

**Magnet Word** Give students copies of the Magnet Word worksheet. Ask them to write the term *geologic time scale* in the magnet. Tell them to think of other terms and ideas that relate to this key vocabulary term. They should write the terms and ideas on the lines around the magnet.



English Language Proficiency

Strategies for **English Language Learners (ELL)** are provided for each lesson, under the Explain tabs:

- LESSON 1 *Organisms*, TE p. 19
- LESSON 2 *Different Ways to Weather*, TE p. 35
- LESSON 3 *Coastline Landform Progression*, TE p. 49
- LESSON 4 *Main Ideas*, TE p. 67
- LESSON 5 *Mnemonic Device*, TE p. 81

**Vocabulary** strategies provided for all students can also be a particular help for ELL. Use different strategies for each lesson or choose one or two to use throughout the unit. Vocabulary strategies can be found under the Explain tab for each lesson (TE pp. 19, 35, 49, 67, and 81).

Student Edition

**Got Water?**

**What is the hydrosphere?**  
The **hydrosphere** is the part of Earth that is liquid water. Ninety-seven percent of all of the water on Earth is the saltwater found in the oceans. Oceans cover 71% of Earth's surface. The hydrosphere also includes the freshwater in lakes, rivers, and marshes. Rain and the water droplets in clouds are also parts of the hydrosphere. Even water that is underground is part of the hydrosphere.  
The water on Earth is constantly moving. It moves through the ocean as currents because of wind and differences in the density of ocean waters. Water also moves from Earth's surface to the air by evaporation. It falls back to Earth as rain. It flows in rivers and through rocks under the ground. It even moves into and out of living things.

**What is the cryosphere?**  
Earth's **cryosphere** is made up of all of the frozen water on Earth. Therefore, all of the ice, sea ice, glaciers, ice shelves, and icebergs are a part of the cryosphere. So in permafrost, the frozen ground found at high latitudes. Most of the frozen water on Earth is found in the ice caps in Antarctica and in the Arctic. However, glaciers are found in mountains and at high latitudes all over the world. The amount of frozen water in most of these areas often changes with the seasons. These changes, in turn, play an important role in Earth's climate and in the survival of many species.

**10 Compare** Use the Venn diagram to compare and contrast the hydrosphere and the cryosphere.

**Visualize It!**  
As you read, write whether the example of water is part of the hydrosphere or the cryosphere.

**Water droplets form clouds.** (Hydrosphere)

**Water flows over Earth's surface.** (Hydrosphere)

**Ship can get stuck in sea ice.** (Cryosphere)

**Water among icebergs currently creates huge distances.** (Cryosphere)

- **21<sup>st</sup> Century and Digital Literacies:** The latest research on 21st-century students indicated that these digital natives are more visually-oriented. The worktext's design is not only a more interesting and motivating magazine-style format that engages students and makes them want to actually use their text, but it also makes the acquisition of science content a natural process for *all* students—both left- and right-brain learners. The recognition and accommodation of multiple learning modalities is prevalent

throughout each worktext with embedded visual summaries, graphics, etc. Furthermore, video-based projects that are also part of the Science Fusion curriculum help to reinforce and enrich important concepts as well as provide the opportunity for flipped lessons. These projects consist of a video, teacher support pages, and student activity worksheets. There are 20 included in all modules (1–2 per module)—focusing on STEM, ecology, and biotechnology—available online at point-of-use or on the Teaching Resources DVD. They are also referenced at point-of-use on the unit planning pages in the teacher edition. Below are samples of the visual summaries included in every worktext unit, video projects included with every module, and digital lessons and virtual labs that provide :

## Visual Summary

To complete this summary, answer the following True or False questions. Then, use the key below to check your answers. You can use this page to review the main concepts of the lesson.



**A physical model represents an object or system.**

T F

17   Models always behave exactly like the thing they represent.

### Models and Simulations

**A simulation uses a model to imitate the function, behavior, or process of the thing it represents.**

T F

19   Complex objects or processes are easier to simulate.

**A conceptual model shows how parts of a system are related or organized.**



## Digital Lessons and Virtual Labs

Digital Lessons and Virtual Labs provide an e-Learning environment of interactivity, videos, simulations, animations, and assessment designed for the way digital natives learn. An online Student Edition provides students anytime access to their student book.



Digital Lessons



Online Student Edition

**ScienceFusion**  
**Video-Based Projects**

Available in Online Resources

The video series, created by program authors Michael Heithaus and Michael DiSpezio, develops science learning through real-world science and engineering challenges.

**Ecology**

Leave your lab coat at home! Not all science research takes place in a lab. Host Michael Heithaus takes you around the globe to see ecology field research, including tagging sharks and tracking sea turtles. Students research, graph, and analyze results to complete the project worksheets.



**STEM: Science, Technology, Engineering, and Math**

Host Michael DiSpezio poses a series of design problems that challenge students' ingenuity. Each video follows the engineering process. Worksheets guide students through the process and help them document their results.



- **Inquiry-based Learning:** Science Fusion is designed for inquiry-based learning by offering students and teachers materials, labs, and lessons that are hands-on and highly engaging. The Science Fusion approach to inquiry-based learning is multifaceted and includes a variety of key structures that help to spark and sustain students' interest. Labs can be modified to provide three levels of inquiry, including directed inquiry, guided inquiry, and independent inquiry:

#### DIRECTED Inquiry

In this level of inquiry, the instructor poses a question or suggests an investigation, and students follow a prescribed set of instructions. The outcome may be unknown to the students, but it is known to the instructor. Students follow the structured outline to uncover an outcome that supports the construction of lesson concepts.

#### GUIDED Inquiry

As in Directed Inquiry, the instructor poses to the students a question to investigate. While students are conducting the investigation, the instruction focuses on developing one or more inquiry skills. Focus may also be provided for students to learn to use methods or tools of science. In *ScienceFusion*, the Teacher Edition provides scaffolding for developing inquiry skills, science methods, or tools. Student pages accompany these lessons and provide prompts for writing hypotheses, recording data, and drawing conclusions.

#### INDEPENDENT Inquiry

This is the most complex level of inquiry experience. A prompt is provided, but students must design their own investigation in response to the prompt. In some cases, students will write their own questions and then plan and perform scientific investigations that will answer those questions. This level of inquiry is often used for science fair projects. Independent Inquiry does not necessarily mean individual inquiry. Investigations can be conducted by individual students or by pairs or teams of students.



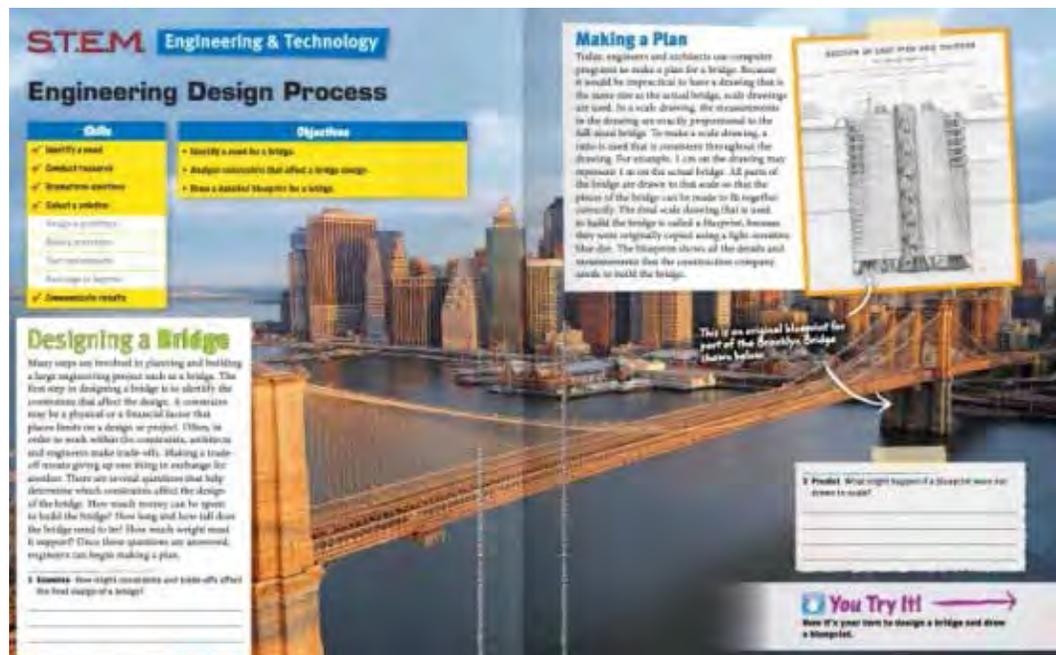
- **Science Application:** Science Fusion’s hands-on approach to science is based on the idea that students learn science by doing science. The Science Fusion lab program contains opportunities for students to be scientists in every lesson.
  - Lab manuals comprise the middle grades lab program is designed to include activities that address a variety of student levels, inquiry levels, time availability, and materials. Each unit includes multiple Quick Labs in every lesson and four additional labs that require one or more class periods to complete— Exploration, Field, and STEM labs.
  - Quick Labs provide short activities at the point of use to help concept development.
  - Exploration Labs are traditional labs designed to be used with standard equipment and materials.
  - Field Labs are designed to be partially or completely performed outside the classroom.
  - STEM Labs are activities that focus on science, technology, engineering, and math skills.
  - In-class labs follow protocols laid out in a lab manual.
  - Virtual labs follow protocols laid out in a web-based interface or other software-based, virtual environment.

**Alignment with Atmosphere Model:** The key features of the Science Fusion curriculum that align with Atmosphere’s school model include:

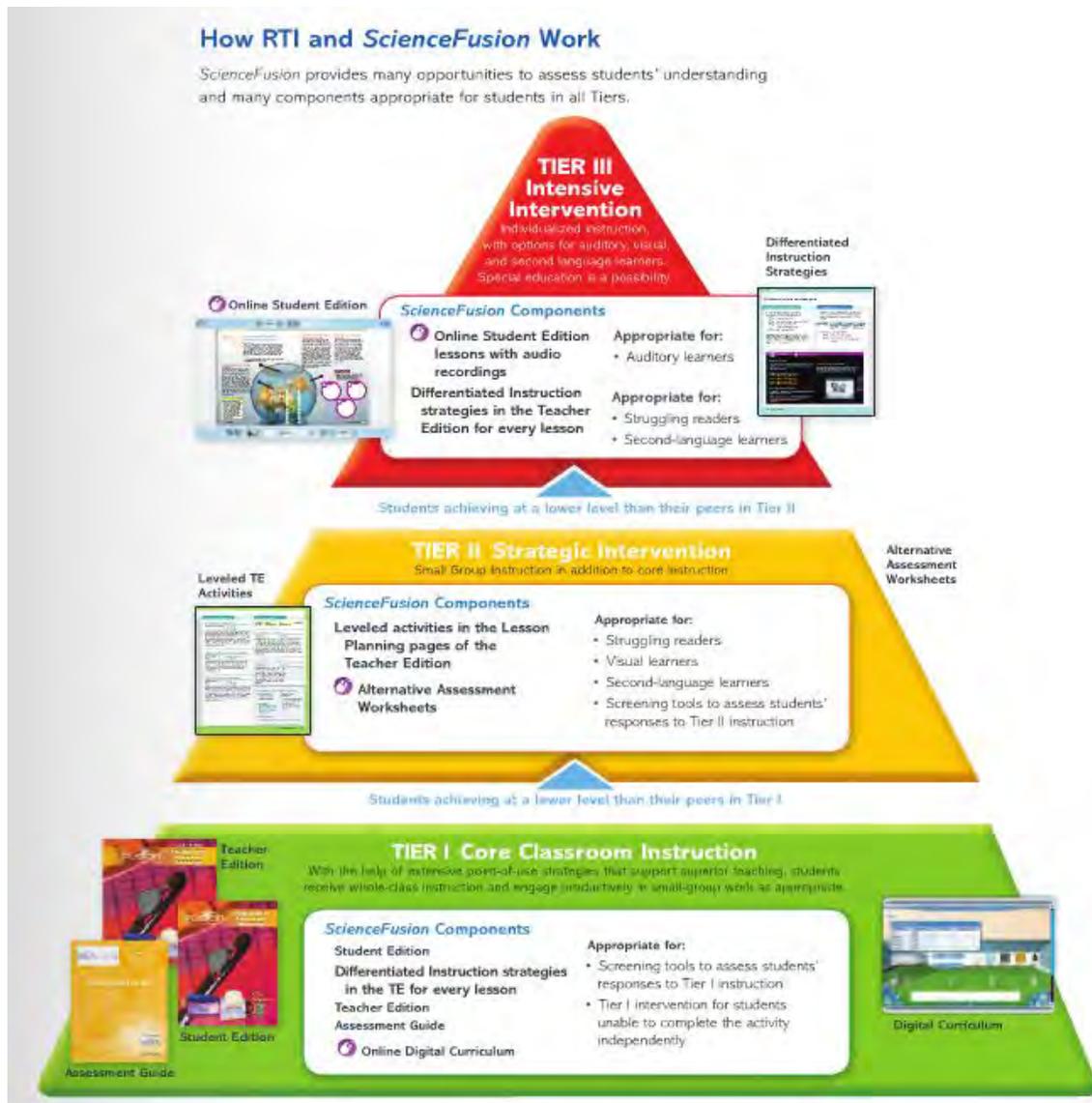
- **21<sup>st</sup> Century Skills:** Science Fusion promotes a seamless blend of 21<sup>st</sup> Century and STEM (science, technology, engineering, math) skills. The innovation and ingenuity that characterize the skills students need in the 21<sup>st</sup> Century are inherent in all Science Fusion content. The curriculum’s focus on the role of STEM in shaping the modern world helps students better understand on a personal level the contributions that engineers and scientists make:
  - Each unit contains profiles of individual scientists and engineers that help students appreciate and identify potential career pathways. Below is a sample page that highlights the achievements and accomplishments of a robotics engineer:



- Each worktext module provides four pages per unit of STEM activities designed to provide background, a challenge, and an activity that connects students to the engineering design process. Additional STEM support is found in the Lab Manual. STEM Labs focus hands-on activities that highlight the development of design and engineering skills. Below are pages that address the engineering design process and other STEM topics (graphing data):



- **RRTI:** Science Fusion also supports Atmosphere’s three-tiered Rapid Response to Intervention (RRTI) system. Below are graphics demonstrating how Science Fusion provides solutions for each tier of intervention:



**Research Base:** The five strands of science learning that informed Science Fusion's development are described in "Using the Science Fusion Program: A Research Based Approach," which references 88 independent studies and research papers that influenced, shaped, and validated Science Fusion. Some of the most relevant research that Atmosphere considered in selecting Science Fusion as its primary curriculum was the following:

- **Strand 1—Writing to Learn** is rooted in the idea that writing in science is essential to developing scientific literacy, which is an understanding of how to read science, how to write science, and the content of science itself.<sup>63</sup> Strand 1 promotes writing to improve scientific thinking and understanding, writing in scientific genres to think like a scientist, and annotating and notebooking to reflect and remember scientific concepts. Some of the specific research that supports Strand 1 includes:

<sup>63</sup> Wellington, J. & Osborne, J. (2001). *Language and Literacy in Science Education*. Buckingham: Open University Press. 81.

- In an analysis of NAEP results, Braun et al. determined that students writing long answers to science tests and assignments were associated higher average scores—an estimated NAEP score gain of 5.9 scale points: “...instructional strategies for which increasing frequency was associated with higher average scores [included students] writing long answers to science tests and assignments.”<sup>64</sup>
- In “a study that examined the cumulative effects of students’ learning of science, and perceptions of the role of writing in learning, when the students engaged in multiple writing tasks with planned strategy support...Results from the quantitative component indicated that multiple, non-conventional writing had a significant benefit in helping students learn...”<sup>65</sup>
- Improved logic and conceptual understanding were attributed to increased opportunities for students to write about science, in a study conducted by Fellows (1994). Requiring students to write numerous explanations of different scientific concepts resulted in posttest written explanations that included more scientifically accurate language and better expressions of abstract ideas than did explanations produced after previous instruction that did not include as much writing.<sup>66</sup>
- Students need to learn the assumptions, procedures, and purposes of scientific writing in order to fully understand the scientific method, explanation, and justification. Knowing these rules allows learners to build conceptual understanding and “construct relationships among ideas.”<sup>67</sup>
- By learning how to write in scientific genres, Halliday and Martin (1993) conclude that students will also better understand the scientific texts that they read.<sup>68</sup>
- “Asking students to read and understand science content without providing and encouraging the use of strategic reading approaches like annotation, can and frequently does result in poor understanding of content material, limited class discussion (because students don’t understand the material), and lack of interest in science” (Zywica & Gomez, 2008, p. 157).<sup>69</sup>
- From their experiences implementing science notebooks in one Arizona school district, Gilbert and Kotelman (2005) conclude that of the many benefits of using notebooks in science, the five most compelling are that notebooks are thinking tools, notebooks

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<sup>64</sup> Braun, H., Coley, R., Jia, Y., & Trapani, C. (2009). *Exploring what works in science instruction: A look at the eighth-grade science classroom*. Policy Information Report. Princeton, NJ: Educational Testing Service (ETS).

<sup>65</sup> Hand, B., Hohenshell, L., & Prain, V. (2007). Examining the effect of multiple writing tasks on Year 10 biology students’ understandings of cell and molecular biology concepts. *Instructional Science*, 35(4), 343-373.

<sup>66</sup> Fellows, N.J. (1994). A window into thinking: Using student writing to understand conceptual change in science learning. *Journal of Research in Science Teaching*, 31, 985-1001.

<sup>67</sup> Klein, P. (1999). Reopening inquiry into cognitive processes in writing-to-learn. *Educational Psychology Review*, 11(3), 203-270.

<sup>68</sup> Halliday, M. & Martin, J. (1993). *Writing Science: Literacy and Discursive Power*. London: Falmer Press.

<sup>69</sup> Zywica, J. & Gomez, K. (2008). Annotating to support learning in the content areas: Teaching and learning science. *Journal of Adolescent & Adult Literacy*, 52(2), 155-164.

guide teacher instruction, notebooks enhance literacy skills, notebooks support differentiated learning, and notebooks foster teacher collaboration.”<sup>70</sup>

- **Strand 2—Vocabulary** focuses on the important role vocabulary plays in shaping student conceptual understanding of science and other content. Language decoding and comprehension will be a critical component of Atmosphere’s learning model in every classroom. Having such support embedded in the primary text was critical. Strand 2 promotes vocabulary to comprehend science topics, vocabulary to connect scientific concepts and terminology, and vocabulary to increase achievement in science. Some of the specific research that supports Strand 2 includes:
  - One early researcher in the field of reading comprehension, Frederick B. Davis, focused on specifying the skills most important for comprehension. From his research, he concluded “that two components, word knowledge and reasoning in reading, accounted for 89% of the variance in individuals’ test scores.” (Johnson, Pittelman, & Heimlich, 1986, p. 778; Davis, 1944). In his 1968 article on factors in reading comprehension, Davis concluded that to foster comprehension, teachers must familiarize students with word meanings. (Davis, 1968).<sup>71</sup>
  - Stahl and Clark (1987) investigated the effects of discussion on the science vocabulary learning of fifth-grade students. They found that discussion proved to be more effective in vocabulary learning than having no discussion about the words.” (Harmon, Hedrick, & Wood, 2005, p. 273); (Stahl & Clark,1987).<sup>72</sup>
  - “Enhancing students’ academic background knowledge...is a worthy goal of public education from a number of perspectives. In fact, given the relationship between academic background knowledge and academic achievement, one can make the case that [vocabulary instruction] should be at the top of any list of interventions intended to enhance student achievement.” (Marzano, 2004, p. 4).<sup>73</sup>
- **Strand 3—Scaffolding** emphasizes the notion that learning necessitates added structure and guidance to ensure that the knowledge that is acquired is sustained and built upon. When one concept is the foundation for another concept, it is necessary to ensure that the transition between the two concepts is carefully supported. Similar to scaffolds used by contractors to erect a structure, scaffolds are put in place to support students while gaining knowledge in school. Scaffolding is an educational technique that involves providing support to students as they learn, and gradually decreasing the amount of support provided until students are completing tasks independently. In scaffolding, students receive support as they reach competence and continue to develop on their own—building on what they have learned. When scaffolding instruction, the types of scaffolds can vary but should consistently provide adequate support as needed. Strand 3 promotes scaffolding to deepen scientific understanding and inquiry, scaffolding to address previously held ideas and misconceptions, scaffolding to meet

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<sup>70</sup> Gilbert, J. & Kotelman, M. (2005). Five good reasons to use science notebooks. *Science and Children*, 43(3), 28-32.

<sup>71</sup> Davis, F.B. (1968). Research in comprehension in reading. *Reading Research Quarterly*, 3(4), 499-545.

<sup>72</sup> Stahl, S.A. & Clark, C.H. (1987). The effects of participatory expectations in classroom discussion on the learning of science vocabulary. *American Educational Research Journal*, 24(4), 541-555.

<sup>73</sup> Marzano, R.J. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

individual student needs, scaffolding to build confidence and independence, and scaffolding to improve performance in science. Some of the specific research that supports Strand 3 includes:

- Vygotsky defined scaffolding as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level.” (Raymond, 2000, p. 176).<sup>74</sup>
  - Scaffolds can be effective in many forms, including but not limited to, activating prior knowledge, modeling, questioning, or using cues or tools. “[Scaffolding] connotes a custom-made support that can be easily disassembled when no longer needed. It also connotes a structure that allows for the accomplishment of some goal that would otherwise be either unattainable or quite cumbersome to complete” (Stone, 1998, p. 344).<sup>75</sup>
- **Strand 4—Metacognition** highlights how metacognition shapes student conceptual understanding of science and other content. Metacognition is the process of thinking about the thinking process, what is known, and what is unknown. Furthermore, it focuses on the application of that knowledge. Strand 4 promotes developing students’ awareness of a range of problem solving and critical thinking strategies needed to investigate science, an understanding of when to apply those strategies, and an appreciation of how to strengthen them. Some of the specific research that supports Strand 4 includes:
- Some basic metacognitive strategies include connecting new information to that previously learned, selecting thinking strategies purposefully, and planning, monitoring, and evaluating thinking processes (Dirkes, 1985).<sup>76</sup> Studies show that the use of metacognitive strategies increases learning. These results suggest that supporting thinking strategies is useful and that independent learning will develop gradually. (Scruggs & Tolfa, 1985).<sup>77</sup>
  - “Appropriate kinds of self-monitoring and reflection have been demonstrated to support learning with understanding in a variety of areas.” (National Research Council (NRC), 2005a, p. 11). Helping students become more metacognitive about their own thinking and learning is closely tied to teaching practices that emphasize self-assessment (NRC, 2005a, p.12). Providing support for self-assessment is an important component of effective teaching. This can include giving students opportunities to test their ideas by building things and seeing whether they work, performing experiments that seek to falsify hypotheses. (NRC, 2005a, p. 12).<sup>78</sup>
  - Reflection is an essential strand of scientific thinking. Because scientific knowledge develops and changes over time, students of science must understand that knowledge can be revised based on new evidence. The ability to reflect on, or be metacognitive

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<sup>74</sup> Raymond, E. (2000). *Cognitive Characteristics. Learners with Mild Disabilities*. Needham Heights, MA: Allyn & Bacon.

<sup>75</sup> Stone, C. A. (1998). The metaphor of scaffolding: Its utility for the field of learning disabilities. *Journal of Learning Disabilities*, 31, 344-364.

<sup>76</sup> Dirkes, M.A. (1988). Self-directed thinking in the curriculum. *Roeper Review*, 11(2), 92-94.

<sup>77</sup> Scruggs, T.E. & Tolfa, D. (1985). Improving the test-taking skills of learning-disabled students. *Perceptual and Motor Skills*, 60, 847-850.

<sup>78</sup> National Research Council. (2005a). *How Students Learn: Science in the Classroom*. Committee on *How People Learn, A Targeted Report for Teachers*, M.S. Donovan & J. D. Bransford, Eds. Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

about, their learning is essential for students to become proficient science learners. “When students understand the nature and development of scientific knowledge, they know that science entails searching for core explanations and the connections between them.” (Michaels, Shouse, & Schweingruber, 2008, p. 20).<sup>79</sup>

- **Strand 5—Engaging in Inquiry** stresses the power of inquiry to support active learning over passive learning, which in turn helps students’ retain more of what they are learning. Strand 4 promotes the idea of learning science by doing science. Strand 5 promotes the observation of phenomenon, asking of questions, formulation of hypotheses, finding of evidence, testing of explanations, and sharing of conclusions. Some of the specific research that supports Strand 5 includes:
  - There is a growing body of evidence that indicates a strong relationship between inquiry-based science instruction and improved achievement not only in science, but also in reading, language arts, and mathematics (Klentschy & Molina-De La Torre, 2004, p. 352).<sup>80</sup>
  - The National Science Education Standards (NSES 1996)<sup>81</sup>, the National Research Council (NRC 2007)<sup>82</sup>, and the National Science Foundation (NSF 2000)<sup>83</sup> all concur that science educators must support students’ natural, interactive inquiries.
  - “When science teaching emphasizes the results rather than the process of scientific inquiry, students can easily think about science as truths to be memorized, rather than as understandings that grow out of a creative process of observing, imagining, and reasoning by making connections with what one already knows.” (Stewart, Cartier, & Passmore, 2005, p. 523).<sup>84</sup>
  - “Effective teaching provides students with opportunities to relate the scientific concepts they are studying to a range of appropriate phenomena through hands-on activities, demonstrations, audiovisual aids, and discussions of familiar phenomena...Students

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<sup>79</sup> Michaels, S., Shouse, A.W., & Schweingruber, H.A. (2008). *Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms*. Board on Science Education, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

<sup>80</sup> Klentschy, M. & Molina-De La Torre, E. (2004). Students’ science notebooks and the inquiry process. In E.W. Saul (Ed.), *Crossing Borders in Literacy and Science Instruction: Perspective on Theory and Practice*, 340-354. Newark, DE: International Reading Association.

<sup>81</sup> National Research Council. (1996). *National Science Education Standards: Observe, Interact, Change, Learn*. Washington, D.C.: National Academies Press.

<sup>82</sup> National Research Council. (2007). *Taking Science to School: Learning and Teaching Science in Grades K-8*. Committee on Science Learning, Kindergarten through Eighth Grade, R. A. Duschl, H. A. Schweingruber, & A. W. Shouse, Eds. Board on Science Education, Center for Education. Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

<sup>83</sup> National Science Foundation. (2000). *Foundations: A Monograph for Professionals in Science, Mathematics and Technology Education. Vol. 2. Inquiry: Thoughts, Views, and Strategies for the K-5 Classroom*. Arlington, VA: Author.

<sup>84</sup> Stewart, J., Cartier, J.L., & Passmore, C.M. (2005). Developing understanding through model-based inquiry. In National Research Council, *How Students Learn: History, Mathematics, and Science in the Classroom* 516-565. Committee on *How People Learn, a Targeted Report for Teachers*. M.S. Donovan and J.D. Bransford (Eds.), Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

need opportunities to apply ideas in a variety of contexts.” (Kesidou & Roseman, 2002, pp. 533-534).<sup>85</sup>

- “In pursuit of scientific answers, students engage in practices akin to those of real scientists, such as posing scientific questions, using data to examine complex phenomena, and generating explanations to account for their observations. ... there is compelling evidence that when classrooms function to support real scientific practice, students’ understandings of science can flourish.” (Michaels, Shouse, & Schweingruber, 2008, p. 127).<sup>86</sup>

The research listed for each strand shows that a science literacy approach helps to raise test scores (quantitative measures of student achievement) as well as increase the probability that a student will succeed in college and career (qualitative measures of student success).

Atmosphere also considered other research that it identified on its own, showing that a science literacy approach would directly benefit English Language Learners, a key student group that Atmosphere seeks to serve. English Learners’ ability to read, write, and discuss concepts in science is more essential than ever due to the fact that No Child Left Behind (NCLB) testing includes science.<sup>87</sup>

**Additional Resources:** In keeping with its blended approach to learning, Atmosphere supplements Science Fusion with web-based applications, iPad applications, and other curricula that give students the chance to engage in inquiry-based scientific discovery:

- **STEM: Powering Ingenuity:** One such complement to and expansion of the Science Fusion work text will be the STEM: Powering Ingenuity (also by HMH) middle school supplemental curriculum that includes 6 STEM lessons, 18 STEM projects, 23 STEM labs, and 10 video-based projects. These materials will be employed across the middle school science curriculum (grades 6 through 8) to coincide with relevant and related topics in Science Fusion. The STEM supplemental curriculum is in keeping with the school’s focus on a range of skills and treatments in all classes. The use of this curriculum is the culmination of Atmosphere’s three step approach to science learning: 1) the remediation of basic science skills, including the knowledge and understanding of foundational science concepts, 2) preparation for grade-level skills assessments (formative and summative) as well as the next level of science coursework, and 3) acceleration for 21<sup>st</sup> Century skills development and distribution (STEM-based innovation and ingenuity).
- **Khan Academy:** The biology, physics, cosmology, and astronomy sections of Khan Academy are leveraged for independent and guided practice.
- **BrainPop:** The science section of the BrainPop website and application is also a tool for increasing student interest.
- **Outside Reading:** Students are asked to read multiple science related texts each year. Some of the selections include:

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<sup>85</sup> Kesidou, S. & Roseman, J.E. (2002). How well do middle school science programs measure up? Findings from Project 2061’s curriculum review. *Journal of Research in Science Teaching*, 39(6), 522-549.

<sup>86</sup> Michaels, S., Shouse, A.W., & Schweingruber, H.A. (2008). *Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms*. Board on Science Education, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

<sup>87</sup> Echevarria, Jana, et. al. (2011, March). *Journal of Adolescent and Adult Literacy*. 54(6). Did they get it? The role of fidelity in teaching English language learners. p. 427.

- *Complications: A Surgeon's Notes on an Imperfect Science* by Atul Gawande
  - *Stiff: The Curious Life of Human Cadavers* by
  - *Mutants: On Genetic Variety and the Human Body* by ArmandMarie Leroi
  - *Periodic Tales: A Cultural History of the Elements, from Arsenic to Zinc* by High Aldersey-Williams
  - *The Woman with a Worm in Her Head* by Pamela Nagami and F. Gonzalez-Crussi
  - *Rabid: A Cultural History of the World's Most Diabolical Virus* by Bill Wasik and Monica Murphy
- **Discovery Channel, Science Channel, and Other Videos:** A variety of valuable videos are utilized as well as, including Winged Planet, Frozen Planet, Human Planet, How the Universe Works, The Wonders of the Solar System, and many more. The criteria for selecting videos is that they are both informative and aesthetically engaging so as to garner and sustain student interest. Videos are not shown in full duration, but rather selected clips are selected for use within a framed mini-lesson or activity that uses the video as a springboard for student application of knowledge in new and novel work product.
  - **iPad Apps:** Students utilize iPads to gain access to and collaborate on various interactive and engaging applications, including Frog Dissection, Creatures of Light (by the American Museum of Natural History), iMuscle, Powers of Minus Ten (funded by the National Science Foundation), SimplePhysics, TinkerBox, and many more.
  - **National Geographic Extreme Explorer:** While the chosen science curriculum incorporates and addresses literacy across the curriculum, Atmosphere's science students also have access to the National Geographic Extreme Explorer magazine, which was specifically developed for striving readers in science and social studies classes in grades 6-12. Extreme Explorer engages and motivates even the most reluctant readers through high-interest and age-appropriate articles and outstanding visuals that grab students, helping them improve literacy skills as they learn essential content in science. The magazine format also appeals to older readers, whether they are ELL, at-risk, special needs, or mainstream classroom students. Some of the key design elements of Extreme Explorer that students benefit from include<sup>88</sup>:
    - Reading strategies highlighted at the start of each article, core content that matches your curriculum, and text features and glossary that help build academic vocabulary:

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<sup>88</sup> <http://ngexplorer.cengage.com/explorer/>  
<http://new.ngsp.com/tabid/672/default.aspx>



- Free classroom posters, downloadable teacher's guide, interactive whiteboard lesson for one story in each issue, and digital edition.
- Online educational games, archive of back issues, informative videos, and photo galleries.

**Implementation Requirements:** The expense of purchasing the HMH Science Fusion curriculum and Extreme Explorer magazine is already planned for in the "Response 22(e) – Budget Template" section of this charter application (tab "5 YR Adjusted Budget & Cash Flow Adj.," row "123"). The cost of the Extreme Explorer magazine is \$5.80 per student per year.

**High School Science Curriculum Selection Process:** The Director of Science, Technology, Engineering, and Mathematics (D-STEM) will oversee the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum selection process. The D-STEM will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Science Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address relevant state standards, complete the prescribed science scope and sequence from grades 6 through 10, encourage inquiry-based learning, and incorporate elements of science literacy. In 9<sup>th</sup> grade, students will take an Earth Science course to prepare them for the Earth Science Regents Exam. In 10<sup>th</sup> grade, students will complete a Living Environment course that to prepare them for the Living Environment Regents Exam.

## History

Atmosphere’s middle and high school history coursework is arranged into five courses or movements:

- 6<sup>th</sup> Grade World History
- 7<sup>th</sup> Grade American History I
- 8<sup>th</sup> Grade American History II
- 9<sup>th</sup> Grade Global Studies
- 10<sup>th</sup> Grade American Studies

Atmosphere stresses the following components within its history program:

- **History:** The American Historical Association (AHA) contends that history is the never-ending process whereby people seek to understand the past and its meaning. As an academic discipline, history focuses on building each student’s working knowledge of historical facts and historical trends. This endeavor includes a close study, investigation, reliving, and application of historical events and figures. This historical context provides the background knowledge and context students need to successfully negotiate more nuanced and sophisticated topics and assignments.<sup>89</sup>
- **Geography:** Geography is the study of the diverse environments, places, and spaces of the Earth’s surface and their interactions; it seeks to answer the questions of why things are as they are, where they are. The modern academic discipline of geography is rooted in ancient practice, concerned with the characteristics of places, in particular their natural environments and peoples, as well as the interrelations between the two.<sup>90</sup>
- **Social Studies:** The National Council for the Social Studies defines effective social studies programs as those that provide for the study of<sup>91</sup>:
  - Culture
  - Time, Continuity, and Change
  - People, Places, and Environments
  - Individual Development and Identity
  - Individuals, Groups, and Institutions
  - Power, Authority, and Governance
  - Production, Distribution, and Consumption
  - Science, Technology, and Society
  - Global Connections
  - Civic Ideals and Practices

These studies are intended to promote social competence. Students are made to realize the factors that contribute to the growth of the society around them and their responsibility to that

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<sup>89</sup> McKay, Edrene. (2011, January 1). “History as an academic discipline.”

<sup>90</sup> <http://www.britannica.com/EBchecked/topic/229637/geography>

<sup>91</sup> <http://www.socialstudies.org/about>

society. Other areas of particular interest include religion, geography, history, and economics. Students learn to weigh the socio-economic, political, and cultural implications of the choices societies make.

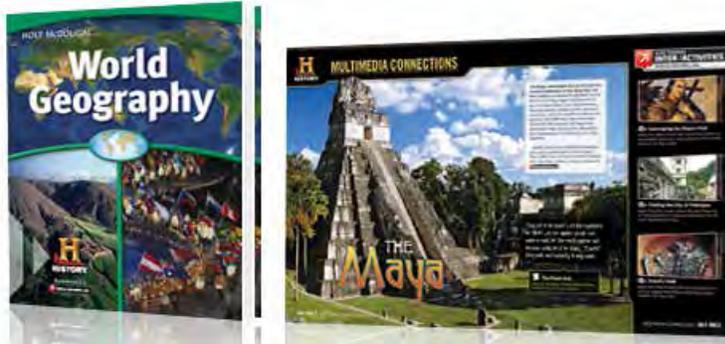
Based on these working definitions, Atmosphere seeks to build:

- a solid historical knowledge base,
- geographic awareness,
- sound foundation of research techniques,
- map, graph, and other document-based literacy,
- a sense of sustained and shared inquiry,
- social and cultural fluency,
- and a perspective that includes all possible variables.

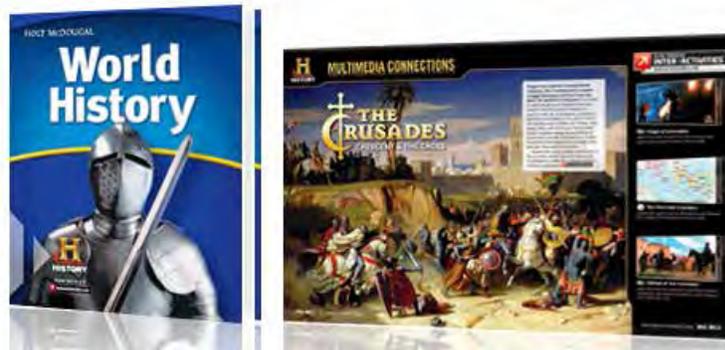
On both the middle and high school levels, students are engaged in project-based learning and active discovery through recreations, reenactments, and skits; document-based questions that are negotiated in groups, as a class, and individually; research papers that promote writing across the curriculum; projects that help student build digital literacy and leverage a variety of learning styles to help depict or interpret historical context and meaning; structure opportunities to apply knowledge and skills in abstract ways by engaging in activities that ask students to predict and make connections in novel ways; and other means.

**History Curriculum:** Atmosphere has chosen the Houghton Mifflin Harcourt and The History Channel joint curriculum for its history courses. The textbooks are digitized (print versions are also available) and align with Common Core State Standards for Literacy. Moreover, they are enhanced by web content from The History Channel that contains streaming video, interactive features, and resources that Atmosphere’s History Teachers can use to further enhance the learning experience and differentiate learning. By appealing to a diverse set of learning modalities (visual, auditory, etc.), Atmosphere intends to increase engagement and maximize student learning. Below is a description of the particular curriculum selected for each Atmosphere history course:

- **6<sup>th</sup> Grade World History:** Atmosphere’s 6<sup>th</sup> Grade World History course is intended to empower students to develop a strong working knowledge of geographies, cultures, societies, and histories from around the world:
  - **World Geography by Houghton Mifflin Harcourt and The History Channel (2012):** The World Geography curriculum gives Atmosphere students the perspective, skills, and knowledge needed to fluently and seamlessly identify locations and features around the world as well as the history, geology, and climate that have influenced how those locations are shaped or labeled on the map. Moreover, an explicit link is made between location and culture as each location is shown to have a reciprocal and symbiotic relationship with the people that reside there. The World Geography curriculum ensures that Atmosphere’s 6<sup>th</sup> grade students learn the essential elements and themes of world geography. The program is available in six modular options, an approach which Atmosphere favors and which provides Atmosphere’s History Teachers with the flexibility needed to customize and differentiate the curriculum based on students needs.



- **World History (Middle School) by Houghton Mifflin Harcourt and The History Channel (2012):** By using the World History curriculum, Atmosphere’s History Teachers can provide student with standards-based content that is negotiated using research-based reading instructional methods. Due to its alignment with the Common Core State Standards, the curriculum requires that students engage directly with primary sources, consider and analyze a variety of perspectives, as well as investigate important historical topics.



- **Historical Fiction:** All World History students are able to choose an historical novel for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *Dove and Sword: A Novel of Joan of Arc* by Nancy Garden (Medieval Europe)
  - § *Genghis: Birth of an Empire* by Conn Iggulden (Mongol Empire)
  - § *The Court of the Lion: A Novel of the T'Ang Dynasty* by Eleanor Cooney (Ancient China)
  - § *Pharaoh's Daughter: A Novel of Ancient Egypt* by Julius Lester (Ancient Egypt)
- **Historical Nonfiction:** All World History students are able to choose an historical nonfiction text for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *Longitude* by Dava Sobel
  - § *The Secret of the Great Pyramid* by Rob Brier and Jean-Pierre Houdin
- **7<sup>th</sup> Grade American History I:** Atmosphere’s 7<sup>th</sup> Grade American History I course is designed to help students develop a strong working knowledge of early American geographies, cultures, societies, and histories:

- **United States History by Houghton Mifflin Harcourt and The History Channel (2012):** Atmosphere’s US History I course (early indigenous people through War of 1812) utilizes the United States History curriculum and associated web-based, media content to engage student in inquiry-based learning. Atmosphere students become historical investigators, looking to unlock the truth behind their shared history. The curriculum also promotes important social studies skills, such as map reading, research, geography, and civic participation.



- **Historical Fiction:** All American History I students are able to choose an historical novel for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *The Mayflower and the Pilgrims’ New World* by Nathaniel Philbrick (Early Settlements)
  - § *Chains* by Laurie Halse Anderson (Pre-Revolutionary War)
  - § *Forge* by Laurie Halse Anderson (Revolutionary War)
  - § *Fever 1793* by Laurie Halse Anderson (Post-Revolutionary War)
  - § *Carry On, Mr. Bowditch* by Jean Lee Latham (Early Settlements)
  - § *My Brother Sam Is Dead* by James Lincoln Collier and Christopher Collier (Revolutionary War)
- **Historical Nonfiction:** All American History I students are able to choose an historical nonfiction text for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *Becoming Ben Franklin* by Russell Freedman
  - § *Pocahontas* by Joseph Bruchac
  - § *The Swamp Fox of the Revolution* Stewart Holbrook
- **8<sup>th</sup> Grade American History II:** Atmosphere’s 8<sup>th</sup> Grade American History II course aims to provide students with a strong working knowledge of contemporary American geographies, cultures, societies, and histories:
  - **United States History by Houghton Mifflin Harcourt and The History Channel (2012):** Atmosphere’s US History II course (Missouri Compromise through present day) continues Atmosphere students’ progression through the United States History curriculum and associated web-based, media content.

- **Historical Fiction:** All American History II students are able to choose an historical novel for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *The Watsons Go to Birmingham-1963* by Christopher Paul Curtis (Civil Rights Era)
  - § *Number the Stars* by Lois Lowry (World War II/Holocaust)
  - § *Forty Acres and Maybe a Mule* by Harriette Gillem Robinet and Wendell Minor (Jim Crow Era)
- **Historical Nonfiction:** All American History II students are able to choose an historical nonfiction text for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *Claudette Colvin: Twice Toward Justice* by Phillip Hoose
  - § *Hiroshima* by John Hersey
  - § *Bomb* by Steve Sheinkin
  - § *Chasing Lincoln's Killer* by James Swanson
  - § *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James Houston
- **9<sup>th</sup> Grade Global Studies:** Atmosphere's 9<sup>th</sup> Grade Global Studies course puts students in position to develop a global perspective on the social fabric and traditions that tie various societies and peoples together:
  - **World History: Patterns of Interaction (High School) by Houghton Mifflin Harcourt and The History Channel (2012):** The World History: Patterns of Interaction curriculum is specifically design for a more sophisticated high school humanities program. It is an enhanced curriculum that motivates student by helping them to think critically and reflectively about the life cycle and legacy of civilizations.



- **Historical Fiction:** All Global Studies students are able to choose an historical novel for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *The Heart of Darkness* by Joseph Conrad (African Colonization)
  - § *King Leopold's Soliloquy* by Mark Twain (African Colonization)

- **Historical Nonfiction:** All Global Studies students are able to choose an historical nonfiction text for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *Guns, Germs, and Steel* by Jared Diamond
  - § *Mao's Last Dancer* by Li Cunxin
  - § *The Diary of a Young Girl* by Anne Frank
  - § *The Riddle of the Compass* by Amir Aczel
  - § *Pigeons* by Andrew Blechman
- **10<sup>th</sup> Grade American Studies:** Atmosphere's 10<sup>th</sup> Grade American Studies course asks students to look at the structure of the American system and way of life:
  - **The Americans by Houghton Mifflin Harcourt and The History Channel (2012):** Atmosphere students benefit from The Americans history curriculum due to its adherence to the Common Core State Standards. The content builds a range of important skills and competencies that are both social science-specific and more far reaching. In this way, the rigor with which the content was designed and its focus on document-based instruction help to reinforce literacy skills within the history classroom.



- **American Government by Houghton Mifflin Harcourt and The History Channel (2012):** The United States Government: Principles in Practice curriculum is designed to marry important government topics with content that motivates Atmosphere's students to learn about and become involved in the political and civic processes. By encouraging and providing opportunities to make connections to their own lives, the curriculum is able to make the political system meaningful to all students. Overall, the goal is to have students participate either virtually or practically in government on a variety of levels and incarnations.



- **Historical Nonfiction:** All American Studies students are able to choose an historical nonfiction text for independent reading. Their options include, but are not limited to the following texts of varied Lexile levels:
  - § *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
  - § *Rats* by Robert Sullivan
  - § *George Washington's Secret Six* by Brian Kilmeade and Don Yaeger
  - § *One Summer: America, 1927* by Bill Bryson

**Alignment with Atmosphere Model:** Atmosphere's use of the HMH/History Channel curriculum in conjunction with historical fiction and nonfiction selections directly align with Atmosphere's school model in the following ways:

- **Literacy across the Curriculum:** The use of fiction and nonfiction independent reading texts promotes important literacy skills. Moreover, the HMH textbook provides reading support that prepares students to read with greater focus. Below are aspects of the embedded reading support:
  - The "What You Will Learn" segment at the beginning of each section provides students with the following features:
    - § Big Idea
    - § Main Ideas
    - § Key Terms and People
    - § Taking Notes
  - The "If You Were There" segment at the beginning of each section provides an on-the-scene story.
  - The Main Ideas set the purpose for reading and are connected to the section subheadings.
  - Key Terms are highlighted and defined in context. Academic Vocabulary terms (important cross-content words that students should understand) are defined at point-of-use in the margin.
  - Reading Checks enable students to monitor their comprehension.
  - Section Assessments provide scaffolded questions based on Bloom's taxonomy.
  - History Close-up features and dramatic visuals put students into the context of the time period, bringing people, places, and concepts to life.
  - Reading Social Studies by Kylee Beers helps students in every social studies course develop content-area reading skills. It includes reading-skill practice, think-aloud strategies, graphic organizers, and practice skill lessons for world history, geography, U.S. history, and civics.
  - Guided Reading Workbook (English and Spanish/English) helps all students understand and master the content using a visual summary and critical thinking questions to

organize chapter content; section-by-section note-taking to master main ideas; and challenge activities to extend concept learning.

- **Differentiated Content:** Differentiation is made easy when teachers and students have access to digital textbooks with embedded History Channel chapter videos with dozens more available via streaming, image galleries, multimedia including interactive features and time lines, audio summaries, 3-D graphics, interactive maps, text highlighting, note-taking, bookmarking, interactive section quizzes, and built-in search for any word or phrase.
- **Alignment with Common Core State Standards and 21<sup>st</sup> Century Skills:** HMH/History Channel curricula expose students to the skills and understandings necessary for college and career readiness and help them become literate in the 21st century (reading literacy, digital literacy, etc.). The Grades 6–12 strand in Social Sciences promotes an interdisciplinary approach to literacy by including primary source analysis and Common Core informational text reading, incorporating literature and historical fiction selections, utilizing higher-order thinking skills of text evidence, determining point-of-view, distinguishing fact from opinion, and more<sup>92</sup>:
  - College and Career Readiness Anchor Standards for Reading in History/Social Sciences:
    - § Key Ideas and Details: Using key skills like analyzing, evaluating, determining main idea from supporting detail, and drawing conclusions, students will actively look for text evidence in support of learning objectives. Complete skill lessons teach these explicitly, and ample assessment opportunities allow for demonstration of knowledge.
    - § Craft and Structure: World Geography teaches students how to read social studies-based informational text with particular guidance and practice on understanding historical readings, developing historical perspective, and formulating historical questions. This focus allows students to understand and compare points-of-view, determine bias, and recognize propaganda as they interpret a variety of primary sources.
    - § Integration of Knowledge and Ideas: World Geography offers students continuous opportunities to access a variety of sources—print, audio, visual, interactive media, and video—and in turn to analyze and assess them in 21st-century applications. Students can demonstrate their understanding through projects, proposals, presentations, and more.
    - § Range of Reading and Level of Text Complexity: World Geography offers students a wealth of text genres in the Student Editions, related support material both in print and online, and related small volumes focusing on primary source collections, historical readings, literary collections, and historical literature.
  - College and Career Readiness Anchor Standards for Writing in History/Social Sciences
    - § Text Types and Purposes: World Geography is committed to the student writing process with skills and lessons to support them every step of the way with ample and varied writing can be found in formative assessment, informal assessment, formal assessment, and portfolio opportunities.

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<sup>92</sup> <http://www.hmhco.com/shop/education-curriculum/social-studies/secondary-social-studies/world-history/why-world-history/common-core>

- § Production and Distribution of Writing: Whether in print or online, World Geography offers a variety of writing opportunities and platforms for students to research and publish their writing.
- § Research to Build and Present Knowledge: World Geography teaches students how to analyze bias, determine point-of-view, and recognize propaganda, along with interpret print, visual, and Internet source material. The depth and variety of skills culminates in students critically reading and responding to text and supporting their written argument with critical analysis and text evidence.
- § Range of Writing: World Geography offers a variety of writing projects—both short term and long term—to support the different needs of today’s classrooms and schedules. Students demonstrate their knowledge for a range of tasks, purposes, and audiences.

**Research Base:** Atmosphere used the following research to inform its curricular choices and history program design:

- “There is a widely recognized need to identify teaching strategies in social studies, particularly in history, that will engage students in their learning and equip them with an understanding of how professionals in the discipline work to help them develop the knowledge and skills necessary to think about the past imaginatively and with integrity (National Research Council, 2005).”<sup>93</sup>
- “A distinct benefit of contemporary technologies such as Web sites, digital video, interactive programs, and hypermedia software is that they are uniquely capable of supporting rich, complex, and nonlinear representations of knowledge and understanding (Daley, 2003; O’Brien, Grill, Schwarz, & Schlicht, 2006).”<sup>94</sup>
- “Lee and Hicks (2006) called for the development in students of “digital historical thinking” and ways to support the “visualization of knowledge” as two areas requiring additional attention in history and social studies teaching. Digital historical thinking skills help students access, process, synthesize, and interpret the wide range of multimedia electronic resources currently available and expanding rapidly, from well-established sources like the Library of Congress (<http://www.loc.gov>) to more recent projects such as History Now (<http://www.historynow.org>). When asked to create digital products such as presentations, movies, Web sites, and podcasts (i.e., learn by creating digital products available to wider audiences), students have the opportunity to organize, re-present, and make public (visualize) their understandings, allowing for more meaningful assessments of their learning, among other benefits anticipated by constructivist theory (e.g., Drake & McBride, 1997).”<sup>95</sup>
- “Our report also shows positive affective benefits for students in the intervention group and provides evidence that their work in the multimedia projects enhanced their historical thinking skills. More importantly, we found evidence that many students engaged in the type of historical

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<sup>93</sup> Hernandez-Ramos, Pedro & De La Paz, Susan. (2009). Learning history in middle school by designing multimedia in a project-based learning experience. *Journal of Research on Technology in Education*. 42(2), 151-173.

<sup>94</sup> Hernandez-Ramos, Pedro & De La Paz, Susan. (2009). Learning history in middle school by designing multimedia in a project-based learning experience. *Journal of Research on Technology in Education*. 42(2), pp. 151-173.

<sup>95</sup> Hernandez-Ramos, Pedro & De La Paz, Susan. (2009). Learning history in middle school by designing multimedia in a project-based learning experience. *Journal of Research on Technology in Education*. 42(2), pp. 151-173.

thinking expected of them, despite the multiple demands that this project made on their learning. Not only did they demonstrate their understandings through group projects that were created using a new form of software (two changes from their former learning environment), they were also capable of learning history through primary and secondary sources. As a result, it is encouraging to note the extent to which students used these alternate sources in their projects (and the differences that occurred across regions, or unit problems). Such differentiation suggests that when given an opportunity to select these types of sources to enrich and expand on the content from their textbook, students will do so. We also noted that students in the intervention condition were able to grasp a fundamental understanding that history is more than merely presenting facts. Historical reasoning requires interpretation of facts, and a disciplinary interpretation situates evidence in support of claims, facts, or interpretations (Monte-Sano, 2008). We also found evidence that students' attitudes toward learning history and social studies, and toward working with others, were significantly more positively affected by the PBL experience compared to students in the comparison group. In addition, intervention school students rated the experience quite favorably, agreeing that the project helped their learning, that they enjoyed working on it, and that they felt they could apply the skills learned to future projects. This type of affective or emotional benefits to students from participation in PBL experiences (e.g., Blumenfeld et al., 1991; Strobel & van Barneveld, 2009; Thomas, 2000) and from meaningful work with technology (Boethel & Dimock, 1999; Ringstaff & Kelly, 2002) have been well documented in the research."<sup>96</sup>

- “All the students we interviewed said they liked what they had done better than the way they had studied history in previous grades. One of their most frequent observations was that the historical fiction (and the activities, reports, and discussions that accompanied them) were superior to reading textbooks.”<sup>97</sup>
- “Brophy, VanSledright, and Bredin (1992) found that fifth graders had little understanding of why they were studying history or how history might be useful to them outside of school. Both Barton (1994) and VanSledright (1994), however, found a somewhat different trend: in those studies, many elementary and middle grades students made explicit connections between the past and the present, and some went so far as to explain that history could provide a guide to action. In the present study as well, most students saw connections between the important issues addressed in the fiction they read and present day issues.”<sup>98</sup>
- “Counterproductive behaviors that were evident with traditional pedagogy appeared to diminish when technology methods were being used. Disruptive behaviors decreased by nearly 45%. The teacher researcher was professionally satisfied that all of her students had now been exposed to the four technology methods of the project. As a result, the teacher researcher concluded that technology markedly increased motivation and engagement of students.”<sup>99</sup>
- “Based upon the results of the action research project, the teacher researcher concludes that students enjoyed using the technology and were more actively engaged in learning. Overall,

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<sup>96</sup> Hernandez-Ramos, Pedro & De La Paz, Susan. (2009). Learning history in middle school by designing multimedia in a project-based learning experience. *Journal of Research on Technology in Education*. 42(2), pp. 151-173.

<sup>97</sup> Barton, Keith & Smith, Lynne. (1994, November). Historical fiction in the middle grades. Presented to the Annual Meeting of the College and University Faculty Assembly, National Council for the Social Studies.

<sup>98</sup> Barton, Keith & Smith, Lynne. (1994, November). Historical fiction in the middle grades. Presented to the Annual Meeting of the College and University Faculty Assembly, National Council for the Social Studies.

<sup>99</sup> Goodin, Laura. (2012, May). Incorporating technology into the instruction of social studies. Saint Xavier University.

student behavior was more animated and excitable. These technology interventions did improve student achievement in social studies. Test scores for the geography test improved 34.5% and Mesopotamia test scores improved 38.4%.”<sup>100</sup>

- “By engaging history as science, objective, and true, Hvolbek (1991) explains, we advance students estrangement from it. For by not questioning the obvious, by not challenging the taken-for-granted, students are left with the notion that the historical narrative is unnegotiable. And ‘when something is accepted as absolutely right and an end in itself, conversation is over’ (pp. 5, 7). Such a practice, claims Scott (1996), ‘not only does violence to historical practice’ by repressing the presence of agency and/as interpretation, ‘it also substitutes dogma for open-ended inquiry.’ And when reality is ‘offered as uncontested truth,’ she adds, ‘we have reached the end of history.’ As educators, however, we must see history as a beginning, never an end.”<sup>101</sup>
- “We drew on Clegg’s (1991, 523) definition of a classroom simulation: “a limited model of some real phenomenon, usually a decision-making or conflict resolution situation, and designed to teach the operation and interaction of principles that operate in the situation,” and Ghere’s typology (2009) of four types of classroom simulations: role play, game, trial, and map...The two teachers in our study illustrate what is possible (Shulman 1987) for classroom teachers who want to create and implement engaging simulations. In addition, Schweber (2003) discusses attributes that distinguish educative Holocaust simulations from miseducative ones. She suggests that educative simulations: (a) encourage students to see the historical distance between the simulation and its historical reference and (b) provoke students’ historical thought about issues like morality and humanity.”<sup>102</sup>

**Additional Resources:** The following curricular items are also used to supplement the history curriculum:

- **National Geographic Extreme Explorer:** While the chosen history curriculum incorporates and addresses literacy across the curriculum, Atmosphere’s history students also have access to the National Geographic Extreme Explorer magazine, which was specifically developed for striving readers in science and social studies classes in grades 6-12. Extreme Explorer engages and motivates even the most reluctant readers through high-interest and age-appropriate articles and outstanding visuals that grab students, helping them improve literacy skills as they learn essential content in science. The magazine format also appeals to older readers, whether they are ELL, at-risk, special needs, or mainstream classroom students.

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<sup>100</sup> Goodin, Laura. (2012, May). Incorporating technology into the instruction of social studies. Saint Xavier University.

<sup>101</sup> Critical history: Implications for history/social studies education. *Theory and Research in Social Education*. College and University Faculty Assembly of National Council for the Social Studies. 27(3), pp. 358-374.

<sup>102</sup> DiCamillo, Lorrei & Gradwell, Jill. (2013, May 14). To simulate or not to simulate?: Investigating myths about social studies simulations. *The Social Studies*. Routledge.

**Rise to Power**  
 The clay warrior belonged to a man named Qin Shi Huang Di. So did thousands of other life-size clay figures. They include warriors, horses, and acrobats.

The discovery of this buried army near Xian, China, tells us about Qin's life—and his death. He lived 2,200 years ago. At the time, China was not one big country. Instead, it was split into seven states. Each state had its own rulers.

For 250 years, these seven states fought one another for control of the land. Their armies raided villages in other states. They burned buildings and killed people. No one won.

Qin grew up during this constant war. At 13, he became king of one of the states. He built a powerful army. Then, at 28, Qin attacked.

One by one, Qin's army conquered the other states. Within a decade, the seven warring states became a single kingdom. Qin gave himself the title First Emperor.

**The scientist.** rubs his fingers over a bump in the dirt. It doesn't feel like a rock. So he takes out a soft brush, slowly and gently, he whisks away layers of dirt.

Soon, a face appears. It has red lips, pale skin, rosy cheeks, and black hair. Then a shoulder emerges. It's painted purple and blue.

The face and body belong to a life-size warrior made of clay. It has spent centuries buried underground. Yet it looks almost lifelike, as if it's waking up from a long sleep. Its looks don't last long, though. Without minutes, the colors peel. Flakes of red, black, purple, and blue paint quickly turn to dust.

The sudden exposure to air turns the paint. Now, only the orange of baked clay remains. For a moment, though, the warrior provided a glimpse into China's colorful past.

**New Rule**  
 According to historians, the emperor used fear to control his new kingdom. Qin made people spy on one another. They had to report any crimes they saw or any complaints they heard about the government.

Punishment for breaking the law could be harsh. Criminals faced hard labor, injury, or even death.

At the same time, Qin was a reformer. Before he took control, each state had its own ways. They had their own money, languages, and roads. Qin changed that.

He created one kind of money. It could be used anywhere in the kingdom. He created one simple way of writing. That way, everyone could read about their new leader. He started the Great Wall of China. It would surround and protect his kingdom from invaders.

**Where's Qin's Tomb?**

Tomb of Qin Shi Huang Di, also called Terracotta Army

12 History Channel: From a Boy to a Emperor

You can still see some of the colors used to paint the clay warriors.

**Implementation Requirements:** The HMH/History Channel curriculum is already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.,” row “123”).

Foreign Language/Language Other Than English (LOTE)

Atmosphere’s Foreign Language courses engage students with blended learning opportunities that combine self-paced software and applications with group discussion, projects, and practice. Over time, Atmosphere expects to offer a wide range of Foreign Language courses, but initially, Spanish is offered to first year students in 6<sup>th</sup> grade (and 9<sup>th</sup> grade if a student is newly admitted at that time). After this first year, Atmosphere students can choose to continue to study Spanish or branch out to another language (within specific parameters). This is made possible by Atmosphere’s use of Rosetta Stone’s language software. Atmosphere’s use of this suite allows students to choose from a wide range of language offerings.

The Director of Language (D-Lan) and Language Other Than English (LOTE) Teachers decide which languages within the Rosetta Stone suite students are allowed to choose from in order to properly manage the scale and scope of Atmosphere’s language program. Gifted and talented students have the option to opt to test out of the general Foreign Language program in favor of an independent study approach that can be easily facilitated in a regular class setting due to the flexibility and malleability of Rosetta Stone’s software. Ultimately, Atmosphere offers students three distinct language tracks: Spanish, alternative language (possibly a selection of Mandarin Chinese, French, or Japanese), and independent study. This process would be managed by the D-Lan in consultation with the Principal.

Below is a chart detailing this structure:

<b>LOTE Course Structure</b>			
<b>Year</b>	<b>Spanish Language (Track 1)</b>	<b>Alternative Language (Track 2)</b>	<b>Independent Study (Track 3)</b>
2015-2016	Spanish	N/A	Available to Gifted and Talented
2016-2017	Spanish	Mandarin Chinese French Japanese	Available to Gifted and Talented
2017-2018	Spanish	Mandarin Chinese French Japanese	Available to Gifted and Talented
2018-2019	Spanish	Mandarin Chinese French Japanese	Available to Gifted and Talented
2019-2020	Spanish	Mandarin Chinese French Japanese	Available to Gifted and Talented

Prior to finalizing the alternative Foreign Language programs to be offered beyond Spanish, these alternative LOTE programs are piloted as quarter-length Electives classes in the prior year. This helps to gauge interest and feasibility. In this sense, decisions on LOTE course offerings are driven by data. Rosetta Stone offers the following Foreign Language programs:



Atmosphere’s approach to Foreign Language learning is designed to provide students with opportunities for independent, guided, and shared practice. LOTE classes meet three days per week, and each day is devoted to a specific practice:

- On Tuesday, students start the week with an introduction to a common topic or language element via direct instruction and modeling to open the class and shared practice in pairs during the balance of the class that remains. Tuesday tasks focus on initial work with a concept or language structure, such as completed a conjugation worksheet or practicing pronunciation with a partner. As the year progresses and skills improve, the work becomes more sophisticated and challenging and can include extended writing in the particular language. These assignments may be drawn from the chosen curriculum (Rosetta Stone or otherwise) or they may be specifically designed by the teacher.
- On Wednesday, students mostly work on self-paced, Rosetta Stone modules and are asked to complete additional independent practice at home. The Tuesday class may include a brief “do now,” warm up activity, or mini-lesson to start as well as a share out or discussion to close, but the majority of the class time is devoted to engaging with the software. This self-paced approach maximizes differentiation by giving each child the opportunity to work on assignments

and complete tasks that are directly aligned with their ability level. LOTE Teachers move among the students to provide guidance and assistance as needed. Moreover, they are able to review and monitor progress in real time during and after each class as students progress through the curriculum.

- On Thursday, students work on projects, performances, skits, and presentations in larger groups of 3 to 5 students each. These are long term assignments that may begin one week and finish the next or even a few weeks later, giving students multiple sessions to work on them. Students are expected to continue working on these assignments at home between Thursday classes in order to ensure proper progress is made. The benefits of these group projects and presentations are that they give students the chance to use and apply the language in a variety of ways from skits that mimic everyday conversations to projects that help to visualize the language meanings and rules.

*Spanish*

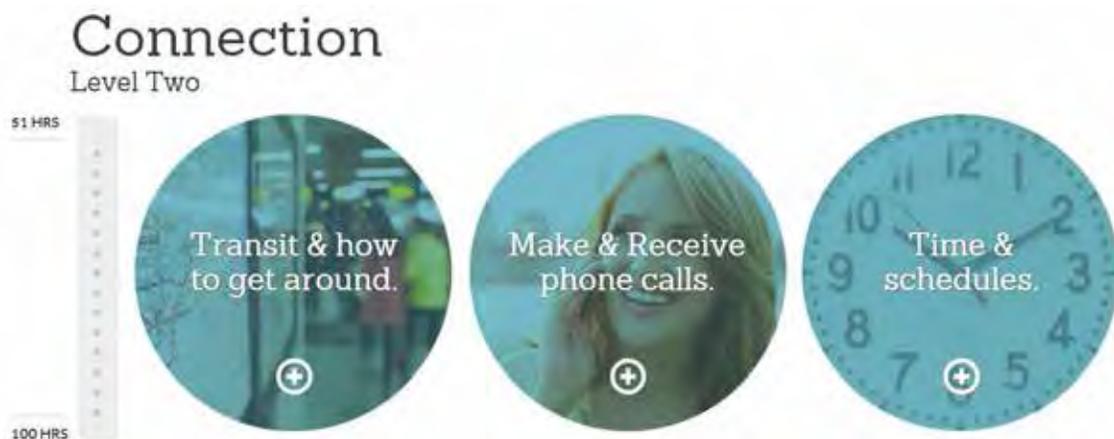
Atmosphere’s Spanish courses are designed to promote the same literacy and inquiry skills found in other Atmosphere coursework. This consistent approach helps to ensure students are always developing and working on techniques that benefit them across all classrooms. From decoding to close reading to speaking and listening, all Spanish courses ask students to engage with the Spanish language in a manner that enhances the skills they need to decipher English as well.

**Spanish Curriculum:** Atmosphere has selected Rosetta Stone to serve as its primary Foreign Language curriculum partner. The curriculum is offered as computer-based software or web-based application. It is divided into five levels that reflect cumulative time on task and degree of proficiency<sup>103</sup>:

- **Level One – Foundation:** Students work on basic and introductory language skills common to daily tasks:



- **Level Two – Connection:** Students work on intermediate language skills needed to obtain or decipher key information:



- **Level Three – Exploration:** Students work on intermediate language skills needed to negotiate more sophisticated scenarios:

<sup>103</sup> <http://www.rosettastone.com/what-youll-learn>

## Exploration

Level Three

101 HRS

150 HRS

Health & well being.

+

Weigh & measure things.

+

Celebrate important events.

+

- **Level Four – Clarity:** Students work on advanced language skills needed to request assistance or clarify points:

## Clarity

Level Four

151 HRS

200 HRS

Order food at a restaurant.

+

Arrange for repairs for your home or car.

+

Discuss your personal well being.

+

- **Level Five – Connection:** Students work on advanced language skills needed to manage and maintain an extended and multi-faceted conversation:

## Conversation

Level Five

201 HRS

250 HRS

Finish

Talk about work in various industries.

+

Discuss pop culture, arts & entertainment.

+

Converse about school, work and studies.

+

To put these numbers in context, Atmosphere anticipates that during each year-long LOTE course each student completes 50 hours of Rosetta Stone modules (or approximately 75 minutes per week). The modules are structured so that students demonstrating early mastery can move at a faster pace or even move to a higher level class. Overall, this pace would mean that a student starting at level one would take five years to complete all coursework in a given language. Atmosphere’s LOTE courses follow this structure, progressing from foundational to conversational.

**Alignment with Atmosphere Model:** Rosetta Stone’s curriculum aligns with Atmosphere’s school model and priorities in the following ways:

- **Literacy:** Students’ language literacy is not just enhanced in the language they are studying. In fact, their ability to code and decode in another language mirrors the skills they need to master the English language. In negotiating the curriculum, students practice and apply their reading, speaking, listening, and writing skills in new and novel ways.
- **21<sup>st</sup> Century Learning:** The curriculum is structured to promote multiple literacies and competencies. Students are asked to negotiate the software or application interface, which helps to build digital literacy skills such as interacting with computer-based prompts and questions, audio response, video menus, and much more. The teacher and students are also able to engage in discussions with native speakers via live conversation sessions. In addition to the Rosetta Stone curriculum, students also collaborate, lead, and innovate via a series of month-long group projects, presentations, and performances that they work on once per week.
- **Differentiated Learning:** Each module includes a diverse mixture of rich content and media that are packaged and designed to appeal to multiple learning modalities and a wide range of learners.

**Research Base:** Rosetta Stone’s curriculum has been validated in a variety of research studies that yield the following proof of effectiveness:

- “After 55 hours of study with Rosetta Stone, students will significantly improve their Spanish language skills...After 55 hours of study with Rosetta Stone Spanish significant proportion of students (56%-72%) will increase their oral proficiency with at least one level... After 55 hours of study with Rosetta Stone Spanish significant proportion of students (56%-72%) will increase their oral proficiency with at least one level.”<sup>104</sup>
- “Little Rock School District has realized the following benefits from implementation of the Rosetta Stone solution: 1) over 75% increase in student scores on Pearson’s OLAI-2 during the four-week program supporting growth in language and literacy, 2) increase in student confidence to speak with others...during the academic school year, and 3) increase of 52% in grammar skills, 43% in listening skills, and 32% in vocabulary skills based on student performance on curriculum activities.”<sup>105</sup>
- “Bullitt County Public Schools has realized the following benefits from implementation: 1) 57.3% increase from previous year in WIDA ACCESS for ELLs composite score, 2) top 10% of

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<sup>104</sup> Vesselinov, Roumen. (2009, January). Measuring the effectiveness of Rosetta Stone. Queens College, City University of New York.

<sup>105</sup> <http://resources.rosettastone.com/CDN/us/pdfs/SLK-EDU-SSAS-LRSD.pdf>

learners improved their ACCESS composite scores by more than 200%, and 3) annual savings of over \$550 per ELL, providing an ROI of over 65%.<sup>106</sup>

**Additional Resources:** The following curriculum is used to supplement the Rosetta Stone curriculum and will act as a model for the selection and addition of future LOTE supplements:

- Mi Vida Loca:** A free, web-based, interactive video drama and Spanish course produced by the BBC. Mi Vida Loca focuses on an intriguing mystery adventure in Madrid and beyond. The series includes 22 episodes that are 10 minutes each, covering basic learning points for Spanish absolute beginners. A learning section complements each episode. Students and teachers can go through the vocabulary and grammar in more detail and then complete activities for practice.<sup>107</sup> Atmosphere Spanish students are able negotiate elements of this curriculum in class, but it is mostly leveraged to extend learning beyond the classroom via a flipped structure whereby students watch videos outside of class and complete related work in class. Students are expected to complete one episode unit of the curriculum each month. The average Atmosphere Spanish student completes the entire Mi Vida Loca curriculum within their first two years of Spanish:

The screenshot shows the Mi Vida Loca website interface. At the top, there is a large banner with the title "MI VIDA LOCA" in white letters on a dark background. Below the title, it says "Spanish for beginners". A woman in a white tank top and blue jeans is running. There are two main links: "Real Spanish" with a "Full details" link, and "Real drama" with an "Episode 1" link. Below the banner is a grid of episode thumbnails. The first row contains three episodes: "1 Episodio uno" (En Madrid), "2 Episodio dos" (¿Un amigo?), and "3 Episodio tres" (Kilómetro cero). The second row contains three episodes: "4 Episodio cuatro" (Merche y Jorge), "5 Episodio cinco" (Tapas), and "6 Episodio seis" (Un regalo). To the right of the grid is a section titled "Complete it in 12 weeks" with a sub-header "Get weekly emails with reminders". Below this is an email sign-up form with a "Type your e-mail" input field and a "Send" button. A small image of a person running is also visible in this section.

<sup>106</sup> [http://resources.rosettastone.com/CDN/us/pdfs/Rosetta\\_Stone\\_and\\_Bullitt\\_County\\_Public\\_Schools\\_Case\\_Study.pdf](http://resources.rosettastone.com/CDN/us/pdfs/Rosetta_Stone_and_Bullitt_County_Public_Schools_Case_Study.pdf)

<sup>107</sup> <http://www.bbc.co.uk/languages/spanish/mividaloca/>

The screenshot shows the BBC Languages Spanish website. At the top, there is a navigation bar with 'BBC' and links for News, Sport, Weather, Capital, TV, Radio, and More... A search bar is also present. Below the navigation bar, the main heading is 'LANGUAGES SPANISH' with decorative icons of a plate with a fish, a person in a red hat, a person in a yellow hat, and a plate with a fish and a question mark. On the left side, there is a vertical menu with options: Languages Home, Spanish, Mi Vida Loca (highlighted), Full details, User guide, Episodes 1-6, Episodes 7-12, Episodes 13-18, Episodes 19-22, Syllabus & printouts (highlighted), Teacher guide, and Newsletter. The main content area is titled 'Mi Vida Loca - Syllabus & Printouts' and contains a table with four columns: Episode, Language Functions, Grammar Notes, and Vocabulary Lists. The table lists four episodes with their respective topics and learning objectives.

Episode	Language Functions	Grammar Notes	Vocabulary Lists
<b>1. En Madrid</b>  <a href="#">Print transcript</a>	Learn <b>some essentials</b> : - dealing with simple social situations - saying 'yes, no' - saying 'I don't understand'	- Saying c, h, ll, j, q - Asking questions & saying 'no, not'	- Simple social situations: hola, gracias, perdón, adiós, sí, no - Personal information & home: quién, eres, soy, amigo/a de... el piso, la casa
<b>2. ¿Un amigo?</b>  <a href="#">Print transcript</a>	Learn to <b>order at a café</b> - masculine & feminine	- Saying v, b, z, g, cu, r, rr - Saying 'a, an': un, una	- Eating & drinking: un agua con/ sin gas, un café, un té, una tostada - ¿Algo más?
<b>3. Kilómetro cero</b>  <a href="#">Print transcript</a>	Learn <b>basic directions</b> : - understanding simple directions - reading street & metro signs - using numbers: 0-3	- Saying 'the': el, la - Accents on letters	- Eating & drinking, numbers, directions: la cuenta, uno, dos, tres, todo recto, a la izquierda, a la derecha - la estación, el centro
<b>4. Merche y Jorge</b>  	Learn to <b>meet &amp; greet</b> : - saying hello & your name - simple questions about	- The alphabet - Saying 'he/she/it is': es	- Simple social situations: ¿Qué tal? ¿Cómo te llamas? ¿Y tú?

**Implementation Requirements:** The cost of acquiring and implementing the Rosetta Stone software suite is already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, row “123”).

Physical Education and Health*Physical Education*

In order to keep students active both physically and mentally, Atmosphere uses a module-based approach in its physical education course. Teachers have the ability to choose from a range of modules in various activities and sports. While each module addresses specific state standards, they also help to build core values and key character traits. Furthermore, fitness and wellness modules help to incorporate nutritional, cultural, and lifestyle education.

**Physical Education Curriculum:** Atmosphere has selected SPARK as its primary physical education provider. The SPARK curriculum includes<sup>108</sup>:

- **Physical Education Manual:** The SPARK PE manual is an easy to use three-ring binder with over 500 different activities (presented in a new “Prep, Set, Teach” format) within 15 themed, instructional units. Each unit provides a culminating SPARK Event designed to motivate students while providing authentic participation opportunities that promote enjoyment and success. Each unit is written in scope and sequence with suggested unit plans for grade level specific instruction.
- **Music CD:** The music CD contains songs used in SPARK PE manual lessons on culture, country, and dance. Correlating videos can be played in tandem with warm-up and cool-down music, long and short intervals for circuit training, and more (75 minutes in length).
- **SPARKfamily.org:** The SPARKfamily.org portal is a special, password-protected website where teachers can go to view instructional video clips of SPARK Middle School PE activities and dances, use interactive alignment and assessment tools, and even watch innovative new ideas being done with students. Also included is a SPARKfit section containing fitness and nutrition focused lessons, circuit training videos, goal setting tools, a complete “e-Manual” with digital files of all content, personally Fit Wellness Extensions with Home Activity Challenges, hundreds of skill and task cards in English and Spanish, and audio files for use with iPod or MP3 player.
- **SPARKfolio:** The SPARKfolio holds and organizes teaching materials provided on SPARKfamily.org, including hundreds of laminated cards divided by tabs for easy access.

**Research Base (SPARK):** The SPARK Physical Education program began with objective research led by outstanding content experts. Below is the research that validates the SPARK curriculum<sup>109</sup>:

- “Project M-SPAN (Middle School Physical Activity and Nutrition, San Diego State University) was supported by the Heart, Lung and Blood Institute from 1996-2000 and was the first scientific effort to study and evaluate this target population in physical education, physical activity and nutrition. The M-SPAN staff (SPARK Principals and colleagues) worked with 24 middle schools (MS) encompassing nine urban and ethnically diverse school districts. Over 200 physical educators and administrators, and more than 24,000 students took part in the study.”

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<sup>108</sup> <http://www.sparkpe.org/physical-education/>

<sup>109</sup> <http://www.sparkpe.org/physical-education/middle-school/curriculum/ms-pe-research/>

- “To date, over 20 publications in peer-reviewed journals have demonstrated positive outcomes on middle school students and teachers who have implemented the SPARK Middle School Physical Education program.”
- “SPARK is unique in that it is the only Middle School Physical Education program available today that can cite its development from the three largest and most significant N.I.H. studies ever on this student/teacher population.”
- “TAAG (Trial of Activity for Adolescent Girls): Three years into the dissemination of M-SPAN (SPARK Middle School), the San Diego group (same key staff that developed M-SPAN) received N.I.H. funding to conduct another Middle School PE study, this time a multi-site (N=5) national effort focusing on helping girls become more active on and off campus. TAAG ran from 2002 to 2006, and like M-SPAN, the PE intervention lasted only two years. The results of TAAG in increasing girls’ activity levels during PE class were not statistically significant; however, a number of excellent educational materials were developed, tested and shown to be effective.”
- “The HEALTHY Study (2003-2010): This N.I.H. funded study examined the effects of a multi-component, middle school school-based PE and PA program addressing risk factors for diabetes among children. A multi-site (N=7) national study, 42 middle schools participated with 21 randomly assigned to intervention. Intervention consisted of providing MS PE teachers with curriculum, professional development, follow up support, and supplemental equipment. One of the SPARK MS PE trainers identified earlier (Mr. Steve Bruecker) was one of the primary authors of the curriculum used and led the development of both the teacher training program and the coaching/mentoring support model. SPARK aided this study by giving granting permission to incorporate SPARK and M-SPAN content and instruction. Additionally, SPARK Principal Dr. Thom McKenzie, and the SPARK Partnership Development Specialist, Dr. Kymm Ballard, served as Consultants to the study.”
- “The first paper from the Healthy Study was published in the prestigious New England Journal of Medicine, Spring 2010 (see Addendum for a reprint) and showed impressive improvement in student biological and physiological outcomes and significantly greater reductions in various indexes of adiposity.”
- “HEALTHY Study Principals outreached to SPARK early in 2010 to support their efforts to disseminate their program. SPARK is proud to announce an agreement was reached in September of that year and best practices from the HEALTHY Study PE program have been integrated with the SPARK MS PE program available today.”
- “Research Summary (1996-2010): SPARK is unique in that it is the only Middle School Physical Education program available today that can cite its development from the three largest and most significant N.I.H. studies ever on this student/teacher population. Additionally, these projects all identified student MVPA during PE class and the promotion of physical activity outside of class as overarching goals. Each project utilized different approaches and methodologies to achieve these goals and the SPARK Middle School development team is far richer as a result of subsequent lessons learned. This is what evidence-based programming is – testing strategies to determine if they are effective, then if they are, disseminating them for the benefit of others.”
- “SPARK is the only organization that has this depth of MS PE research behind it – more than 100 different middle schools and hundreds of physical education specialists from these projects alone.”

- “Project M-SPAN (today’s SPARK Middle School Physical Education Program) remains the only MS PE program available that has been proven to significantly increase student MVPA.”
- “The Centers for Disease Control considers SPARK the ONLY “evidence-based” MS PE program available in the U.S.”
- “In 2005, a study commissioned by the Cooper Institute assessed the effectiveness of dozens of physical education/physical activity programs. SPARK MS PE received the highest “Gold” ranking. The only MS PE program in the U.S. that earned this honor.”

**Implementation Requirements:** The cost of acquiring and implementing the SPARK curriculum is already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, row “123”).

*Health*

The Health course stresses physical, mental, emotional, and social health. There are units on communicable diseases, drug abuse, nutrition, relationships, and many other topics.

**Health Curriculum:** Atmosphere has selected HealthSmart (the New York City Department of Education chosen vendor for comprehensive health education) as its Health curriculum partner. The HealthSmart curriculum includes a teacher guide, student workbook, more than 50 PowerPoint slides and transparencies, teacher masters and keys, scoring rubrics, student journal, health terms glossary, 30 student magazines, teacher background book, program foundation book, and slipcase. The curriculum also has the “Start with the Kids: Step by Step to a Classroom Community” module. It is available in either print or digital form. Additionally, *HealthSmart* middle schools have free digital access to the popular Improving Health Behaviors unit, based on the Stages of Change theory, via the *HealthSmart* website. Below are some samples of the curriculum.

**Research Base (HealthSmart):** HealthSmart is grounded in sound educational and behavioral theory. It focuses on the primary areas of risk for children and adolescents identified and monitored by the Centers for Disease Control and Prevention (CDC). HealthSmart meets the National Health Education Standards, and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level.<sup>110</sup>

**Implementation Requirements:** The cost of acquiring and implementing the SPARK and HealthSmart curricula is already planned for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, row “123”). The SPARK curriculum is a one-time cost of \$399 over 3 years per Physical Education Teacher. The HealthSmart curriculum costs \$9 per student per year and \$199 for one teacher license (discounts are given based on total number of students, length of license and special use considerations).<sup>111</sup>

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<sup>110</sup> <http://www.etr.org/healthsmart/about-healthsmart/>

<sup>111</sup> <http://www.etr.org/healthsmart/about-healthsmart/compare-editions/>

Arts

In order to fully prepare its students for the 21<sup>st</sup> century, Atmosphere believes that a balanced arts education provides students with a range of skills that supplement and buttress student achievement in the core curriculum. All Arts classes meet only twice per week and are taught by a part-time teacher in the given art discipline.

*Visual Arts*

In 6<sup>th</sup> grade, Atmosphere students take a Visual Arts course that follows a Discipline-Based Art Education (DBAE) philosophy, allowing each student to gain a deep understanding of<sup>112</sup>:

- **Art Production:** Students learn how to produce original works of art by developing their artistic skills and techniques. This begins by studying art elements, looking for them in models and master works, and then applying them in their own works.
- **Art History:** Students develop an appreciation for visual art in all its forms, the historical and cultural context behind its creation, and the distinct movements that have led up to the contemporary period.
- **Art Criticism:** Students practice identifying the art elements and techniques others use to create their artistic works. The degree of success in using each element or technique is evaluated and argued using evidence-based reasoning.
- **Aesthetics:** Students become aesthetically aware by designing aesthetic lenses with which to view the world. From paintings to buildings, students begin to see the lines, shapes, color schemes, and other art elements that comprise everything we see and create. In this way, interdisciplinary connections are made, sustained, and encouraged.

DBAE stresses inquiry-based learning that focuses on developing student’s critical thinking skills. Atmosphere realizes the beneficial impact that such an outcome can have

**Visual Arts Curriculum:** The Visual Arts course draws from its curriculum from a variety of sources including, but not limited to:

- *Visual Arts Curriculum* by the Virginia Department of Education
- *Curriculum-Based Art Education: A Curriculum Sampler* edited by Kay Alexander and Michael Day

**Visual Arts Research Base:** The research that informed the DBAE and/or Atmosphere’s decision to choose a DBAE approach includes:

- “DBAE...includes evaluation of student achievement as an integral part of the program and essential in determining effectiveness.”<sup>113</sup>
- Arts courses build students’ confidence, creativity, capacity for problem solving, and ability to receive constructive feedback.<sup>114</sup>

<sup>112</sup> [http://esu4artcadre.wikispaces.com/file/view/1-4\\_Discipline-Based\\_Art\\_Education.pdf](http://esu4artcadre.wikispaces.com/file/view/1-4_Discipline-Based_Art_Education.pdf)

<sup>113</sup> Transforming education through the arts challenge. The National Arts Education Consortium.

<sup>114</sup> Strauss, Valerie. (2013, January 22). Top ten skills student learn from the arts. *Washington Post*.

**Future Arts Curriculum Selection Process:** Though the 6<sup>th</sup> Grade Visual Arts course has been developed, Atmosphere will wait to evaluate the effectiveness and interest in that initial course before further developing the remaining middle school and high school Arts program. The Principal will oversee the future development of Arts courses and correlating curriculum selection process. The Principal will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Arts Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address relevant state standards, complete the prescribed Arts scope and sequence from grades 6 through 10 (as defined by the SDMT), encourage inquiry-based learning, and incorporate elements of literacy. Atmosphere intends to develop and offer Performing Arts in 7<sup>th</sup> grade and Music in 8<sup>th</sup> grade, but the final configuration of the middle school program and the Arts course offerings on the high school level will be determined by the SDMT. The SDMT could either create a program that offers treatments and experiences in a variety of artistic disciplines or choose to focus on or more over the others. Their decision will be informed by parent surveys, student surveys, teacher surveys, and a variety of other data.

### Technology

Every Atmosphere student and teacher utilizes technology on a continuous basis to learn, lead, and collaborate. The primary ecosystem in which they operate is Google Apps for Education, which drastically reduces photocopying and ink costs. Each content area also uses important software or applications to address students' needs.

Each grade-specific Technology course (6 sections) is taught by the Director of STEM (4 sections), the Math Teacher (1 section), and the Science Teacher (1 section). Other qualified faculty or staff also teach Technology classes when appropriate.

The Technology coursework is divided into three major movements that ensure all students have a strong working knowledge of various foundational technology platforms as well as exposure to and practice with more advanced technology tasks. These movements can run simultaneously or sequentially and are not grade specific. Instead, they are skill specific, stressing a student's stage of development not their age. This type of differentiation can be provided for within all 3 movements in the curriculum due to the use of self-paced modules in conjunction with immersive projects.

**Movement 1 – Introductory Technology Curriculum:** The first movement, which spans grades 6 and 7, includes intensive, project-based work that familiarizes students with Google Apps for Education, Microsoft Office Suite, Adobe Creative Suite, Prezi, and other important applications and software. Google Apps and other free applications comprise the majority of the coursework at this level. This segment of the curriculum focuses on research, email, word processing, presentations, spreadsheets, and sharing (real time collaboration) in Google Apps and Prezi. Project-based learning helps to engage students in team-oriented competitions that require mastery of various tasks that build a strong working knowledge of how to research, email, word process, manage a spreadsheet, and create a presentation. There is no cost to the school for Google Apps and Prezi. Any software that has an associated expense is used on a rotating basis on a few machines to minimize costs.

**Movement 2 – Intermediate Technology Curriculum:** The second movement spans grades 7 and 8 and asks students to do basic coding via a structured and sequential curriculum offered by CODE.org. The curriculum consists of interdisciplinary modules that combine computer science concepts with science and math that are aligned with state standards.

The CODE.org's Introduction to Computer Science curriculum is available as free, web-based modules that package coding in a game play format, featuring familiar characters from applications like Angry Birds. Each module in the program also includes instructional videos starring celebrities, business leaders, and athletes that are all coders themselves. The modules include a mix of online and offline content that allow Atmosphere's teachers to work with and without computers or technology access. The modules also have built-in interdisciplinary connections.

**Movement 3 – Advanced Technology Curriculum:** In grades 9 and 10, Atmosphere Technology students negotiate CODE.org's Exploring Computer Science curriculum, which consists of six units that draw on the curricular framework listed in Levels II and III of the ACM's A Model Curriculum for K-12 Computer Science (2003). Assignments and instruction are contextualized to be socially relevant and meaningful

for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics<sup>115</sup>:

- Human Computer Interaction
- Problem Solving
- Web Design
- Programming
- Computing and Data Analysis
- Robotics

**Research Base (Google Apps for Education):** Google Apps for Education has been adopted by New York State K-12 schools<sup>116</sup>:

- “New York Institute of Technology (NYIT) today announced a new K-12 education initiative to bring Google Apps for Education to all school districts throughout New York State.”
- “‘Google Apps not only has the core tool sets used by schools, but they are natively built to encourage collaboration and interaction between teachers and students in schools and across districts,’ said Stanley Silverman, director of Technology Based Learning Systems and professor in NYIT’s School of Education. ‘This set of capabilities encourages the development of every student’s 21st-century skills while mastering the core learning standards.’”
- “Each district has the opportunity to choose its own resources, and there is no cost for school districts to implement Google Apps in their classrooms. NYIT will develop the system of training of certified trainers and the training will be provided by local Teacher Centers and associated BOCES, or professional organizations.”
- “Technology, particularly email and collaboration tools, is critical to education,” said Jaime Casap, Google Apps Education Manager. “Being from New York, I am thrilled that Google is working with NYIT and partners to bring Google Apps to the schools of the 3.1 million students and hundreds of thousands of teachers in the Empire State.”

**Research Base (CODE.org):** CODE.org's program leverages years of research by the National Science Foundation and has been designed to broaden participation in secondary computer science and prepare students for post-secondary experiences related to computing or college majors in computer science<sup>117</sup>:

- “All STEM-C Partnerships projects serve as models that have a sufficiently strong evidence/research base to improve STEM education outcomes for all students. The STEM-C Partnerships program requires institutional commitment to evidence-based teaching and learning which improves the achievement of all students studying STEM, with particular attention to educational practices that are effective for groups underrepresented in STEM—

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<sup>115</sup> <http://www.exploringcs.org/curriculum>

<sup>116</sup> [http://www.nyit.edu/about\\_nyit/news/google\\_apps\\_to\\_be\\_implemented\\_in\\_k-12\\_schools\\_across\\_new\\_york\\_state](http://www.nyit.edu/about_nyit/news/google_apps_to_be_implemented_in_k-12_schools_across_new_york_state)

<sup>117</sup> <https://code.org/educate/curriculum>

women, minorities (African-Americans, Hispanics, Native Americans, Alaska Natives, Native Hawaiians and other Pacific Islander territories), and students with disabilities.”<sup>118</sup>

**Additional Resources:** Throughout their Atmosphere Technology coursework, students have the option to tackle additional units and modules from CODE.org partners like Khan Academy and others:

**Tutorials that teach JavaScript**

**An introduction to JavaScript**  
KhanAcademy

Learn the basics of JavaScript programming while making fun drawings with your code. Do it on your own or with your class!

Middle school + | Modern Web  
JavaScript

3,207,541 participants

<http://you.rhodescode.com/teachers.html>

Go

**Other programming languages**

**Program a virtual robot**  
RoboMind Academy

Students learn the basics of programming by controlling their own virtual robot. The online course is fully self-contained with short pre-lessons, movies, quizzes and automatic guidance/tips to help with the programming exercises.

Ages 8-13 | Modern web browser,  
Mobile web

68,594 participants

<http://you.rhodescode.com/teachers.html>

Go

**Other programming languages**

**Build an iPhone game in your browser!**  
MakeGamesWithUs

Know some programming already? Learn to make an iPhone game in an hour! We'll guide you through the process to code test and play your game directly in the browser! and then share it as Facebook fan friends to help you grow! iPhone development experience is required, you must understand what variables, methods, and objects are.

High school | Modern Web browsers

724,406 participants

<http://you.rhodescode.com/teachers.html>

Go

**Other learning options**

**Make a 3D Frogger game in an hour.**  
University of Colorado

Imagine a tool that allows you to turn 2D images into 3D shapes. Use AgamiCubes online, the world's first 3D web-based programming & modeling tool, to learn to program by creating and sharing exciting 3D games. Save your world!

Middle school + | Modern browsers

276,954 participants

<http://you.rhodescode.com/teachers.html>

Go

<sup>118</sup> [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=503582&org=CISE](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503582&org=CISE)

Electives

**Electives Mini-Course Structure:** Atmosphere’s Electives mini-courses are quarter-length classes that meet twice per week (mini-courses that meet once per week are paired together to fill out students schedules) and are graded on a pass or fail basis. A specific mini-course can be offered every quarter or just for one quarter. These mini-courses are developed and facilitated by one or more of the following:

- **Atmosphere Faculty, Staff, and School Leaders:** Dedicated Atmosphere faculty and staff are contracted to teach one or more quarters of Electives mini-courses at the point of hire. School leaders also volunteer to teach Elective classes as their schedule allows.
- **Qualified Atmosphere Parent Volunteers:** Atmosphere reaches out to parents to solicit and gauge parental interest in teaching one or more quarterly Electives mini-courses. In order to qualify, parents must have prior education experience and complete a rigorous vetting process. Furthermore, all parent volunteers are partnered with and co-teach with an Atmosphere faculty or staff member to ensure that their mini-course concept is implemented successfully.
- **Qualified Community Volunteers:** Atmosphere reaches out to the larger community to solicit and gauge community interest in teaching one or more quarterly Electives mini-courses. In order to qualify, community members must have prior education experience and complete a rigorous vetting process. Furthermore, all community volunteers are partnered with and co-teach with an Atmosphere faculty or staff member to ensure that their mini-course concept is implemented successfully.
- **Qualified Teaching Artists:** Atmosphere seeks out teaching artists that work with reputable non-profit organizations or other education providers to further diversify mini-course offerings. Each organization/provider and individual artist is closely and carefully vetted prior to selection.
- **Community-Based Organizations (CBOs):** Atmosphere leverages its relationships with CBOs like the Mosholu Montefiore Community Center (MMCC) to examine possible synergies between their ongoing programming and the Electives mini-courses. When such synergies exist, Atmosphere works with such community partners to deliver such dynamic and proven programming to students.
- **Vendor Partners:** Atmosphere works and contracts with vendor partners to develop new Electives mini-courses. In this way, the school seeks to bring in experts at a reasonable cost to facilitate singular min-course offerings. One such partnership is already in place. Red Rabbit (Atmosphere’s food service vendor) has signed a Memorandum of Understanding (MOU) to teach a cooking and gardening Elective class that already has a prescribed curriculum in place, which is being used and facilitated in other charter schools.
- **Museums, Libraries, Hospitals, Gardens, Zoos, Colleges, Universities, Etc.:** CSD 10 contains a vast array of rich resources and venerable institutions that Atmosphere already has strong working relationships with, including Montefiore Medical Center and Fordham University. Atmosphere intends to call on and expand this network in order to offer students unprecedented learning experiences. Additional, potential partners include the Bronx Zoo, New York Botanical Garden, Lehman College, and others.

All internal and external Electives teaching candidates are fully vetted and interviewed. Moreover, they must design and submit a syllabus and curriculum map for review prior to the approval of the class. Atmosphere provides models and templates to help guide candidates in transforming their idea into valid curricula.

As more of these partnerships come online, the number of Atmosphere teachers creating and implementing Elective classes will be reduced to a manageable and sustainable number without eliminating it as an opportunity for contribution and growth. In fact, in addition to developing new Electives, Atmosphere teachers are encouraged to assist with Elective classes being run by such outside facilitators. This helps to keep mini-course class sizes to 12 or fewer students, change the dynamic of the day by providing a respite without interrupting the learning, and avoid overtaxing Atmosphere's faculty and staff.

**Alignment with Atmosphere Model:** The Electives mini-courses further Atmosphere's mission and align with key elements of its school model in the following ways:

- **Parent and Community Engagement:** Venue for parents and community members to participate in and contribute to the school in a tangible way.
- **Differentiated Learning:** Hands-on, inquiry-based learning experiences that speak to all learning modalities (visual, kinesthetic, tactile, auditory, etc.).
- **21<sup>st</sup> Century Learning:** Ingenuity and innovation take center stage in these classes as students are tasked with investigating and solving real world problems.
- **Gifted and Talented:** Varied enrichment and acceleration opportunities for students to choose from that can provide additional challenge and sophistication.
- **Rapid Response to Intervention (RRTI):** Targeted and intensive remediation and amelioration for students in greatest need, especially English language learner students and special education students that are struggling.

**Electives Mini-Courses Content Areas:** Whenever possible, instructors are encouraged to use publicly available curriculum. The exact Electives mini-courses to be offered cannot be predicted at this time because each quarter's and year's range of offerings is dependent upon the ideas and proposals generated by the pool of instructors involved at any given time. Overall, though, Atmosphere anticipates prioritizing the following content areas when feasible:

- STEM Enrichment
  - Skill categories may include one or more of the following:
    1. Scientific Method
    2. Conservation
    3. Biology
    4. Ecology
    5. Physics
    6. Computer Programming
    7. Architecture
    8. Finance
    9. Economics

- Topics for STEM-oriented mini-courses may include, but are not limited to:
  1. Cooking and Gardening (contracted with Red Rabbit)
  2. Lego Robotics: From Toy to Machine
  3. Scraping the Sky: The History and Future of the City
  4. Mapping the Universe: Billions and Billions of Stars
  5. Entrepreneurship: Owning Innovation
  6. Junior Achievement: Finance Park
  7. Welcome to Wall Street: How to Take Stock
  8. Zoology: Lions and Tigers and Bears
- Literacy Enrichment
  - Skill categories may include one or more of the following:
    1. Speaking and Listening
    2. Reading
    3. Writing
    4. Cultural Understanding
  - Topics for literacy-oriented mini-courses may include, but are not limited to:
    1. Constellations: Greek Mythology in the Night’s Sky
    2. Micro-Fiction: The Art of the Paragraph Story
    3. Graphic Novels: From Comics to Literature
    4. TED Talks: Public Speaking in the 21<sup>st</sup> Century

In addition to giving students access to such a diverse enrichment ecosystem, Atmosphere also uses the Electives period to provide its most at-risk struggling students with additional RRTI services and instruction. English language learner students, special education students, and any students in RRTI tiers 2 or 3 are evaluated on an individual basis to determine their eligibility for such additional interventions. The goal is to focus on those that could benefit most.

Skills Advisory

The Skills Advisory class focuses on the soft skills that often comprise the hidden foundation of student achievement. These skills include life skills, study skills, and 21<sup>st</sup> Century skills. To provide a strong base for Atmosphere's core academic program, the school offers students a daily Skills Advisory period that helps ensure all students have the personal and interpersonal traits needed to be successful students in middle school, high school, and beyond.

Through both the Advisory class and additional gatherings, Atmosphere works to provide students (and their parents) with the conflict resolution skills, interpersonal skills, and other skills they need to function best as human beings and thereby perform their best academically without the unwanted distractions of ongoing drama and escalating conflict.

There are eight Advisories per grade level, and each Advisory contains 15 advisees (students) and 2 advisors (faculty or staff). Advisees and advisors engage in service learning, community outreach, team building, restorative justice practices, role playing, and a variety of themed mini-lessons that help to create an open, welcoming, and reflective environment in which students can recognize past practice in a variety of realms (social, emotional, organizational, interpersonal, personal, collaboration, leadership, etc.) and set goals and create plans to improve in each area. When more time is needed for these activities, a special schedule is sometimes employed to help expand the time allotted for the Skills Advisory. Another option available to faculty and staff is scheduling special Advisory events after school or on Saturdays.

**Skills Advisory Curriculum Selection Process:** The curriculum for the class is developed internally by Atmosphere's Director of School Life (D-ScL) and Social Workers (including Fordham Social Worker Interns). Their efforts will be informed by a sound research base and a range of valid resources. Each grade level Advisory curriculum will involve progressions that address developmentally appropriate topics. In addition, Atmosphere Social Workers and D-ScL will collaborate on student assemblies and parent workshops on psycho-social-emotional topics.

- **Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.**

The process of selecting and developing the pre-opening curriculum is initially led by the Principal, but is further revised and refined by the Instructional Leadership Team (ILT) once all school leaders have been hired during the planning year. The pre-opening curriculum is designed to directly respond to both the New York State’s Common Core Learning Standards and all other New York State Standards. The ILT will conduct gap analyses on all curriculum to ensure full coverage of state and Common Core standards. Beyond finalizing the selection of curricular materials and the identification of vendor partners, the ILT is tasked with developing guiding documents that give all stakeholders (school leaders, teachers, parents, students, etc.) a shared understanding and baseline of what must be learned and when. These documents include adjustments for gifted and talented students capable of moving at a faster pace and for struggling students of any kind that require additional remediation.

Atmosphere’s faculty knows what to teach and when to teach it because each teacher and relevant staff member receives a scope and sequence, curriculum map, and pacing guide for each content area. The Instructional Leadership Team (ILT) works in a collaborative manner to develop these initial guiding documents, which are provided to teachers prior to the start of the school year. When appropriate, resources from curriculum vendor partners are used to inform and influence these documents. If possible and available, vendor partners provide such guiding documents directly, which are then incorporated or included in the school’s final curriculum.

- **Scope and Sequences:** Atmosphere develops and disseminates scope and sequences that provide an outline of skills and information to be taught in each course on each grade level. These documents are intended to define the range of topics to be covered as well as the order in which they will be addressed.
- **Curriculum Maps:** Atmosphere develops and disseminates curriculum maps that serve to delineate the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise specific aspects of the school’s educational program. Essentially, these maps articulate of what students should know and be able to do and supports teachers in knowing how to achieve these goals. A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.<sup>119</sup>
- **Pacing Guides:** Atmosphere develops and disseminates pacing guides that display a detailed schedule of how to align concepts, topics, and skills related to a particular curriculum. Each pacing guide acts as a planning tool that helps teachers anticipate and properly regulate the rate at which students learn so that all topics are taught at the appropriate developmental level and prior to the administration of any related assessment.

Using these documents teachers are expected to create unit and lesson plans using common school templates and archive them on a network so all staff can access them. This provides teachers working

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<sup>119</sup> Johnson, Ann, Carlile, Crista, & Checkly, John. (2006). *Getting results with curriculum mapping*. Association for Supervision and Curriculum Development.

with the same students a resource with which to coordinate instruction, especially Atmosphere’s Learning Specialists and ELL Specialists, who push in to support students in general education classrooms and play a much larger role in ICT and special education classrooms. Teachers all receive training in the development of unit and lesson plans, and team meetings are used to share and improve them. If the chosen curriculum supplies lesson and unit plans, teachers are expected to further differentiate and enhance those plans with customizations and supplements.

- Include a timeline outlining the pre-opening curriculum selection and development process used to ensure that the school has a quality curriculum in place and ready for teachers to use upon commencement of instruction. Be sure to note the individuals involved in each step of the process.

Task	Start Date	Completion Date	Responsibility
Review CCLS, state and national standards	Jul 2014	Jan 2015	Principal
Research commercial programs	Jul 2014	Jan 2015	Principal
Order sample materials	Jul 2014	Mar 2015	Principal
Negotiate agreement with Pearson, NTN, Scholastic, etc.	Nov 2014	Mar 2015	Principal, Director of Finance/Operations
Select and order curriculum materials	Jan 2015	Jun 2015	Principal, Director of Finance/Operations
Identify curriculum resources in community	Jan 2015	Aug 2015	Principal, Academic Directors
Create unit and lesson plan templates	Mar 2015	Jul 2015	Principal, Academic Directors
Create scope and sequences, curriculum maps and pacing guides	Mar 2015	Aug 2015	Principal, Academic Directors
Create lessons for first unit	Jul 2015	Aug 2015	Principal, Academic Directors
Create resources to fill standards gaps in commercial resources	Jul 2015	Aug 2015	Principal, Academic Directors
Create resource library for teachers	Apr 2015	Aug 2015	Principal, Academic Directors
Collect exemplars	Jan 2015	Aug 2015	Principal, Academic Directors
Schedule vendor PD	Mar 2015	Aug 2015	Principal
Plan teacher orientation	Jun 2015	Aug 2015	Principal, Academic Directors
Conduct teacher orientation	Aug 2015	Aug 2015	Principal, Academic Directors

- **Discuss the process that will be used to further develop and implement the school’s curriculum once the school is in operation.**
- **Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.**

Atmosphere Academy’s curricular choices are designed to help the school address the needs of all students regardless of ability level or prior preparation. As a result, a priority has been placed on differentiated content that can give every student the skill and knowledge remediation, preparation, and acceleration most appropriate for him or her. While each Atmosphere scope and sequence, curriculum map, and pacing guide provides direction and clarity, they are also intended to be malleable, living documents that evolve and change over time in order to better address students’ needs and mandated standards. These documents are initially developed by the Principal and other school leaders, but live on with consistent and ongoing input and influence from the faculty that utilize them. This feedback process is formalized during teacher team meetings (that give teachers and lead teachers from different departments the chance to discuss pacing and sequencing across the entire curriculum) as well as department meetings (that give teachers and lead teachers from the same department the chance to discuss pacing and sequencing within their content area). This collaborative structure ensures that Atmosphere’s curriculum alignment is consistent and fully vetted. Moreover, it is central to Atmosphere’s standards-based grading system, which provides all stakeholders with a more detailed understanding of what has been learned, what progress has been made, and what level of achievement has been realized.

On a quarterly basis, teacher teams and department teams give opinions and make suggestions as to how to continually refine these curriculum guiding documents based on their experience in the classroom and the information they are gleaning from student assessment data. In all cases, any refinements will be guided by the State standards and the Common Core Standards. The Principal’s overarching function is to guide and support teachers in their delivery of instruction in the classroom.

**(b) Assessment System**

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- Describe each assessment’s purpose, design and format.
- Explain the rationale for the assessments already identified.
- Describe key considerations in the selection or creation of any assessments not yet selected or created.
- Describe how the school will collect and analyze assessment results.
- Explain how the school will ensure assessment results are valid and reliable.
- Describe who will be responsible for administering the assessments and collecting and analyzing the results.
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments.
- Explain how the following stakeholders will use assessment results:
  - Teachers
  - School leaders
  - The education corporation’s board of trustees
  - Students
- Describe how the school will inform parents and students about academic achievement and progress.

Atmosphere’s approach to student assessment is organized around the school’s focus on preparing all students for college and career success. The path to future accomplishment in college and career is paved by the acquisition of critical skills, core knowledge, and essential traits. While authentic assessments in the form of student work product and informal assessments in the form of classroom discussions and presentations are important elements of the acquisition process, it is also vital to have a robust and rigorous regime of formative and summative assessments that help to predict and measure student achievement and proficiency. Those assessments must be aligned with the standards that students are expected to meet, which is why Atmosphere has selected assessments that meet New York’s Common Core Learning Standards. They help the school determine to what degree students have mastered foundational skills, grade-level skills, and 21<sup>st</sup> Century skills that they will need in order to ultimately make the most of the opportunities awaiting them in college, career, and life. Atmosphere uses the data derived from such assessments to inform and drive all relevant decision making.

#### Assessment Rationale, Purpose, Design, and Format

In addition to Atmosphere’s own proprietary authentic and formative assessments as well as those embedded in the curricular modules that the school purchases, it has also selected:

- Pearson’s Aimsweb formative assessment system for universal screening, progress monitoring, and data management;
- ACT Aspire summative assessments for 21<sup>st</sup> Century skill building and achievement benchmarking;
- the Stanford English Language Proficiency Test 2 (SELP-2) to help determine and measure progress with ELLs;

- Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5) for speech and language interventions on tiers 2 and 3;
- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) for identifying gifted and disabled students by IQ; and
- Kaufman Test of Educational Achievement, Third Edition (KTEA-3) for additional confirmation of prior assessment data trends as needed.
- The Group Reading Assessment and Diagnostic Evaluation (GRADE)
- The Group Mathematics Assessment and Diagnostic Evaluation (GMADE)

Below is a table that includes a brief summary of each assessment followed by an in-depth narrative of their distinguishing features and research-base:

Assessment	Rationale/Purpose	Design/Format
NYS Assessments	Summative assessments that determine the achievement level of Atmosphere’s students in comparison to their peers across the State of New York, the City of New York, the Bronx, and CSD 10. Atmosphere administers all NYS assessments that are required of similar public and charter schools.	The New York State assessments in English language arts and mathematics are administered every year in grades 3 through 8. Science assessments are administered in grade 4 and 8. These assessments were recently redesigned to more closely measure students’ mastery of New York State’s Common Core Learning Standards, which describe what all students need to know and be able to do to graduate from high school ready for college and careers. On the high school level, Regents exams in a variety of content areas have traditionally been administered. Moving forward, New York State has committed itself to implementing the Partnership for Assessment of Readiness for College and Career (PARCC) testing regime.
Aimsweb	Formative assessment system that Atmosphere uses for universal screening, progress monitoring, and data management.	Aimsweb is designed as tool for use with students on all ability levels (general education, special education, ELL, etc.). Aimsweb’s agile and flexible construction make it the ideal choice as it can used as a full course, extended screener or as a limited and targeted mini evaluation of specific and discrete skills that are being ameliorated. The data derived from Aimsweb assessments comprises a significant amount of that needed to fuel and inform daily decision making with regard to student achievement progress. This aligns with Atmosphere’s focus on serving the needs of all students, including EL students,

		special education students, and other at-risk students.
ACT Aspire	Summative assessment that Atmosphere uses for 21 <sup>st</sup> Century skill building and achievement benchmarking.	The ACT Aspire is designed to measure and track student progress toward college and career readiness. This metric provides all Atmosphere’s stakeholders with the information they need to understand what accomplishments have been made and what challenges remain in their pursuit of the highest standards possible. This aligns with Atmosphere’s focus on aspirational learning that seeks to have every student not only be ready for college, career, and life, but to succeed once they get there. The ACT Aspire data is the roadmap that allows Atmosphere and its students navigate to that desired destination.
GRADE	Diagnostic reading assessments that Atmosphere uses with struggling math students to identify areas of greatest need.	The Group Reading Assessment and Diagnostic Evaluation (GRADE) is a diagnostic reading test that that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention.
GMADE	Diagnostic math assessments that Atmosphere uses with struggling math students to identify areas of greatest need.	The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) is a diagnostic mathematics test that measures individual student skills in the main areas of math, and helps K-12 educators pinpoint areas where students need instruction.
SELP-2	Testing system that Atmosphere uses to help measure progress of ELLs.	The Stanford English Language Proficiency Test 2 (SELP-2) is designed to help teachers evaluate the listening, reading, writing, and speaking skills of ELLs and assess English proficiency skills.
CELF-5	Evaluation of speech and language ability that Atmosphere uses with high need students in its special education and English learner populations.	The Clinical Evaluation of Language Fundamentals, Fifth Edition’s (CELF-5’s) evaluation of speech and language skills is designed to provide Atmosphere’s Learning Specialists and ELL Specialists with a rigorous assessment of pragmatics that uses interactive activities and written language tests and offers a results platform to promote data-driven decisions.
WISC-V	Assessment of intelligence that Atmosphere uses to identify potentially gifted and disabled students based IQ and other	The Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) is designed to filter all students for intellectual disabilities and giftedness.

	scores.	
KTEA-3	Atmosphere’s Learning Specialists will administer KTEA-3 to special education students.	Kaufman Test of Educational Achievement, Third Edition (KTEA-3) is designed to evaluate academic skills, adjust instruction based on performance, and identify learning disabilities.

A full description of the function and cost of these assessments can be found in the Memorandum of Understanding between Pearson and Atmosphere that is included in the “Response 24(b) – Supplemental Docs” section of this charter application as well as in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, row “128”).

Assessment Data Management

Atmosphere’s Principal and Directors work together to ensure that data is properly warehoused, validated, and applied to decision making. Atmosphere intends to maintain and manage a variety of data pools. Below is a table delineating responsibilities amongst school leaders and those that report to them as to the data they are tasked within collecting, analyzing, and utilizing:

School Leader (Year 1)	Faculty or Staff (Year 1)	Data Responsibility (Year 1)	Data Source (Year 1)
Principal	All	All	All
Director of STEM	Science Teachers Math Teachers	<ul style="list-style-type: none"> <li>• Students’ authentic, formative, and summative assessment data in science, math, and technology classes and on science, math, and technology standardized tests.</li> <li>• Students’ academic data (standards-based grades, portfolios, comments, etc.) in science, math, and technology classes.</li> <li>• Students’ behavioral data in science, math, and technology classes.</li> <li>• Teacher observation, supervision, and evaluation data in science, math, and technology classes.</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Exams</li> <li>• Pearson Learning Assessments</li> <li>• Atmosphere class grades and comments in Datacation</li> <li>• Review 360</li> </ul>

<p>Director of Literacy</p>	<p>ELA Teachers History Teachers</p>	<ul style="list-style-type: none"> <li>• Students’ authentic, formative, and summative assessment data in ELA and history classes and on ELA and history standardized tests.</li> <li>• Students’ academic data (standards-based grades, portfolios, comments, etc.) in science and math classes.</li> <li>• Students’ behavioral data in ELA and history classes.</li> <li>• Teacher observation, supervision, and evaluation data in ELA and history classes.</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Exams</li> <li>• Pearson Learning Assessments</li> <li>• Atmosphere class grades and comments in Datacation</li> <li>• Review 360</li> </ul>
<p>Director of Language</p>	<p>LOTE Teachers ELL Specialists</p>	<ul style="list-style-type: none"> <li>• Students’ authentic, formative, and summative assessment data in LOTE and ESL classes and on LOTE and ESL standardized tests.</li> <li>• Students’ academic data (standards-based grades, portfolios, comments, etc.) in science and math classes.</li> <li>• Students’ behavioral data in LOTE and ESL classes.</li> <li>• Teacher observation, supervision, and evaluation data in LOTE and ESL classes.</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Exams</li> <li>• Pearson Learning Assessments</li> <li>• Pearson Clinical Assessments</li> <li>• Atmosphere class grades and comments in Datacation</li> <li>• Review 360</li> </ul>
<p>Director of Student Learning</p>	<p>Learning Specialists Teaching Assistants</p>	<ul style="list-style-type: none"> <li>• Students’ authentic, formative, and summative assessment data in self classes and on LOTE and ESL standardized tests.</li> <li>• Students’ academic data (standards-based grades, portfolios, comments, etc.) in self-contained special education classes.</li> <li>• Students’ behavioral data in special education classes.</li> <li>• Teacher observation, supervision, and evaluation data in special education classes.</li> </ul>	<ul style="list-style-type: none"> <li>• NYS Exams</li> <li>• Pearson Learning Assessments</li> <li>• Pearson Clinical Assessments</li> <li>• Atmosphere class grades and comments in Datacation</li> <li>• Review 360</li> </ul>
<p>Director of School Life</p>	<p>Social Workers</p>	<ul style="list-style-type: none"> <li>• Students’ behavior data across all classrooms and school venues.</li> </ul>	<ul style="list-style-type: none"> <li>• Review 360</li> </ul>

Through this process, Atmosphere is able to cross-reference and compare data in order to ensure that it is valid and reliable. For example, a student's performance in Critical Reading as measured by authentic and interim or formative assessments as well as teacher grades can be compared and contrasted with the student's performance on a state exam or nationally normed and valid assessment like ACT Aspire (part of the Pearson Learning Assessment suite that Atmosphere and Pearson have signed an MOU to install in the school should it be approved). Such a comparison and analysis helps to reveal to what extent classroom grades accurately reflect student proficiency. By triangulating the data in this way, school leaders and teachers ensure that student work product truly prepares students for success as measured by state assessments and other objective measures.

Each Director is trained in how to disaggregate, visualize, and otherwise manage data. Moreover, they are given extensive training and professional development in how to access and use each school information database. Moreover, the rendering, manipulation, and visualization of data are simplified for all stakeholders due to the selection of software and applications that have these features embedded in them. Directors are responsible for sharing their departmental-specific data with various constituencies and presenting it at regular meetings. The constituencies with whom the data is shared includes, but is not limited to teachers, staff, parents, students, and peer school leaders. The Principal and other school leaders work together to develop a policy as to what data is appropriate to share with which constituency.

New data is first presented and disseminated to fellow school leaders during the monthly School Leadership Team meetings. Thereafter, it is used by the school's Data Inquiry Teams and Teacher Teams (among others) to drive decision making and school-wide improvement in instruction, discipline, and a host of other areas.

The primary goal of these data processes and systems is to determine the fidelity and effectiveness of the academic program. This is accomplished by using the data to identify any instructional or curricular deficiencies as revealed by gaps in student knowledge and skills. Such findings are used to drive action and reforms by the school leaders and teachers as well as other stakeholders when appropriate, including students and parents.

Parents and students are made part of the process by giving them access to the same real time data (on an individual basis) and comprehensive databases. While they can only access their own account information, they are able to peruse a wealth of information from individual assignments to standards-based grading and assessment to disciplinary infractions that are all depicted in an aesthetically pleasing and practical manner. Moreover, each data system is programmed to send real time, actionable alerts about academics and behavior. These important stakeholders do not have to wait for progress reports or report cards to find out where they stand. While those traditional reports are still provided (parents received interim progress reports and have to meet with their child's Advisor and teachers 4 times a year on Report Card Night in addition to other open houses and events), the data associated with a given student is now available to that student and his or her parents from any place at any time, 24 hours a day and 7 days a week.

For those parents with limited technology at home, they are invited into the school to use the school's technology to access the information in a timely fashion. However, with the increased proliferation of smart phones, such use of school computers is no longer as needed due to the fact that alerts and information can be sent to or accessed by most modern phones.

**(c) Instructional Methods**

Describe the pedagogical approach the school will use to implement its curriculum, including;

- The instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;
- Research or existing models that support the use of these instructional methods, especially considering the school’s target population; and,
- How these instructional methods will achieve the school’s mission and support implementation of any unique elements of the school’s design.

Atmosphere Academy’s instructional model will combine and incorporate best practices inherent in the Gradual Release of Responsibility (GRR) model and the Sheltered Instruction and Observation Protocol (SIOP) model. In fact, the components of the GRR model are already built into the SIOP model, making the utilization of both in concert together a natural and seamless process.

Below is a crosswalk that delineates the connections, correlations, and synergies between the GRR model, SIOP model, and Atmosphere model:

<b>ATMOSPHERE ACADEMY INSTRUCTIONAL MODEL CROSSWALK GRR - SIOP</b>		
<b>Atmosphere Academy Instructional Progressions</b>	<b>Gradual Release of Responsibility</b>	<b>Sheltered Instruction Observation Protocol</b>
<b>Coherent Modeling &amp; Structured Expectations</b>	Direct Instruction & Focused Lesson	Lesson Delivery & Building Background
<b>Differentiated Instruction &amp; Multimodal Content</b>	Guided Instruction & Scaffolding	Comprehensible Input & Student Strategies for Success
<b>Student-Led Discovery &amp; Collaboration</b>	Collaborative Learning	Student Interaction
<b>Demonstration of Understanding &amp; Meaningful Application</b>	Independent Learning	Practice & Application, Review & Assessment

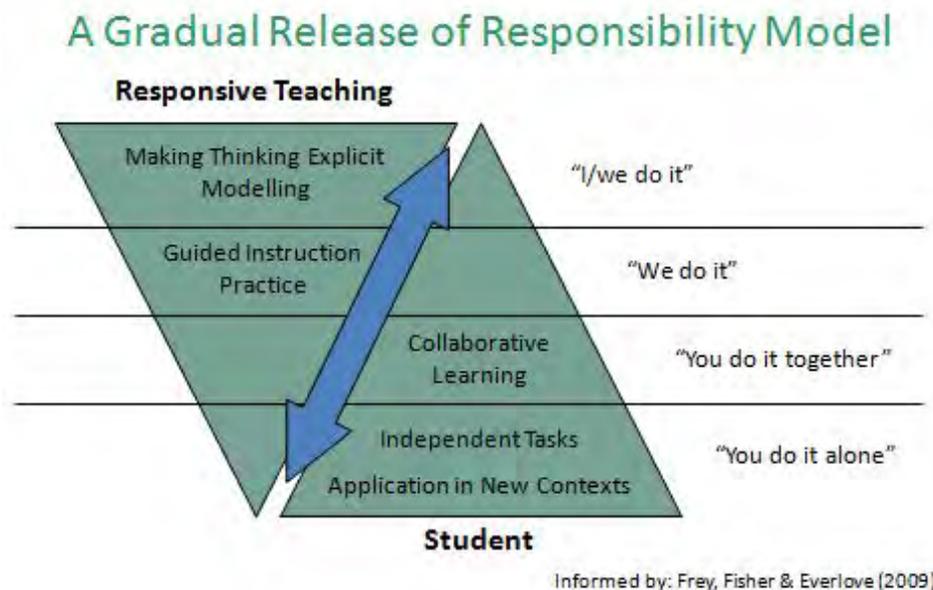
### Gradual Release of Responsibility

Atmosphere’s instructional philosophy aligns closely with the Gradual Release of Responsibility approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the school. The key features of a GRR infused instructional approach includes:

- **Direct Instruction:** Teachers review and model while students actively observe, question, and respond.
- **Guided Instruction:** Teachers differentiate by asking guiding questions and providing explicit scaffolds (graphic organizers, worksheets, etc.) that students work to complete in groups or pairs that are based on performance (formative assessment data).
- **Collaborative Practice:** Teachers task students with making discoveries and generate work product that they can use to teach their discoveries back to the class. In this way, students learn together within their groups and learn from other groups when they teach back.
- **Independent Practice:** Students work independently to demonstrate understanding and apply their knowledge in new and novel ways.

In this sense, GRR is an approach that directly provides for the realization of Atmosphere’s primary goals of creating collaborative student leaders that own and drive the learning process. Using GRR allows Atmosphere to provide its students the prerequisite preparation and gradual exposure needed to successfully transition them from teacher-center to student-centered classrooms, thereby avoiding the pitfall of immediately granting students full ownership of the learning without such support.

Below are graphics of how GRR carefully and responsibly shifts the responsibility for learning to the students:



In order to enhance and accelerate the gains in empowerment and student ownership of the learning process that GRR offers, Atmosphere seeks to construct a blended learning and technology-integrated classroom approach. To this end, whenever possible and appropriate, Atmosphere strives to use

techniques such as the flipped the classroom where students review specific print and digital content at home so that guided practice, independent practice, and application can take place during class.

### Sheltered Instruction and Observation Protocol

Atmosphere has selected Pearson’s SIOP model as its primary instructional tool. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere’s ELL population, and provides a broad and sound base of pedagogical practice for all students. Within the SIOP model, GRR is often referred to as the gradual increase in student responsibility.

Key design elements of the SIOP model include<sup>120</sup>:

#### **Element 1 - Lesson Preparation**

- “Teachers develop the students’ academic language proficiency consistently and regularly as part of the lessons and units they plan and deliver (Echevarría & Graves, 2007; Short, 2002).”
- “Language and content objectives are systematically woven into the [lesson plans and] curriculum of” each subject area.

#### **Element 2 - Building Background**

- “SIOP teachers make specific connections between the content being taught and students’ experiences and prior knowledge, and they focus on expanding the students’ vocabulary base.”
- “Besides increasing students’ declarative knowledge (i.e., factual information), SIOP teachers highlight and model procedural knowledge (e.g., how to accomplish an academic task like writing a science report or conducting research on the Internet) along with study skills and learning strategies (e.g., note-taking and self-monitoring comprehension when reading). In effective SIOP lessons, there is a high level of student engagement and interaction with the teacher, with other students, and with text, which leads to elaborated discourse and critical thinking.”

#### **Element 3 - Comprehensible Input**

- “Students are explicitly taught functional language skills, such as how to negotiate meaning, confirm information, describe, persuade, and disagree.”
- “Content teachers identify how language is used in their subjects and give students explicit instruction and practice with it.”
- “Content teachers generally present the regular, grade-level subject curriculum to the students through modified instruction in English, although some special curricula may be designed for students who have significant gaps in their educational backgrounds or very low literacy skills.”

#### **Element 4 - Strategies**

- “SIOP teachers determine students’ baseline understandings in their subject and move them forward, both in their content knowledge and in their language skills through a variety of techniques [that are designed to make the content comprehensible]...such as the use of visual

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<sup>120</sup> Echevarria, Jana J.; Vogt, MaryEllen; Short, Deborah J. (2012-06-01). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) (Page 15-23). Pearson. Kindle Edition.

aids, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support.”

- “They plan activities that tap into the auditory, visual, and kinesthetic preferences of the students and consider their multiple intelligences as well (Gardner, 1993). The SIOP Model is also distinguished by use of supplementary materials that support the academic text. The purpose of these materials is to enhance student understanding of key topics, issues, and details in the content concepts being taught through means other than teacher lecture or textbook prose...[These supplementary materials often include] related reading texts (e.g., trade books), graphics and other illustrations, models and other realia, audiovisual and computer-based resources, adapted text, and the like...[The goal is] to make information accessible to students with mixed proficiency levels of English. For example, some students in a mixed class may be able to use the textbook, while others may need an adapted text. When advances in technology are used effectively in the classroom, English learners can reap many benefits. Digital content is motivating for students, allows for a personalized learning experience, is multimodal, and can give students experience with meaningful and authentic tasks (Lemke & Coughlin, 2009).”
- “Technology such as interactive whiteboards with links to the Internet, visual displays, audio options, and more offer a wealth of resources to support English learners’ acquisition of new information and of academic English...Technology and digital learning ‘specifically provide the opportunity for increased equity and access; improved effectiveness and productivity of teachers and administrators; and improved student achievement and outcomes’ (Alliance for Excellent Education, 2011, p. 2)...SIOP teachers give students opportunities to use the technology for multiple purposes, such as access to information presented in the students’ native language, cyber-group learning interactions such as simulations and virtual field trips, self-paced research, and writing and editing tools. Depending on the students’ proficiency levels, SIOP teachers offer multiple pathways for students to demonstrate their understanding of the content. In this way, teachers can receive a more accurate picture of most English learners’ content knowledge and skills through an assortment of assessment measures than they could through one standardized test. Otherwise, what may be perceived as lack of mastery of the content is actually the normal pace of the second language acquisition process (Abedi & Lord, 2001; Solano-Flores & Trumbull, 2003).”

#### **Element 5 – Interaction**

- “Student language learning is promoted through social interaction and contextualized communication as teachers guide students to construct meaning and understand complex concepts from texts and classroom discourse (Vygotsky, 1978).”
- “Teachers introduce English learners to the classroom discourse community and demonstrate skills such as taking turns in a conversation and interrupting politely to ask for clarification.”

#### **Element 6 - Practice and Application**

- “SIOP teachers plan pictorial, hands-on, or performance-based assessments for individual students, group tasks or projects, oral reports, written assignments, portfolios, and more common measures such as paper-and-pencil tests and quizzes to check student comprehension and language growth.”
- “Through instructional conversations and meaningful activities, students practice and apply their new language and content knowledge. Not all teaching is about the techniques in a lesson. SIOP teachers also consider their students’ affective needs, cultural backgrounds, and learning

styles. They strive to create a nonthreatening environment where students feel comfortable taking risks with language...[by] engag[ing] in culturally responsive teaching and build[ing] on the students' potentially different ways of learning, behaving, and using language (Bartolome, 1994)."

### Element 7 - Lesson Delivery

- "Effective sheltered instruction is not simply a set of additional or replacement instructional techniques that teachers implement in their classrooms. Instead, it draws from and complements methods advocated for both second language and mainstream classrooms. For example, some techniques include cooperative learning, connections to student experiences, culturally responsive activities, targeted vocabulary development, slower speech and fewer idiomatic expressions for less proficient students, use of visuals and demonstrations, and use of adapted text and supplementary materials (Short & Echevarría, 2004)."

### Element 8 - Review and Assessment

- "Teachers use rubrics to measure student performance on a scale leading to mastery, and they share those rubrics with students in advance. Teachers also dedicate some time to teaching students how to read and understand standardized test questions, pointing out the use of specific verbs or synonyms in the question stems and possible responses (Bailey & Butler, 2007; Kilgo, no date)."

Atmosphere has selected assessments and curriculum that support and sustain these key SIOP design elements. From Read180 to ScienceFusion to Aimsweb, Atmosphere's choices have been informed by the multimodal, sheltered, and data-driven approach that SIOP stresses. Such customization, individualization, and differentiation is only possible through the embedded technology and scaffolded engagement that the selected solutions offer.

Atmosphere's decision to select SIOP was influenced by the fact that it is aligned with and validated by current research on instruction for English learners (ELs). The following quotes speak to the manner in which high fidelity SIOP implementation can help ELs as well as all students:

- "In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model."<sup>121</sup>
- SIOP is "a research-based instructional instrument that is a valid and reliable measure of the effectiveness of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction."<sup>122</sup>
- "The SIOP Model has a strong, empirical research base. It has been tested across multiple subject areas and grade levels. The research evidence shows that the SIOP Model can improve the academic literacy of English learners."<sup>123</sup>
- "Research shows that both language and content teachers can implement the SIOP Model fully to good effect. The model is best suited for content-based ESL courses and sheltered content

<sup>121</sup> <http://www.siopinstitute.net/research.html>

<sup>122</sup> <http://www.siopinstitute.net/research.html>

<sup>123</sup> Echevarria, Jana J.; Vogt, MaryEllen; Short, Deborah J. (2012-06-01). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) (p. 22). Pearson. Kindle Edition.

courses that are part of a program of studies for English learners, and for mainstream content courses with English learners and struggling readers. Together, these courses can be a promising combination when implemented school-wide.”<sup>124</sup>

- “High-quality instruction for English learners is similar to high-quality instruction for other, English-speaking students, but English learners need instructional accommodations and support to fully develop their English skills.”<sup>125</sup>

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<sup>124</sup> Echevarria, Jana J.; Vogt, MaryEllen; Short, Deborah J. (2012-06-01). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) (p. 23). Pearson. Kindle Edition.

<sup>125</sup> Echevarria, Jana J.; Vogt, MaryEllen; Short, Deborah J. (2012-06-01). Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) (Page 13). Pearson. Kindle Edition.

**(d) Course Overview**

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g. Singapore Math, FOSS, etc.) that would be used in each course; and essential course specific assessments (e.g. the state’s 3-8 assessments/Regents’ exams, end of course portfolios or performances, etc.). For each course, provide some indication of the amount of time in which students will participate in the course. For high school courses, indicate the number of credits awarded for the successful completion of the course.

Atmosphere offers students a wide range of courses that prepare them to achieve and succeed in all walks of life, ameliorate preexisting deficits, build critical and creative skills, inspire their imagination, and broaden their horizons to better appreciate the world in which they live. The courses use curriculum and instructional approaches that are designed to model success through guided practice, promote collaboration through group work, and ultimately help students demonstrate mastery through independent practice. Atmosphere developed course descriptions for the following core-curricular and co-curricular courses:

- Critical Reading
- Critical Writing
- History
- Math Applications
- Math Foundations
- Science
- Technology
- Physical Education
- Health

Atmosphere did not develop course descriptions for the following courses for the following reasons:

Course	Rationale for Not Including Course Descriptions
Foreign Language (LOTE)	Atmosphere’s Foreign Language program leverages the power of adaptive software and role playing in order to accelerate students’ language development. Rosetta Stone’s uniquely engaging and responsive software presents the opportunity to expand the pool of languages the school can offer and implement successfully. While the Spanish program has been defined earlier in this section, the shape and scope of the full Language Other Than English (LOTE) program will be determined by the Director of Language (D-Lan) and the LOTE Teachers. During planning year and initial year of operation, they will meet on a regular basis to review the response to Spanish and what future languages to offer.

<p>Arts</p>	<p>Atmosphere has put in place an action plan for further developing its Arts program (which only meet 2 days per week). Though the 6<sup>th</sup> Grade Visual Arts course has been developed, Atmosphere will wait to evaluate the effectiveness and interest in that initial course before further developing the remaining middle school and high school Arts program. After reviewing the feedback from the wider-school community, the school could decide to offer dedicated discipline-specific Arts courses each year (7<sup>th</sup> Grade Performing Arts, 8<sup>th</sup> Grade Music, etc.), focus on a chosen Arts discipline (7<sup>th</sup> Grade Introduction to Music, 8<sup>th</sup> Grade Music Composition, etc.), or consider a survey approach to Arts that blends various disciplines.</p>
<p>Skills Advisory</p>	<p>The Daily Skills advisory curriculum will be developed by the Director of Student Life and Social Workers in conjunction with the Principal. Additional feedback and input will be solicited from all major stakeholder groups. This curriculum will consist of proprietary content develop by Atmosphere’s school leaders and social services staff as well as social-emotional education curriculum that the social services team identifies for use.</p>

Each Atmosphere course is year-long and grade-specific. In accordance with New York State high school graduation requirements, each year-long course in grades 9 through 12 is worth 2 credits towards graduation.

Critical Reading*6<sup>th</sup> Grade Critical Reading***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 6<sup>th</sup> Grade Critical Reading course is intended to negotiate the primary module-based curriculum while also exposing students to a wide range of fiction and nonfiction texts.

- The primary content for the course includes the 8 modules within Scholastic’s Expert 21 – Course I curriculum. The modules are designed to promote inquiry-based reading by blending various genres, source materials, and technology platforms:



- In negotiating fiction and nonfiction texts outside of the Expert 21 curriculum, the 6<sup>th</sup> Grade Critical Reading course focuses on the theme of “character” and the multiplicity of meaning that word suggests. In a social context, “character” often refers to the positive qualities or traits an individual possesses. In a literary context, the word reflects the way in which a figure is “characterized” or defined (through the use of dialogue, action, setting, etc.). The course will attempt to bridge these two meanings by investigating “characters” that demonstrate and display laudable or remarkable “character.” Students track this theme within various texts and in the process build familiarity with literary elements, annotation, and other tools helpful in conducting a close reading of a text. As students mine meanings from these texts, they are asked to use journal entries and personal writing to make connections between their world and the story world. Moreover, vocabulary (power words) is extracted from the selected fiction and nonfiction texts in order to enrich and expand students’ word wealth.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere’s ELA Skills as well as New York State’s Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Reading

1. Comprehension [E.R.1]—Students will develop and demonstrate a working knowledge of all texts including main ideas, supporting ideas, synthesis, argument or idea structure, and content classification.
2. Literary Elements [E.R.2]—Students will study and recognize literary elements, devices, and techniques employed within a text, including theme, figurative language (metaphor and simile), characterization, setting, plot, and certain poetic devices.
3. Background Knowledge [E.R.3]—Students will build greater familiarity with literature, history, and anthropology.
4. Connotation [E.R.4]—Students will negotiate the connotations of words and phrases, especially when used to convey deeper meanings about a character or theme.
5. Inference [E.R.5]—Students will make deductions and conclusions about tone, intention, based on partial or circumstantial evidence.
6. Annotation [E.R.6]—Students will efficiently navigate through a text by making pertinent markings and notations that help improve understanding and retention of key information (comprehension, inferences, literary elements, connotations, background knowledge, denotations).
7. Diverse Texts [E.R.7]—Students will read a mix of fiction and nonfiction texts of varied Lexile levels and sophistication.

## Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.

2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
4. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
5. Application [E.W.5]—Students show how these examples prove and support their argument.
6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

#### Writing (personal)

7. Sensory Detail [E.W.7]—Students will employ the 5 senses in their writing in order to more accurately and powerfully depict the realities and meanings they intend.
8. Vivid Showing [E.W.8]—Students will show more and tell less by bringing the moment to life in their writing using authentic dialogue and dynamic description, rather than simply summarizing events for the reader.
9. Plot Arc [E.W.9]—Students will learn to design and construct compelling and convincing plot movements that establish and resolve a central conflict.
10. Character Dimension [E.W.10]—Students will develop multidimensional characters through the portrayal of nuanced, layered, and sometimes contradictory behaviors.

#### Writing (process)

11. Brainstorming [E.W.11]—Students will generate, sort, and prioritize ideas using graphic organizers and other thinking frameworks.
12. Outlining [E.W.12]—Students will delineate the primary components that will comprise the introduction, body, and conclusion of any personal or persuasive essay.
13. Drafting [E.W.13]—Students will value the iterative process of authoring multiple drafts of a document prior to submission.
14. Editing [E.W.14]—Students will recognize and note grammatical, mechanical, logical, and structural errors in their writing.
15. Revising [E.W.15]—Students will correct and rewrite problematic passages in their writing.

## New York State Learning Standards for ELA

### Reading

#### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key traits and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the context and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, textual features, and form to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

## Writing

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following page define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of pertinent content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research in Field and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Speaking and Listening

## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Course Content

- Scholastic's Expert 21 for Tier I Reading Intervention
- Scholastic's Read 180 for Tier II Reading Intervention
- Scholastic's System 44 for Tier III Reading Intervention
- Scholastic's Scope—The Language Arts Magazine
- Teacher/Student Selected Texts
- Other Web-Based Applications, and Tablet-Based Applications

**Course Authentic and Formative Assessments**

- Journal (meta-text reading journal)
- Homework (out-of-class annotation, worksheets, etc.)
- Classwork (in-class annotation, worksheets, etc.)
- Writing (personal essay, literary analysis essay, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*7<sup>th</sup> Grade Critical Reading***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 7<sup>th</sup> Grade Critical Reading course is intended to negotiate the primary module-based curriculum while also exposing students to a wide range of fiction and nonfiction texts.

- The primary content for the course includes the 8 modules within Scholastic’s Expert 21 – Course II curriculum. The modules are designed to promote inquiry-based reading by blending various genres, source materials, and technology platforms:



- In negotiating fiction and nonfiction texts outside of the Expert 21 curriculum, the 7<sup>th</sup> Grade Critical Reading course focuses on the theme of “context” and its ability to shape and reshape reality. “Context” is a complex and sometimes hard to define concept that is omnipresent in life. Moreover, students also learn to understand the “context” in which texts are written, recognize author bias, and figure out how their own biases affect their reading. Students track this theme within various texts and in the process build familiarity with literary elements, annotation, and other tools helpful in conducting a close reading of a text. As students mine meanings from these texts, they are asked to use journal entries and personal writing to make connections between their world and the story world. Moreover, vocabulary (power words) is extracted from the selected fiction and nonfiction texts in order to enrich and expand students’ word wealth.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere’s ELA Skills as well as New York State’s Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Reading

1. Comprehension [E.R.1]—Students will develop and demonstrate a working knowledge of all texts including main ideas, supporting ideas, synthesis, argument or idea structure, and content classification.
2. Literary Elements [E.R.2]—Students will study and recognize literary elements, devices, and techniques employed within a text, including theme, figurative language (metaphor and simile), characterization, setting, plot, and certain poetic devices.
3. Background Knowledge [E.R.3]—Students will build greater familiarity with literature, history, and anthropology.
4. Connotation [E.R.4]—Students will negotiate the connotations of words and phrases, especially when used to convey deeper meanings about a character or theme.
5. Inference [E.R.5]—Students will make deductions and conclusions about tone, intention, based on partial or circumstantial evidence.
6. Annotation [E.R.6]—Students will efficiently navigate through a text by making pertinent markings and notations that help improve understanding and retention of key information (comprehension, inferences, literary elements, connotations, background knowledge, denotations).
7. Diverse Texts [E.R.7]—Students will read a mix of fiction and nonfiction texts of varied Lexile levels and sophistication.

## Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
4. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
5. Application [E.W.5]—Students show how these examples prove and support their argument.

6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

#### Writing (personal)

7. Sensory Detail [E.W.7]—Students will employ the 5 senses in their writing in order to more accurately and powerfully depict the realities and meanings they intend.
8. Vivid Showing [E.W.8]—Students will show more and tell less by bringing the moment to life in their writing using authentic dialogue and dynamic description, rather than simply summarizing events for the reader.
9. Plot Arc [E.W.9]—Students will learn to design and construct compelling and convincing plot movements that establish and resolve a central conflict.
10. Character Dimension [E.W.10]—Students will develop multidimensional characters through the portrayal of nuanced, layered, and sometimes contradictory behaviors.

#### Writing (process)

11. Brainstorming [E.W.11]—Students will generate, sort, and prioritize ideas using graphic organizers and other thinking frameworks.
12. Outlining [E.W.12]—Students will delineate the primary components that will comprise the introduction, body, and conclusion of any personal or persuasive essay.
13. Drafting [E.W.13]—Students will value the iterative process of authoring multiple drafts of a document prior to submission.
14. Editing [E.W.14]—Students will recognize and note grammatical, mechanical, logical, and structural errors in their writing.
15. Revising [E.W.15]—Students will correct and rewrite problematic passages in their writing.

## New York State Learning Standards for ELA

### Reading

#### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the context and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, textual features, and form to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

## Writing

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following page define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of pertinent content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research in Field and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Speaking and Listening

## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Course Content

- Scholastic's Expert 21 for Tier I Reading Intervention
- Scholastic's Read 180 for Tier II Reading Intervention
- Scholastic's System 44 for Tier III Reading Intervention
- Scholastic's Scope—The Language Arts Magazine
- Teacher/Student Selected Texts
- Other Web-Based Applications, and Tablet-Based Applications

**Course Authentic and Formative Assessments**

- Journal (meta-text reading journal)
- Homework (out-of-class annotation, worksheets, etc.)
- Classwork (in-class annotation, worksheets, etc.)
- Writing (personal essay, literary analysis essay, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*8<sup>th</sup> Grade Critical Reading***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 8<sup>th</sup> Grade Critical Reading course is intended to negotiate the primary module-based curriculum while also exposing students to a wide range of fiction and nonfiction texts.

- The primary content for the course includes the 8 modules within Scholastic’s Expert 21 – Course III curriculum. The modules are designed to promote inquiry-based reading by blending various genres, source materials, and technology platforms:



- In negotiating fiction and nonfiction texts outside of the Expert 21 curriculum, the 8<sup>th</sup> Grade Critical Reading course focuses on the theme of “justice”—moral, legal, social—and seeks out such social messages in literature, journalism, biography, memoir, and other fiction and nonfiction texts. Students track this theme within various texts and in the process build familiarity with literary elements, annotation, and other tools helpful in conducting a close reading of a text. As students mine meanings from these texts, they are asked to use journal entries and personal writing to make connections between their world and the story world. Moreover, vocabulary (power words) is extracted from the selected fiction and nonfiction texts in order to enrich and expand students’ word wealth.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere’s ELA Skills as well as New York State’s Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Reading

1. Comprehension [E.R.1]—Students will develop and demonstrate a working knowledge of all texts including main ideas, supporting ideas, synthesis, argument or idea structure, and content classification.
2. Literary Elements [E.R.2]—Students will study and recognize literary elements, devices, and techniques employed within a text, including theme, figurative language (metaphor and simile), characterization, setting, plot, and certain poetic devices.
3. Background Knowledge [E.R.3]—Students will build greater familiarity with literature, history, and anthropology.
4. Connotation [E.R.4]—Students will negotiate the connotations of words and phrases, especially when used to convey deeper meanings about a character or theme.
5. Inference [E.R.5]—Students will make deductions and conclusions about tone, intention, based on partial or circumstantial evidence.
6. Annotation [E.R.6]—Students will efficiently navigate through a text by making pertinent markings and notations that help improve understanding and retention of key information (comprehension, inferences, literary elements, connotations, background knowledge, denotations).
7. Diverse Texts [E.R.7]—Students will read a mix of fiction and nonfiction texts of varied Lexile levels and sophistication.

## Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
4. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.

5. Application [E.W.5]—Students show how these examples prove and support their argument.
6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

#### Writing (personal)

7. Sensory Detail [E.W.7]—Students will employ the 5 senses in their writing in order to more accurately and powerfully depict the realities and meanings they intend.
8. Vivid Showing [E.W.8]—Students will show more and tell less by bringing the moment to life in their writing using authentic dialogue and dynamic description, rather than simply summarizing events for the reader.
9. Plot Arc [E.W.9]—Students will learn to design and construct compelling and convincing plot movements that establish and resolve a central conflict.
10. Character Dimension [E.W.10]—Students will develop multidimensional characters through the portrayal of nuanced, layered, and sometimes contradictory behaviors.

#### Writing (process)

11. Brainstorming [E.W.11]—Students will generate, sort, and prioritize ideas using graphic organizers and other thinking frameworks.
12. Outlining [E.W.12]—Students will delineate the primary components that will comprise the introduction, body, and conclusion of any personal or persuasive essay.
13. Drafting [E.W.13]—Students will value the iterative process of authoring multiple drafts of a document prior to submission.
14. Editing [E.W.14]—Students will recognize and note grammatical, mechanical, logical, and structural errors in their writing.
15. Revising [E.W.15]—Students will correct and rewrite problematic passages in their writing.

## New York State Learning Standards for ELA

### Reading

#### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### Key ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the context and style of a text.</li> </ul>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</li> <li>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>
<p><b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>11. Respond to literature by employing knowledge of literary language, textual features, and form to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</li> </ul>

Writing

<p><b>College and Career Readiness Anchor Standards for Writing</b></p> <p>The grades 6–12 standards on the following page define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>
<p><b>Text Types and Purposes*</b></p> <ul style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of pertinent information.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>
<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>
<p><b>Research in Field and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
<p><b>Range of Writing</b></p> <ul style="list-style-type: none"> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>
<p><b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</li> </ul>

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Speaking and Listening

## College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language

## College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Course Content

- Scholastic's Expert 21 for Tier I Reading Intervention
- Scholastic's Read 180 for Tier II Reading Intervention
- Scholastic's System 44 for Tier III Reading Intervention
- Scholastic's Scope—The Language Arts Magazine
- Teacher/Student Selected Texts
- Other Web-Based Applications, and Tablet-Based Applications

**Course Authentic and Formative Assessments**

- Journal (meta-text reading journal)
- Homework (out-of-class annotation, worksheets, etc.)
- Classwork (in-class annotation, worksheets, etc.)
- Writing (personal essay, literary analysis essay, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*9<sup>th</sup> Grade Critical Reading***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Literacy (D-Lit) will oversee the 9<sup>th</sup> grade ELA (including both Critical Reading and Critical Writing) curriculum selection process. The D-Lit will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Critical Reading Teachers, Critical Writing Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for ELA, complete the prescribed ELA scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and promote key literacy skills.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere's ELA Skills as well as New York State's Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Reading

1. Comprehension [E.R.1]—Students will develop and demonstrate a working knowledge of all texts including main ideas, supporting ideas, synthesis, argument or idea structure, and content classification.
2. Literary Elements [E.R.2]—Students will study and recognize literary elements, devices, and techniques employed within a text, including theme, figurative language (metaphor and simile), characterization, setting, plot, and certain poetic devices.
3. Background Knowledge [E.R.3]—Students will build greater familiarity with literature, history, and anthropology.
4. Connotation [E.R.4]—Students will negotiate the connotations of words and phrases, especially when used to convey deeper meanings about a character or theme.
5. Inference [E.R.5]—Students will make deductions and conclusions about tone, intention, based on partial or circumstantial evidence.
6. Annotation [E.R.6]—Students will efficiently navigate through a text by making pertinent markings and notations that help improve understanding and retention of key information (comprehension, inferences, literary elements, connotations, background knowledge, denotations).
7. Diverse Texts [E.R.7]—Students will read a mix of fiction and nonfiction texts of varied Lexile levels and sophistication.

## Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
4. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
5. Application [E.W.5]—Students show how these examples prove and support their argument.
6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (personal)

7. Sensory Detail [E.W.7]—Students will employ the 5 senses in their writing in order to more accurately and powerfully depict the realities and meanings they intend.
8. Vivid Showing [E.W.8]—Students will show more and tell less by bringing the moment to life in their writing using authentic dialogue and dynamic description, rather than simply summarizing events for the reader.
9. Plot Arc [E.W.9]—Students will learn to design and construct compelling and convincing plot movements that establish and resolve a central conflict.
10. Character Dimension [E.W.10]—Students will develop multidimensional characters through the portrayal of nuanced, layered, and sometimes contradictory behaviors.

## Writing (process)

11. Brainstorming [E.W.11]—Students will generate, sort, and prioritize ideas using graphic organizers and other thinking frameworks.
12. Outlining [E.W.12]—Students will delineate the primary components that will comprise the introduction, body, and conclusion of any personal or persuasive essay.
13. Drafting [E.W.13]—Students will value the iterative process of authoring multiple drafts of a document prior to submission.

14. Editing [E.W.14]—Students will recognize and note grammatical, mechanical, logical, and structural errors in their writing.
15. Revising [E.W.15]—Students will correct and rewrite problematic passages in their writing.

## New York State Learning Standards for ELA

### Reading

#### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

##### Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

### Writing

#### College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

##### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events, sequences.

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These Annual types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Course Authentic and Formative Assessments**

- Journal (meta-text reading journal)
- Homework (out-of-class annotation, worksheets, etc.)
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- Writing (personal essay, literary analysis essay, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
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- Aimsweb (progress monitoring)
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**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*10<sup>th</sup> Grade Critical Reading***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Literacy (D-Lit) will oversee the 10<sup>th</sup> grade ELA (including both Critical Reading and Critical Writing) curriculum selection process. The D-Lit will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Critical Reading Teachers, Critical Writing Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for ELA, complete the prescribed ELA scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and promote key literacy skills.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere’s ELA Skills as well as New York State’s Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Reading

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4. Connotation [E.R.4]—Students will negotiate the connotations of words and phrases, especially when used to convey deeper meanings about a character or theme.
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7. Diverse Texts [E.R.7]—Students will read a mix of fiction and nonfiction texts of varied Lexile levels and sophistication.

## Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
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5. Application [E.W.5]—Students show how these examples prove and support their argument.
6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (personal)

7. Sensory Detail [E.W.7]—Students will employ the 5 senses in their writing in order to more accurately and powerfully depict the realities and meanings they intend.
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10. Character Dimension [E.W.10]—Students will develop multidimensional characters through the portrayal of nuanced, layered, and sometimes contradictory behaviors.

## Writing (process)

11. Brainstorming [E.W.11]—Students will generate, sort, and prioritize ideas using graphic organizers and other thinking frameworks.
12. Outlining [E.W.12]—Students will delineate the primary components that will comprise the introduction, body, and conclusion of any personal or persuasive essay.
13. Drafting [E.W.13]—Students will value the iterative process of authoring multiple drafts of a document prior to submission.

14. Editing [E.W.14]—Students will recognize and note grammatical, mechanical, logical, and structural errors in their writing.
15. Revising [E.W.15]—Students will correct and rewrite problematic passages in their writing.

## New York State Learning Standards for ELA

### Reading

#### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

##### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

##### Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

### Writing

#### College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

##### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events sequences.

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These Annual types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Course Authentic and Formative Assessments**

- Journal (meta-text reading journal)
- Homework (out-of-class annotation, worksheets, etc.)
- Classwork (in-class annotation, worksheets, etc.)
- Writing (personal essay, literary analysis essay, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

Critical Writing*6<sup>th</sup> Grade Critical Writing***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 6<sup>th</sup> Grade Critical Writing course introduces students to the fundamental elements of standardized English grammar and helps them to develop the skills required to write an essay. In the writing portion of the class, students master the ability to write the introduction, body, and conclusion of a focused and well-supported essay. In the grammar portion of the class, students learn about parts of speech, sentence structure, agreement, and punctuation (among others), which enable them to identify and correct common errors in their writing. In accordance with their investigation of the theme of “character” in the 6<sup>th</sup> grade year, students negotiate writing prompts that are designed to challenge the students to delve into the character traits of others as well as to reflect in a metacognitive and thoughtful way about their own makeup and identity. Students are also asked to negotiate weekly vocabulary units.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere’s ELA Skills as well as New York State’s Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Writing (essay)

7. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
8. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
9. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
10. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
11. Application [E.W.5]—Students show how these examples prove and support their argument.
12. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (process)

11. Brainstorming [E.W.11]—Students create, sort, and prioritize ideas using graphic organizers and other tools.
12. Outlining [E.W.12]—Students sketch out a plan for the introduction, body, and conclusion of any personal or academic essay.

13. Drafting [E.W.13]—Students learn to write multiple versions of a document before handing it in, improving it each time in terms of clarity, specificity, and organization.
14. Editing [E.W.14]—Students recognize and learn from errors in the grammar, mechanics, logic, and structure of their writing.
15. Revising [E.W.15]—Students correct and rewrite problematic passages in their writing for a polished final product.

#### Grammar

1. Parts of Speech [E.G.1]—Students understand all the basic parts of speech that comprise standardized English.
2. Sentence Structure [E.G.2]—Students cover all sentence structure topics, including sentence types, sentence units, punctuation, run-ons, fragments, parallelism, and other instances of problematic structure.
3. Agreement [E.G.3]—Students investigate how and why different words or phrases agree within a sentence, with particular attention paid to number agreement and tense agreement.
4. Word Choice [E.G.4]—Students study common errors, idioms, modifiers, double negatives, and other frequently misused word choices.

#### Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

### New York State Learning Standards for ELA

#### Writing

##### College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards listed by number. The CCR and grade-specific standards are necessary components—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

##### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of present issues.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Reading

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Compare and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, formal features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Course Content**

- Sadlier’s Grammar for Writing—Common Core Enriched Edition 2014
- Sadlier’s Vocabulary for Success—Common Core Enriched Edition 2011/2013
- Scholastic’s Expert 21 Writing Component for Tier I Writing Intervention
- Scholastic’s Read 180 Writing Component for Tier II Writing Intervention
- Scholastic’s System 44 Writing Component for Tier III Writing Intervention
- Grammar Bytes

**Course Authentic and Formative Assessments**

- Writing (expository essay, persuasive essay, narrative essay, compare and contrast essay, etc.)
- Homework (out-of-class writing exercises, worksheets, etc.)
- Classwork (in-class writing exercises, worksheets, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)

- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*7<sup>th</sup> Grade Critical Writing***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 7<sup>th</sup> Grade Critical Writing course focuses on building proficiency in students' grammar and writing through the development of logical and appropriate word choices, sentence structures, and arguments. This is achieved by further reinforcing the foundational skills learned in 6<sup>th</sup> Grade Critical Writing and augmenting them with additional intermediate skills. In the grammar portion of the class, students investigate the difference between formal and informal language, including double negatives, abbreviations, slang, dialect, and jargon (among other topics). In the writing portion of the class, students respond to writing prompts and other assignments that are designed to align with their investigation of the theme of "conflict" in the 7<sup>th</sup> grade year and challenge students to look at the larger influences and factors behind various circumstances, scenarios, and phenomenon. Students are also asked to negotiate weekly vocabulary units.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere's ELA Skills as well as New York State's Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
4. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
5. Application [E.W.5]—Students show how these examples prove and support their argument.
6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (process)

11. Brainstorming [E.W.11]—Students create, sort, and prioritize ideas using graphic organizers and other tools.
12. Outlining [E.W.12]—Students sketch out a plan for the introduction, body, and conclusion of any personal or academic essay.
13. Drafting [E.W.13]—Students learn to write multiple versions of a document before handing it in, improving it each time in terms of clarity, specificity, and organization.

14. Editing [E.W.14]—Students recognize and learn from errors in the grammar, mechanics, logic, and structure of their writing.
15. Revising [E.W.15]—Students correct and rewrite problematic passages in their writing for a polished final product.

#### Grammar

1. Parts of Speech [E.G.1]—Students understand all the basic parts of speech that comprise standardized English.
2. Sentence Structure [E.G.2]—Students cover all sentence structure topics, including sentence types, sentence units, punctuation, run-ons, fragments, parallelism, and other instances of problematic structure.
3. Agreement [E.G.3]—Students investigate how and why different words or phrases agree within a sentence, with particular attention paid to number agreement and tense agreement.
4. Word Choice [E.G.4]—Students study common errors, idioms, modifiers, double negatives, and other frequently misused word choices.

#### Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

### New York State Learning Standards for ELA

#### Writing

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards listed by number. The CCR and grade-specific standards are necessary components—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of present ideas.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Reading

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, formal features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Course Content**

- Sadlier’s Grammar for Writing—Common Core Enriched Edition 2014
- Sadlier’s Vocabulary for Success—Common Core Enriched Edition 2011/2013
- Scholastic’s Expert 21 Writing Component for Tier I Writing Intervention
- Scholastic’s Read 180 Writing Component for Tier II Writing Intervention
- Scholastic’s System 44 Writing Component for Tier III Writing Intervention
- Grammar Bytes

**Course Authentic and Formative Assessments**

- Writing (expository essay, persuasive essay, narrative essay, compare and contrast essay, etc.)
- Homework (out-of-class writing exercises, worksheets, etc.)
- Classwork (in-class writing exercises, worksheets, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)

- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*8<sup>th</sup> Grade Critical Writing***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 8<sup>th</sup> Grade Critical Writing course focuses on building sophistication in students' writing through the development of novel and fluent word choices and sentence structures. This is achieved by further reinforcing the intermediate skills learned in 7<sup>th</sup> Grade Critical Writing and augmenting them with advanced skills. In the grammar portion of the class, students study and practice with parallel structures and idiomatic structures (among others). In the writing portion of the class, students write in response to their investigation of the theme of "justice" in the 8<sup>th</sup> grade year. Assignments are designed to challenge students to not only discover and identify issues related to the individual's place in society, but to also resolve those issues in a persuasive and convincing manner. Students are also asked to negotiate weekly vocabulary units.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere's ELA Skills as well as New York State's Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Writing (essay)

1. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
2. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
3. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
4. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
5. Application [E.W.5]—Students show how these examples prove and support their argument.
6. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (process)

11. Brainstorming [E.W.11]—Students create, sort, and prioritize ideas using graphic organizers and other tools.
12. Outlining [E.W.12]—Students sketch out a plan for the introduction, body, and conclusion of any personal or academic essay.
13. Drafting [E.W.13]—Students learn to write multiple versions of a document before handing it in, improving it each time in terms of clarity, specificity, and organization.

14. Editing [E.W.14]—Students recognize and learn from errors in the grammar, mechanics, logic, and structure of their writing.
15. Revising [E.W.15]—Students correct and rewrite problematic passages in their writing for a polished final product.

#### Grammar

1. Parts of Speech [E.G.1]—Students understand all the basic parts of speech that comprise standardized English.
2. Sentence Structure [E.G.2]—Students cover all sentence structure topics, including sentence types, sentence units, punctuation, run-ons, fragments, parallelism, and other instances of problematic structure.
3. Agreement [E.G.3]—Students investigate how and why different words or phrases agree within a sentence, with particular attention paid to number agreement and tense agreement.
4. Word Choice [E.G.4]—Students study common errors, idioms, modifiers, double negatives, and other frequently misused word choices.

#### Vocabulary

1. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
2. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
3. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
4. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
5. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

### New York State Learning Standards for ELA

#### Writing

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards listed by number. The CCR and grade-specific standards are necessary components—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured scenes or sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These literal types of writing include essay objectives. See Appendix A for definitions of key writing types.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of present issues.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Reading

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Compare and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, formal features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Course Content**

- Sadlier’s Grammar for Writing—Common Core Enriched Edition 2014
- Sadlier’s Vocabulary for Success—Common Core Enriched Edition 2011/2013
- Scholastic’s Expert 21 Writing Component for Tier I Writing Intervention
- Scholastic’s Read 180 Writing Component for Tier II Writing Intervention
- Scholastic’s System 44 Writing Component for Tier III Writing Intervention
- Grammar Bytes

**Course Authentic and Formative Assessments**

- Writing (expository essay, persuasive essay, narrative essay, compare and contrast essay, etc.)
- Homework (out-of-class writing exercises, worksheets, etc.)
- Classwork (in-class writing exercises, worksheets, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)

- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

*9<sup>th</sup> Grade Critical Writing***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Literacy (D-Lit) will oversee the 9<sup>th</sup> grade ELA (including both Critical Reading and Critical Writing) curriculum selection process. The D-Lit will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Critical Reading Teachers, Critical Writing Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for ELA, complete the prescribed ELA scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and promote key literacy skills.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere's ELA Skills as well as New York State's Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Writing (essay)

7. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
8. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
9. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
10. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
11. Application [E.W.5]—Students show how these examples prove and support their argument.
12. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (process)

16. Brainstorming [E.W.11]—Students create, sort, and prioritize ideas using graphic organizers and other tools.
17. Outlining [E.W.12]—Students sketch out a plan for the introduction, body, and conclusion of any personal or academic essay.
18. Drafting [E.W.13]—Students learn to write multiple versions of a document before handing it in, improving it each time in terms of clarity, specificity, and organization.
19. Editing [E.W.14]—Students recognize and learn from errors in the grammar, mechanics, logic, and structure of their writing.

20. Revising [E.W.15]—Students correct and rewrite problematic passages in their writing for a polished final product.

#### Grammar

5. Parts of Speech [E.G.1]—Students understand all the basic parts of speech that comprise standardized English.
6. Sentence Structure [E.G.2]—Students cover all sentence structure topics, including sentence types, sentence units, punctuation, run-ons, fragments, parallelism, and other instances of problematic structure.
7. Agreement [E.G.3]—Students investigate how and why different words or phrases agree within a sentence, with particular attention paid to number agreement and tense agreement.
8. Word Choice [E.G.4]—Students study common errors, idioms, modifiers, double negatives, and other frequently misused word choices.

#### Vocabulary

6. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
7. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
8. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
9. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
10. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

### New York State Learning Standards for ELA

#### Writing

##### College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards listed by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

##### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of present ideas.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Reading

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, formal features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Course Authentic and Formative Assessments**

- Writing (expository essay, persuasive essay, narrative essay, compare and contrast essay, etc.)
- Homework (out-of-class writing exercises, worksheets, etc.)
- Classwork (in-class writing exercises, worksheets, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

Critical Writing*10<sup>th</sup> Grade Critical Writing***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Literacy (D-Lit) will oversee the 10<sup>th</sup> grade ELA (including both Critical Reading and Critical Writing) curriculum selection process. The D-Lit will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Critical Reading Teachers, Critical Writing Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for ELA, complete the prescribed ELA scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and promote key literacy skills.

**Course Skills and Standards**

Atmosphere Critical Reading courses address both Atmosphere’s ELA Skills as well as New York State’s Learning Standards for ELA that are based on the Common Core State Standards. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy ELA Skills**

## Writing (essay)

13. Thesis [E.W.1]—Students craft statements that present a clear and focused opinion on a topic.
14. Support [E.W.2]—Students construct statements that directly support their point by citing specific reasons and examples.
15. Organization [E.W.3]—Students use transitions and paragraph breaks to clearly separate ideas.
16. Explanation [E.W.4]—Students clearly explain their interpretations of the relevant details of their supportive examples.
17. Application [E.W.5]—Students show how these examples prove and support their argument.
18. Conclusion [E.W.6]—Students make closing remarks to reinforce the point they have made and illuminate its greater significance.

## Writing (process)

21. Brainstorming [E.W.11]—Students create, sort, and prioritize ideas using graphic organizers and other tools.
22. Outlining [E.W.12]—Students sketch out a plan for the introduction, body, and conclusion of any personal or academic essay.
23. Drafting [E.W.13]—Students learn to write multiple versions of a document before handing it in, improving it each time in terms of clarity, specificity, and organization.

24. Editing [E.W.14]—Students recognize and learn from errors in the grammar, mechanics, logic, and structure of their writing.
25. Revising [E.W.15]—Students correct and rewrite problematic passages in their writing for a polished final product.

#### Grammar

9. Parts of Speech [E.G.1]—Students understand all the basic parts of speech that comprise standardized English.
10. Sentence Structure [E.G.2]—Students cover all sentence structure topics, including sentence types, sentence units, punctuation, run-ons, fragments, parallelism, and other instances of problematic structure.
11. Agreement [E.G.3]—Students investigate how and why different words or phrases agree within a sentence, with particular attention paid to number agreement and tense agreement.
12. Word Choice [E.G.4]—Students study common errors, idioms, modifiers, double negatives, and other frequently misused word choices.

#### Vocabulary

11. Power Words [E.V.1]—Students will be introduced to power words drawn from the texts they are reading and asked to fully engaged with those words via various assignments and activities.
12. Denotation [E.V.2]—Students will learn the dictionary definition of power words and all additional degrees of literal meaning.
13. Context [E.V.3]—Students will decipher the meaning of power words from context as well as place power words in full context.
14. Proper Usage [E.V.4]—Students will utilize power words in an appropriate and accurate way so as to demonstrate understanding of each word’s intent and purpose.
15. Spelling [E.V.5]—Students will study the correct spelling of many commonly misspelled words, the unorthodox spelling of some power words, and the core spelling rules that allow for independent practice.

### New York State Learning Standards for ELA

#### Writing

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards listed by number. The CCR and grade-specific standards are necessary components—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured scenes or sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Responding to Literature**

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Language

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening

**College and Career Readiness Anchor Standards for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of present issues.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Reading

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Responding to Literature**

11. Respond to literature by employing knowledge of literary language, formal features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

**Course Authentic and Formative Assessments**

- Writing (expository essay, persuasive essay, narrative essay, compare and contrast essay, etc.)
- Homework (out-of-class writing exercises, worksheets, etc.)
- Classwork (in-class writing exercises, worksheets, etc.)
- Quizzes (grammar quizzes, writing quizzes, vocabulary quizzes, etc.)
- Tests (grammar tests, writing tests, vocabulary tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Aimsweb (progress monitoring)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Middle School ELA Exams
- New York State English Regents Exam
- ACT Aspire

History

*6<sup>th</sup> Grade World History*

**Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 6<sup>th</sup> Grade World History course covers a range of ancient civilizations from the Stone Ages to Ancient Egypt to the Renaissance. Atmosphere students build the background knowledge and skills needed to understand the life cycle of civilizations around the world and the legacy they have left on contemporary society.

World History		World Geography	
Units	Progressions	Units	Progressions
Early Humans and Societies	Uncovering the Past	Introduction to Geography	A Geographer’s World
	The Stone Ages and Early Cultures		Planet Earth
Mesopotamia, Egypt, and Kush	Mesopotamia and the Fertile Crescent		Climate, Environment, and Resources
	Ancient Egypt and Kush		The World’s People
Civilization in India and China	Ancient India	The Americas	Central America and the Caribbean
	Ancient China		Caribbean South America
Foundations of Western Ideas	The Hebrews and Judaism		Atlantic South America
	Ancient Greece		Pacific South America
	Greek World	Southern Europe	
The Roman World	The Roman Republic	Europe and Russia	West-Central Europe
	Rome and Christianity		Northern Europe
Islamic and African Civilizations	The Islamic World		Eastern Europe
	Early African Civilizations		Russia and the Caucasus
Empires of Asia and America	China	Southwest and Central Asia	The Eastern Mediterranean
	Japan		The Arabian Peninsula, Iraq, and Iran
	The Early Americans		Central Asia
Renewal in Europe	The Early Middle Ages	Africa	North Africa
	The Later Middle Ages		West Africa
	The Renaissance and Reformation		East Africa

		Central Africa
		Southern Africa
	South and East Asia and the Pacific	The Indian Subcontinent
		China, Mongolia, and Taiwan
		Japan and the Koreas
		Southeast Asia
		The Pacific World

### Course Skills and Standards

Atmosphere History courses address both Atmosphere’s History Skills as well as New York State’s Learning Standards for Social Studies. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

### Atmosphere Academy History Skills

#### Construction of Knowledge

1. Historical Knowledge [H.CK.1]—Students will understand the most significant figures (who), events (what), and dates (when) associated with major historical periods.
2. Civic Knowledge (government) [H.CK.2]—Students will become familiar with the politics, structures, and processes of various types of government.
3. Geographic Knowledge [H.CK.3]—Students will identify, label, and recognize geographic terms and forms as well as the location (where) of major historical events.
4. Sociological Knowledge (society) [H.CK.4]—Students will study the influence of religion, demographics, law, and class on society.
5. Economic Knowledge [H.CK.5]—Students will investigate various economic systems, the philosophies that underlie them, and the outcomes they produce.

#### Application of Knowledge

1. Cause and Effect [H.AK.1]—Students will track how one historical event gives rise to another, recognizing the nature of history.
2. Formulating Perspective [H.AK.2] —Students will formulate multiple perspectives on issues creating an argument to prove their ideas.

#### Derivation of Knowledge

1. Text Interpretation [H.DK.1]—Students will read and extract meaning from written texts (excerpts and passages) that provide a depiction or examination of a historical phenomenon.
2. Data Interpretation [H.DK.2]—Students will decipher rendering and manipulation of information in charts, graphs, tables, figures, chronologies, timelines, and maps.
3. Media Interpretation [H.DK.3]—Students will view and make sense of historical cartoons, films, documentaries, art, illustrations, photographs, songs, and music.

4. Research [H.DK.4]—Students will engage in proper document discovery, document mining, and document citation.
5. Finding Sources [H.DK.5]—Students will identify and utilize scholarly resources, repositories, sites, and search engines.
6. Distinguishing Sources [H.DK.6]—Students will learn to differentiate between primary and secondary sources in order to make a determination as to the reliability of information contained therein and/or potential authorial bias.
7. Note Taking [H.DK.7] —Students will learn to identify important ideas and be able to turn those important ideas into coherent notes.

### **New York State Learning Standards for Social Studies**

#### **Standard 2 – World History**

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

#### **Standard 3 – Geography**

- Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

#### **Standard 4 – Economics**

- Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

#### **Standard 5 – Civics, Citizenship, and Government**

- Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

### **Course Content**

- World Geography by Houghton Mifflin Harcourt and The History Channel (2012)
- World History (Middle School) by Houghton Mifflin Harcourt and The History Channel (2012)
- Historical Fiction
- Historical Nonfiction

### **Course Authentic and Formative Assessments**

- Writing (document-based question, historical analysis essay, etc.)

- Homework (out-of-class research exercises, worksheets, etc.)
- Classwork (in-class research exercises, worksheets, class notes, etc.)
- Quizzes (history quizzes, geography quizzes, civics quizzes, etc.)
- Tests (history tests, geography tests, civics tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- ACT Aspire

*7<sup>th</sup> Grade US History I***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 7<sup>th</sup> Grade US History I course covers United States History from pre-settlement to the War of 1812. Atmosphere students investigate and relive the major factors, figures, and events that influenced and shaped early American history.

US History	
Units	Progressions
Our Colonial Heritage	The World before the Opening of the Atlantic
	New Empires in the Americas
	The English Colonies
	The American Revolution
A New Nation	Forming a Government
	Citizenship and the Constitution
	Launching the New Nation
The New Republic	The Jefferson Era
	A New National Identity

**Course Skills and Standards**

Atmosphere History courses address both Atmosphere’s History Skills as well as New York State’s Learning Standards for Social Studies. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy History Skills**

## Construction of Knowledge

1. Historical Knowledge [H.CK.1]—Students will understand the most significant figures (who), events (what), and dates (when) associated with major historical periods.
2. Civic Knowledge (government) [H.CK.2]—Students will become familiar with the politics, structures, and processes of various types of government.
3. Geographic Knowledge [H.CK.3]—Students will identify, label, and recognize geographic terms and forms as well as the location (where) of major historical events.
4. Sociological Knowledge (society) [H.CK.4]—Students will study the influence of religion, demographics, law, and class on society.

5. Economic Knowledge [H.CK.5]—Students will investigate various economic systems, the philosophies that underlie them, and the outcomes they produce.

#### Application of Knowledge

1. Cause and Effect [H.AK.1]—Students will track how one historical event gives rise to another, recognizing the nature of history.
2. Formulating Perspective [H.AK.2] —Students will formulate multiple perspectives on issues creating an argument to prove their ideas.

#### Derivation of Knowledge

1. Text Interpretation [H.DK.1]—Students will read and extract meaning from written texts (excerpts and passages) that provide a depiction or examination of a historical phenomenon.
2. Data Interpretation [H.DK.2]—Students will decipher rendering and manipulation of information in charts, graphs, tables, figures, chronologies, timelines, and maps.
3. Media Interpretation [H.DK.3]—Students will view and make sense of historical cartoons, films, documentaries, art, illustrations, photographs, songs, and music.
4. Research [H.DK.4]—Students will engage in proper document discovery, document mining, and document citation.
5. Finding Sources [H.DK.5]—Students will identify and utilize scholarly resources, repositories, sites, and search engines.
6. Distinguishing Sources [H.DK.6]—Students will learn to differentiate between primary and secondary sources in order to make a determination as to the reliability of information contained therein and/or potential authorial bias.
7. Note Taking [H.DK.7] —Students will learn to identify important ideas and be able to turn those important ideas into coherent notes.

### **New York State Learning Standards for Social Studies**

#### Standard 1 – History of the United States and New York

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### Standard 2 – World History

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

#### Standard 3 – Geography

- Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

#### Standard 4 – Economics

- Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5 – Civics, Citizenship, and Government**

- Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Course Content**

- United States History by Houghton Mifflin Harcourt and The History Channel (2012)
- Historical Fiction
- Historical Nonfiction

**Course Authentic and Formative Assessments**

- Writing (document-based question, historical analysis essay, etc.)
- Homework (out-of-class research exercises, worksheets, etc.)
- Classwork (in-class research exercises, worksheets, class notes, etc.)
- Quizzes (history quizzes, geography quizzes, civics quizzes, etc.)
- Tests (history tests, geography tests, civics tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- ACT Aspire

*8<sup>th</sup> Grade US History II***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 8<sup>th</sup> Grade US History II course covers United States History from the Missouri Compromise to the present. Atmosphere students engage in evidence-based research and hands-on projects that promote deeper understandings on how America evolved and continues to evolve. Interdisciplinary connections are made to theme of “justice” in the 8<sup>th</sup> Grade Critical Reading and 8<sup>th</sup> Grade Critical Writing courses.

<b>US History</b>	
<b>Units</b>	<b>Progressions</b>
The New Republic	The Age of Jackson
	Expanding West
The Nation Expands	The North
	The South
	New Movements in America
	A Divided Nation
The Nation Breaks Apart	The Civil War
	Reconstruction
A Growing America	Americans Move West
	The Industrial Age
	Immigrants and Urban Life
The Beginning of Modern America	The Progressive Spirit of Reform
	America as a World Power
	World War I
Boom Times and Challenges	The Roaring Twenties
	The Great Depression
	World War II
Postwar America	Early Years of the Cold War
	The Civil Rights Movement
	The Vietnam War Years
Modern America	Searching for Order
	America Looks to the Future

**Course Skills and Standards**

Atmosphere History courses address both Atmosphere’s History Skills as well as New York State’s Learning Standards for Social Studies. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

**Atmosphere Academy History Skills**

## Construction of Knowledge

1. Historical Knowledge [H.CK.1]—Students will understand the most significant figures (who), events (what), and dates (when) associated with major historical periods.
2. Civic Knowledge (government) [H.CK.2]—Students will become familiar with the politics, structures, and processes of various types of government.
3. Geographic Knowledge [H.CK.3]—Students will identify, label, and recognize geographic terms and forms as well as the location (where) of major historical events.
4. Sociological Knowledge (society) [H.CK.4]—Students will study the influence of religion, demographics, law, and class on society.
5. Economic Knowledge [H.CK.5]—Students will investigate various economic systems, the philosophies that underlie them, and the outcomes they produce.

## Application of Knowledge

1. Cause and Effect [H.AK.1]—Students will track how one historical event gives rise to another, recognizing the nature of history.
2. Formulating Perspective [H.AK.2] —Students will formulate multiple perspectives on issues creating an argument to prove their ideas.

## Derivation of Knowledge

1. Text Interpretation [H.DK.1]—Students will read and extract meaning from written texts (excerpts and passages) that provide a depiction or examination of a historical phenomenon.
2. Data Interpretation [H.DK.2]—Students will decipher rendering and manipulation of information in charts, graphs, tables, figures, chronologies, timelines, and maps.
3. Media Interpretation [H.DK.3]—Students will view and make sense of historical cartoons, films, documentaries, art, illustrations, photographs, songs, and music.
4. Research [H.DK.4]—Students will engage in proper document discovery, document mining, and document citation.
5. Finding Sources [H.DK.5]—Students will identify and utilize scholarly resources, repositories, sites, and search engines.
6. Distinguishing Sources [H.DK.6]—Students will learn to differentiate between primary and secondary sources in order to make a determination as to the reliability of information contained therein and/or potential authorial bias.
7. Note Taking [H.DK.7] —Students will learn to identify important ideas and be able to turn those important ideas into coherent notes.

**New York State Learning Standards for Social Studies**

## Standard 1 – History of the United States and New York

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

## Standard 2 – World History

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

## Standard 3 – Geography

- Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

## Standard 4 – Economics

- Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

## Standard 5 – Civics, Citizenship, and Government

- Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Course Content**

- United States History by Houghton Mifflin Harcourt and The History Channel (2012)
- Historical Fiction
- Historical Nonfiction

**Course Authentic and Formative Assessments**

- Writing (document-based question, historical analysis essay, etc.)
- Homework (out-of-class research exercises, worksheets, etc.)
- Classwork (in-class research exercises, worksheets, class notes, etc.)
- Quizzes (history quizzes, geography quizzes, civics quizzes, etc.)
- Tests (history tests, geography tests, civics tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)

- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State 8<sup>th</sup> Grade Social Studies Exam
- ACT Aspire

*9<sup>th</sup> Grade Global Studies***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 9<sup>th</sup> Grade Global Studies course gives students the opportunity to apply their knowledge of world history toward even deeper and richer understandings. By conducting more involved and complex social science investigations, students are able to develop original ideas and make novel conclusions that demonstrate mastery and sophistication. The course is designed to prepare students for the Global History and Geography Regents exam.

<b>Global Studies</b>	
<b>Units</b>	<b>Progressions</b>
Beginnings of Civilization	The Peopling of the World
	Early River Valley Civilizations
	People and Ideas on the Move
	First Age of Empires
New Directions in Government and Society	Classical Greece
	Ancient Rome and Early Christianity
	India and China Establish Empires
	African Civilizations
	The Americas: A Separate World
An Age of Exchange and Encounter	The Muslim World
	Byzantines, Russians, and Turks Interact
	Empires in East Asia
	European Middle Ages
	The Formation of Western Europe
	Societies and Empires of Africa
Connecting Hemispheres	People and Empires in the Americas
	European Renaissance and Reformation
	The Muslim World Expands
	An Age of Explorations and Isolation
	The Atlantic World

Absolutism to Revolution	Absolute Monarchs in Europe
	Enlightenment and Revolution
	The French Revolution and Napoleon
	Nationalist Revolutions Sweep the West
Industrialism and the Race for Empire	The Industrial Revolution
	An Age of Democracy and Progress
	The Age of Imperialism
	Transformations around the Globe
The World at War	The Great War
	Revolution and Nationalism
	Years of Crisis
	World War II
Perspectives on the Present	Restructuring the Postwar World
	The Colonies Become New Nations
	Struggles for Democracy
	Global Interdependence

### Course Skills and Standards

Atmosphere History courses address both Atmosphere’s History Skills as well as New York State’s Learning Standards for Social Studies. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

### Atmosphere Academy History Skills

#### Construction of Knowledge

1. Historical Knowledge [H.CK.1]—Students will understand the most significant figures (who), events (what), and dates (when) associated with major historical periods.
2. Civic Knowledge (government) [H.CK.2]—Students will become familiar with the politics, structures, and processes of various types of government.
3. Geographic Knowledge [H.CK.3]—Students will identify, label, and recognize geographic terms and forms as well as the location (where) of major historical events.
4. Sociological Knowledge (society) [H.CK.4]—Students will study the influence of religion, demographics, law, and class on society.
5. Economic Knowledge [H.CK.5]—Students will investigate various economic systems, the philosophies that underlie them, and the outcomes they produce.

#### Application of Knowledge

1. Cause and Effect [H.AK.1]—Students will track how one historical event gives rise to another, recognizing the nature of history.

2. Formulating Perspective [H.AK.2] —Students will formulate multiple perspectives on issues creating an argument to prove their ideas.

#### Derivation of Knowledge

1. Text Interpretation [H.DK.1]—Students will read and extract meaning from written texts (excerpts and passages) that provide a depiction or examination of a historical phenomenon.
2. Data Interpretation [H.DK.2]—Students will decipher rendering and manipulation of information in charts, graphs, tables, figures, chronologies, timelines, and maps.
3. Media Interpretation [H.DK.3]—Students will view and make sense of historical cartoons, films, documentaries, art, illustrations, photographs, songs, and music.
4. Research [H.DK.4]—Students will engage in proper document discovery, document mining, and document citation.
5. Finding Sources [H.DK.5]—Students will identify and utilize scholarly resources, repositories, sites, and search engines.
6. Distinguishing Sources [H.DK.6]—Students will learn to differentiate between primary and secondary sources in order to make a determination as to the reliability of information contained therein and/or potential authorial bias.
7. Note Taking [H.DK.7] —Students will learn to identify important ideas and be able to turn those important ideas into coherent notes.

### **New York State Learning Standards for Social Studies**

#### Standard 1 – History of the United States and New York

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### Standard 2 – World History

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

#### Standard 3 – Geography

- Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

#### Standard 4 – Economics

- Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

#### Standard 5 – Civics, Citizenship, and Government

- Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S.

Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Course Content**

- World History: Patterns of Interaction (High School) by Houghton Mifflin Harcourt and The History Channel (2012)
- Historical Fiction
- Historical Nonfiction

**Course Authentic and Formative Assessments**

- Writing (document-based question, historical analysis essay, etc.)
- Homework (out-of-class research exercises, worksheets, etc.)
- Classwork (in-class research exercises, worksheets, class notes, etc.)
- Quizzes (history quizzes, geography quizzes, civics quizzes, etc.)
- Tests (history tests, geography tests, civics tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State Global History and Geography Regents Exam
- ACT Aspire

10<sup>th</sup> Grade American Studies

**Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

The 10<sup>th</sup> Grade American Studies course is designed to leverage students’ working knowledge of United States History to make even more sophisticated discoveries and conclusions. With a focus on primary documents and sources, students are challenged to make connections and justify arguments using a variety of means. The course is designed to prepare students for the American History and Government Regents exam.

American Studies		American Government		
Units	Progressions	Units	Progressions	
American Beginnings to 1783	Three Worlds Meet	Essentials of United States Government	Foundations of Government	
	The American Colonies Emerge		Origins of American Government	
	The Colonies Come of Age		The Constitution	
	The War for Independence		Federalism	
A New Nation	Shaping a New Nation		Congress: The Legislative Branch	
	Launching a New Nation		The Presidency	
	Balancing Nationalism and Sectionalism		The Executive Branch at Work	
	Reforming American Society		The Federal Courts and the Judicial Branch	
An Era of Growth and Disunion	Expanding Markets and Moving West		The Political Process	
	The Union in Peril		Civil Liberties	
	The Civil War		Civil Rights	
	Reconstruction and Its Effects		Understanding Elections	
Migration and Industrialization	Changes on the Western Frontier		Interactive United States Government	Supreme Court Cases
	A New Industrial Age			Making Foreign Policy
	Immigrants and Urbanization	Comparative Political and Economic Systems		
	Life at the Turn of the Century	State and Local Government		

Modern America Emerges	The Progressive Era	
	America Claims an Empire	
	The First World War	
The 1920s and the Great Depression	Politics of the Roaring Twenties	
	The Roaring Life of the 1920s	
	The Great Depression Begins	
	The New Deal	
World War II and Its Aftermath	World War Looms	
	The United States in World War II	
	Cold War Conflicts	
	The Postwar Boom	
Living with Great Turmoil	The New Frontier and the Great Society	
	Civil Rights	
	The Vietnam War Years	
	An Era of Social Change	
Passage to a New Century	An Age of Limits	
	The Conservative Tide	
	The United States in Today's World	

### Course Skills and Standards

Atmosphere History courses address both Atmosphere's History Skills as well as New York State's Learning Standards for Social Studies. Each grade level course addresses the standards and skills as appropriate and prescribed for that grade level.

### Atmosphere Academy History Skills

#### Construction of Knowledge

1. Historical Knowledge [H.CK.1]—Students will understand the most significant figures (who), events (what), and dates (when) associated with major historical periods.
2. Civic Knowledge (government) [H.CK.2]—Students will become familiar with the politics, structures, and processes of various types of government.
3. Geographic Knowledge [H.CK.3]—Students will identify, label, and recognize geographic terms and forms as well as the location (where) of major historical events.
4. Sociological Knowledge (society) [H.CK.4]—Students will study the influence of religion, demographics, law, and class on society.
5. Economic Knowledge [H.CK.5]—Students will investigate various economic systems, the philosophies that underlie them, and the outcomes they produce.

## Application of Knowledge

1. Cause and Effect [H.AK.1]—Students will track how one historical event gives rise to another, recognizing the nature of history.
2. Formulating Perspective [H.AK.2] —Students will formulate multiple perspectives on issues creating an argument to prove their ideas.

## Derivation of Knowledge

1. Text Interpretation [H.DK.1]—Students will read and extract meaning from written texts (excerpts and passages) that provide a depiction or examination of a historical phenomenon.
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3. Media Interpretation [H.DK.3]—Students will view and make sense of historical cartoons, films, documentaries, art, illustrations, photographs, songs, and music.
4. Research [H.DK.4]—Students will engage in proper document discovery, document mining, and document citation.
5. Finding Sources [H.DK.5]—Students will identify and utilize scholarly resources, repositories, sites, and search engines.
6. Distinguishing Sources [H.DK.6]—Students will learn to differentiate between primary and secondary sources in order to make a determination as to the reliability of information contained therein and/or potential authorial bias.
7. Note Taking [H.DK.7] —Students will learn to identify important ideas and be able to turn those important ideas into coherent notes.

**New York State Learning Standards for Social Studies**

## Standard 1 – History of the United States and New York

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

## Standard 2 – World History

- Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

## Standard 3 – Geography

- Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

## Standard 4 – Economics

- Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5 – Civics, Citizenship, and Government**

- Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Course Content**

- The Americans by Houghton Mifflin Harcourt and The History Channel (2012)
- American Government by Houghton Mifflin Harcourt and The History Channel (2012)
- Historical Nonfiction

**Course Authentic and Formative Assessments**

- Writing (document-based question, historical analysis essay, etc.)
- Homework (out-of-class research exercises, worksheets, etc.)
- Classwork (in-class research exercises, worksheets, class notes, etc.)
- Quizzes (history quizzes, geography quizzes, civics quizzes, etc.)
- Tests (history tests, geography tests, civics tests, etc.)
- Interim Assessments (curriculum-embedded and school-generated)
- Projects, Presentations, Performances, and Participation

**Course Summative Assessments**

- New York State American History and Government Regents Exam
- ACT Aspire

Math Applications/Math Foundations

*6<sup>th</sup> Grade Math Applications and Math Foundations*

**Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

Math Applications and Math Foundations are paired courses that use a shared curriculum that is negotiated in the Math Applications course (5 days per week) and supported in the Math Foundations course (3 days per week). In 6<sup>th</sup> grade, students engage in inquiry-based, hands-on, and differentiated learning that builds fluency and capacity with introductory geometry, introductory algebra, and intermediate arithmetic.

**Course Skills and Standards**

Atmosphere adheres to the New York State Learning Standards for Mathematics that are based on the Common Core State Standards for Mathematics.

**New York State Learning Standards for Mathematics**

NYS GRADE 6 MATH PRACTICES	
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
NYS GRADE 6 MATH STANDARDS	
<p><b>Ratios and Proportional Relationships</b></p> <ul style="list-style-type: none"> <li>• Understand ratio concepts and use ratio reasoning to solve problems.</li> </ul> <p><b>The Number System</b></p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</li> <li>• Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>• Apply and extend previous understandings of numbers to the system of rational numbers.</li> </ul>	<p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>• Reason about and solve one-variable equations and inequalities.</li> <li>• Represent and analyze quantitative relationships between dependent and independent variables.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Solve real-world and mathematical problems involving area, surface area, and volume.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of statistical variability.</li> <li>• Summarize and describe distributions.</li> </ul>

**Course Content**

National Training Network’s Key Elements of Math S-Level F is the primary 6<sup>th</sup> grade curriculum and includes the following lessons:

<b>Level F - Table of Contents</b>	
1 - SOLVE - S and O	16 - Functions
2 - SOLVE - L	17 - Plotting Points
3 - SOLVE - V and E	18 - Write and Evaluate Expressions
4 - Fact Masters - Multiplication	19 - One-Step Equations- Addition and Subtraction with Whole Numbers
5 - GCF and LCM	20 - One-Step Equations- Multiplication and Division with Whole Numbers
6 - Concept of Fractions	21 - Units of Measurement - Conversions and Appropriate Use
7 - Add Fractions	22 - Area and Perimeter of Rectangles and Triangles
8 - Subtract Fractions	23 - Area of Parallelograms
9 - Add and Subtract Mixed Numbers	24 - Circumference of a Circle
10 - Multiply Fractions	25 - Area of a Circle
11 - Divide Fractions	26 - Volume of Rectangular Prisms
12 - Add and Subtract With Decimals	27 - Mean, Median, and Mode
13 - Multiply with Decimals	28 - Line Graphs and Double Line Graphs
14 - Divide with Decimals	29 - Sample Space
15 - Compare and Order Integers	30 - Simple Probability
<b>Additional Lessons Aligned to the Common Core Standards</b>	
Ratio and Unit Rates	Measures of Center and Variation with Dot Plots
Ratio and Tables	Box Plots and Measures of Variation
Unit Rate Problems	Histograms
Percent as a Rate per 100	Dot Plots and Measures of Variation with Mean Absolute Deviation
Converting Measurements with Ratios	Summarizing Numerical Data

**Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.

- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Middle School Math Exams
- ACT Aspire

*7<sup>th</sup> Grade Math Applications and Math Applications*

**Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

Math Applications and Math Foundations are paired courses that use a shared curriculum that is negotiated in the Math Applications course (5 days per week) and supported in the Math Foundations course (3 days per week). In 7<sup>th</sup> grade, students engage in inquiry-based, hands-on, and differentiated learning that builds fluency and capacity with intermediate geometry, intermediate algebra, and advanced arithmetic.

**Course Skills and Standards**

Atmosphere adheres to the New York State Learning Standards for Mathematics that are based on the Common Core State Standards for Mathematics.

**New York State Learning Standards for Mathematics**

NYS GRADE 7 MATH PRACTICES	
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
NYS GRADE 7 MATH STANDARDS	
<p><b>Ratios and Proportional Relationships</b></p> <ul style="list-style-type: none"> <li>• Analyze proportional relationships and use them to solve real-world and mathematical problems.</li> </ul> <p><b>The Number System</b></p> <ul style="list-style-type: none"> <li>• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>• Use properties of operations to generate equivalent expressions.</li> <li>• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Draw, construct and describe geometrical figures and describe the relationships between them.</li> <li>• Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>• Use random sampling to draw inferences about a population.</li> <li>• Draw informal comparative inferences about two populations.</li> <li>• Investigate chance processes and develop, use, and evaluate probability models.</li> </ul>

**Course Content**

KEMS Level G is NTN's 7<sup>th</sup> grade curriculum and includes the following lessons:

<b>Level G - Table of Contents</b>	
1 - SOLVE - S and O	16 - Plotting Points
2 - SOLVE - L	17 - Write and Evaluate Expressions
3 - SOLVE - V and E	18 - One-Step Equations- Addition and Subtraction with Integers
4 - FactMasters - Multiplication	19 - One-Step Equations- Multiplication and Division with Integers
5 - Concept of Fractions	20 - Two-Step Equations
6 - Add Fractions	21 - Graphing Linear Equation
7 - Subtract Fractions	22 - Area of Parallelograms and Trapezoids
8 - Multiply Fractions	23 - Volume of Rectangular Prisms
9 - Divide Fractions	24 - Surface Area of Prisms
10 - Add Integers	25 - Similar and Congruent
11 - Subtract Integers	26 - Reflections and Translations
12 - Multiply Integers	27 - Box and Whisker Plots
13 - Divide Integers	28 - Sample Space
14 - Proportions	29 - Simple Probability
15 - Functions	30 - Compound Probability
<b>Additional Lessons Aligned to the Common Core Standards</b>	
Unit Rates	Measures of Center and Variability with Box Plots
Proportional Relationships	Comparison of Measures of Center and Variability
Identifying the Constant of Proportionality	Introduction to Probability
Representing Proportional Relationships with Equations	Relative Frequency - Experimental Probability
Proportional Relationships in Graphs	Uniform and Non-Uniform Probability Models
Percents in Real Life Situations	Compound Probability
Percent of Change	Real World Application with Rational Numbers
Populations and Random Sampling	Properties of Operations with Expressions
Measures of Center and Variability with Dot Plots	Writing Equivalent Expressions

**Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.

- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Middle School Math Exams
- ACT Aspire

*8<sup>th</sup> Grade Math Applications and Math Applications*

**Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

Math Applications and Math Foundations are paired courses that use a shared curriculum that is negotiated in the Math Applications course (5 days per week) and supported in the Math Foundations course (3 days per week). In 8<sup>th</sup> grade, students engage in inquiry-based, hands-on, and differentiated learning that builds fluency and capacity with advanced geometry, intermediate algebra, and advanced arithmetic.

**Course Skills and Standards**

Atmosphere adheres to the New York State Learning Standards for Mathematics that are based on the Common Core State Standards for Mathematics.

**New York State Learning Standards for Mathematics**

NYS GRADE 8 MATH PRACTICES	
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
NYS GRADE 8 MATH STANDARDS	
<p><b>The Number System</b></p> <ul style="list-style-type: none"> <li>• Know that there are numbers that are not rational, and approximate them by rational numbers.</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>• Work with radicals and integer exponents.</li> <li>• Understand the connections between proportional relationships, lines, and linear equations.</li> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> </ul>	<p><b>Functions</b></p> <ul style="list-style-type: none"> <li>• Define, evaluate, and compare functions.</li> <li>• Use functions to model relationships between quantities.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Understand congruence and similarity using physical models, transparencies, or geometry software.</li> <li>• Understand and apply the Pythagorean Theorem.</li> <li>• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>• Investigate patterns of association in bivariate data.</li> </ul>

**Course Content**

KEMS Level H is NTN's 8<sup>th</sup> grade curriculum and includes the following lessons:

<b>Level H - Table of Contents</b>	
1 - SOLVE - S and O	16 - Two-Step Inequalities
2 - SOLVE - L	17 - Rate of Change
3 - SOLVE - V and E	18 - Slope
4 - FactMasters - Division	19 - Graphing a Line Given: Slope and y-intercept
5 - Add Integers	20 - Graphing a Line Given: Slope and a Point
6 - Subtract Integers	21 - Graphing a Line Given: Two Points
7 - Multiply Integers	22 - Reflections and Translations
8 - Divide Integers	23 - Rotations and Dilations
9 - Percent of Change	24 - Pythagorean Theorem
10 - Square Roots	25 - Indirect Measurement
11 - Functions	26 - Create and Interpret a Scatter Plot
12 - One-Step Equations -Addition and Subtraction with Integers	27 - Scatter Plots and Line of Best Fit
13 - One-Step Equations - Multiplication and Division with Integers	28 - Box and Whisker Plot
14 - Two-Step Equations	29 - Circle Graphs
15 - One-Step Inequalities	30 - Simple and Compound Probability
<b>Additional Lessons Aligned to the Common Core Standards</b>	
Cube Roots	Comparing Functions
Similar Triangles as Slope	Analyzing Functions
Bivariate Data and Relative Frequency	Real World Functions

**Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.

- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Middle School Math Exams
- ACT Aspire

*9<sup>th</sup> Grade Math Applications and Math Applications*

**Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Science, Technology, Engineering, and Mathematics (D-STEM) will oversee the 9<sup>th</sup> and 10<sup>th</sup> grade mathematics curriculum selection process. The D-STEM will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Math Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for Mathematics, complete the prescribed mathematics scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and incorporate elements of math literacy.

Atmosphere expects that the 9<sup>th</sup> grade course will be an Integrated Algebra course that both engages students in a compelling negotiation of algebraic thinking and prepares them for the Integrated Algebra Regents exam.

**Course Skills and Standards**

Atmosphere adheres to the New York State Learning Standards for Mathematics that are based on the Common Core State Standards for Mathematics.

**New York State Learning Standards for Mathematics**

NYS GRADE 9 MATH PRACTICES	
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>

NYS GRADE 9 MATH STANDARDS	
<p><b>The Real Number System</b></p> <ul style="list-style-type: none"> <li>• Extend the properties of exponents to rational exponents</li> <li>• Use properties of rational and irrational numbers.</li> </ul> <p><b>Quantities</b></p> <ul style="list-style-type: none"> <li>• Reason quantitatively and use units to solve problems</li> </ul>	<p><b>The Complex Number System</b></p> <ul style="list-style-type: none"> <li>• Perform arithmetic operations with complex numbers</li> <li>• Represent complex numbers and their operations on the complex plane</li> <li>• Use complex numbers in polynomial identities and equations</li> </ul> <p><b>Vector and Matrix Quantities</b></p> <ul style="list-style-type: none"> <li>• Represent and model with vector quantities.</li> <li>• Perform operations on vectors.</li> <li>• Perform operations on matrices and use matrices in applications.</li> </ul>

### Course Authentic and Formative Assessments

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

### Course Summative Assessments

- New York State Integrated Algebra Regents Exam
- ACT Aspire

*10<sup>th</sup> Grade Math Applications and Math Applications*

**Course Duration**

Each course lasts one school year. On the high school level, students receive two credits towards graduation.

**Course Description and Content**

The Director of Science, Technology, Engineering, and Mathematics (D-STEM) will oversee the 9<sup>th</sup> and 10<sup>th</sup> grade mathematics curriculum selection process. The D-STEM will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Math Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address the Common Core State Standards for Mathematics, complete the prescribed mathematics scope and sequence from grades 6 through 10, encourage differentiated instruction through technology-infused blended learning, and incorporate elements of math literacy.

Atmosphere expects that the 10<sup>th</sup> grade course will be a Geometry course that both engages students in a compelling negotiation of geometry and prepares them for the Geometry Regents exam.

**Course Skills and Standards**

Atmosphere adheres to the New York State Learning Standards for Mathematics that are based on the Common Core State Standards for Mathematics.

**New York State Learning Standards for Mathematics**

NYS GRADE 10 MATH PRACTICES	
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>
NYS GRADE 10 MATH STANDARDS	
<p><b>Seeing Structure in Expressions</b></p> <ul style="list-style-type: none"> <li>• Interpret the structure of expressions</li> <li>• Write expressions in equivalent forms to solve problems</li> </ul> <p><b>Arithmetic with Polynomials and Rational Expressions</b></p> <ul style="list-style-type: none"> <li>• Perform arithmetic operations on polynomials</li> <li>• Understand the relationship between zeros and factors of polynomials</li> <li>• Use polynomial identities to solve problems</li> <li>• Rewrite rational expressions</li> </ul>	<p><b>Creating Equations</b></p> <ul style="list-style-type: none"> <li>• Create equations that describe numbers or relationships</li> </ul> <p><b>Reasoning with Equations and Inequalities</b></p> <ul style="list-style-type: none"> <li>• Understand solving equations as a process of reasoning and explain the reasoning</li> <li>• Solve equations and inequalities in one variable</li> <li>• Solve systems of equations</li> <li>• Represent and solve equations and inequalities graphically</li> </ul>

**Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Geometry Regents Exam
- ACT Aspire

Science*6<sup>th</sup> Grade Integrated Science***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

Atmosphere's 6<sup>th</sup> Grade Integrated Science course exposes students to a range of intermediate science topics. The primary focus is on the scientific method as well as a general introduction to life science and physical science topics in anticipation of the 7<sup>th</sup> and 8<sup>th</sup> grade curricula respectively.

**Course Skills and Standards**

All Atmosphere Science courses adhere to the New York State Learning Standards for Mathematics, Science, and Technology.

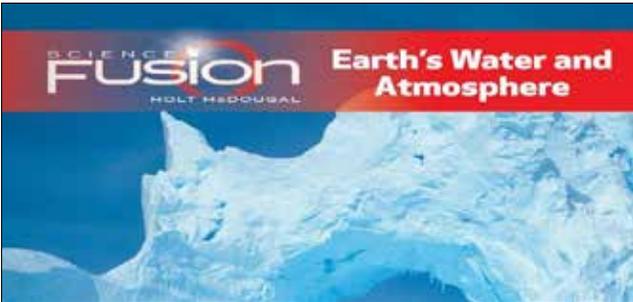
**New York State Learning Standards for Mathematics, Science, and Technology**

- Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**Course Content**

- Science Fusion modules K, F, and E:

	<p>The Module K—Introduction to Science and Technology worktext and associated materials are focused on providing students with a strong foundation in general science principles as well as the STEM fundamentals that are so critical to modern science education. The module is organized into three units with specific lessons contained therein.</p>
<p style="text-align: center;"><b>UNIT 1 THE NATURE OF SCIENCE</b></p>	Lesson 1—What Is Science?
	Lesson 2—Science Investigations
	Lesson 3—Science Knowledge
	Lesson 4—Science and Society
<p style="text-align: center;"><b>UNIT 2 MEASUREMENT AND DATA</b></p>	Lesson 1—Representing Data
	Lesson 2—Scientific Tools and Measurement
	Lesson 3—Models and Simulations
<p style="text-align: center;"><b>UNIT 3 ENGINEERING, TECHNOLOGY, AND SOCIETY</b></p>	Lesson 1—The Engineering Design Process
	Lesson 2—Methods of Analysis
	Lesson 3—Systems
	Lesson 4—Materials and Tools
	Lesson 5—Engineering and Life Science
	Lesson 6—Engineering and Our World

	<p>The Module F—Earth’s Water and Atmosphere worktext and associated materials are focused on understanding the system of liquids and gases that provides the basis for life itself. The module is organized into three units with specific lessons contained therein.</p>
<p style="text-align: center;"><b>UNIT 1 EARTH’S WATER</b></p>	Lesson 1—Water and Its Properties
	Lesson 2—The Water Cycle
	Lesson 3—Surface Water and Groundwater
<p style="text-align: center;"><b>UNIT 2 OCEANOGRAPHY</b></p>	Lesson 1—Earth’s Oceans and the Ocean Floor
	Lesson 2—Ocean Waves

	Lesson 3—Ocean Currents
<p><b>UNIT 3 EARTH'S ATMOSPHERE</b></p>	Lesson 1—The Atmosphere
	Lesson 2—Energy Transfer
	Lesson 3—Wind in the Atmosphere
<p><b>UNIT 4 WEATHER AND CLIMATE</b></p>	Lesson 1—Elements of Weather
	Lesson 2—Clouds and Cloud Formation
	Lesson 3—What Influences Weather?
	Lesson 4—Severe Weather and Weather Safety
	Lesson 5—Weather Prediction and Weather Maps
	Lesson 6--Climate
	Lesson 7—Climate Change

	<p>The Module E—The Dynamic Earth worktext and associated materials are focused on the composition of the earth’s surface and how it has changed over time. The module is organized into three units with specific lessons contained therein.</p>
<p><b>UNIT 1 EARTH'S SURFACE</b></p>	Lesson 1—Earth’s Spheres
	Lesson 2—Weathering
	Lesson 3—Erosion and Deposition by Water
	Lesson 4—Erosion and Deposition by Wind, etc.
	Lesson 5—Soil Formation
<p><b>UNIT 2 EARTH'S HISTORY</b></p>	Lesson 1—Geologic Change over Time
	Lesson 2—Relative Dating
	Lesson 3—Absolute Dating
	Lesson 4—The Geologic Timescale
<p><b>UNIT 3 MINERALS AND ROCKS</b></p>	Lesson 1—Minerals
	Lesson 2—The Rock Cycle
	Lesson 3—Three Classes of Rock

<b>UNIT 4 THE RESTLESS EARTH</b>	Lesson 1—Earth’s Layers
	Lesson 2—Plate Tectonics
	Lesson 3—Mountain Building
	Lesson 4—Volcanoes
	Lesson 5—Earthquakes
	Lesson 6—Measuring Earthquake Waves

#### Course Authentic and Formative Assessments

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
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#### Course Summative Assessments

- ACT Aspire

*7<sup>th</sup> Grade Life Science***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

Atmosphere's 7<sup>th</sup> Grade Life Science course provides students with a strong foundation and understanding of how life forms, functions, and evolves. It serves as an introduction to the fundamental concepts of biology and ecology. It deals with the study of one-celled organisms all the way up to multi-celled organisms, including the environments they inhabit and interact with. This course is a preparation for high school biology and living environment. At the end of the course, students are able to think critically, apply problem solving skills to life, and increase their awareness of and appreciation for the natural world.

**Course Skills and Standards**

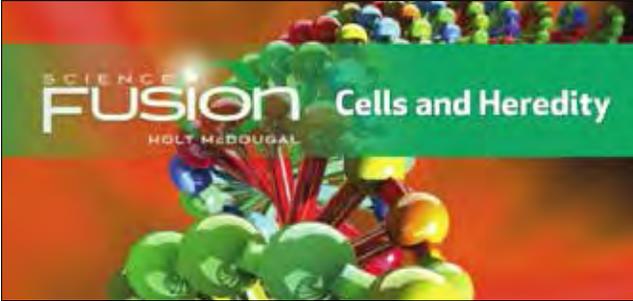
All Atmosphere Science courses adhere to the New York State Learning Standards for Mathematics, Science, and Technology.

**New York State Learning Standards for Mathematics, Science, and Technology**

- Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**Course Content**

- Science Fusion modules A, B, C, and D:

	<p>The Module A—Cells and Heredity worktext and associated materials are focused on the basic building blocks of life. The module is organized into three units with specific lessons contained therein.</p>
<p style="text-align: center;"><b>UNIT 1 CELLS</b></p>	Lesson 1—The Characteristics of Cells
	Lesson 2—Chemistry of Life
	Lesson 3—Cell Structure and Function
	Lesson 4—Levels of Cellular Organization
	Lesson 5—Homeostasis and Cell Processes
	Lesson 6—Photosynthesis and Cellular Respiration
<p style="text-align: center;"><b>UNIT 2 REPRODUCTION AND HEREDITY</b></p>	Lesson 1—Mitosis
	Lesson 2—Meiosis
	Lesson 3—Sexual and Asexual Reproduction
	Lesson 4—Heredity
	Lesson 5—Punnett Squares and Pedigrees
	Lesson 6—DNA Structure and Function
	Lesson 7—Biotechnology
	<p>The Module B—The Diversity of Things worktext and associated materials are focused on biodiversity and categorization. The module is organized into three units with specific lessons contained therein.</p>
<p style="text-align: center;"><b>UNIT 1 LIFE OVER TIME</b></p>	Lesson 1—Introduction to Living Things
	Lesson 2—Theory of Evolution by Natural Selection
	Lesson 3—Evidence of Evolution

<b>UNIT 2 EARTH'S ORGANISMS</b>	Lesson 4—The History of Life on Earth
	Lesson 5—Classification of Living Things
	Lesson 1—Archaea, Bacteria, and Viruses
	Lesson 2—Protists and Fungi
	Lesson 3—Introduction to Plants
	Lesson 4—Plant Processes
	Lesson 5—Introduction to Animals
Lesson 6—Animal Behavior	

	<p>The Module C—The Human Body worktext and associated materials are focused on the functions and systems of human anatomy and physiology. The module is organized into three units with specific lessons contained therein.</p>
<b>UNIT 1 LIFE OVER TIME</b>	Lesson 1—Introduction to Body Systems
	Lesson 2—The Skeletal and Muscular Systems
	Lesson 3—The Circulatory and Respiratory Systems
	Lesson 4—The Digestive and Excretory Systems
	Lesson 5—The Nervous and Endocrine Systems
	Lesson 6—The Reproductive System
<b>UNIT 2 HUMAN HEALTH</b>	Lesson 1—The Immune System
	Lesson 2—Infectious Disease
	Lesson 3—Nutrition and Fitness

 <p><b>Science Fusion</b> HOLT, MCDOUGAL</p> <p><b>Ecology and the Environment</b></p>	<p>The Module D—Ecology and the Environment worktext and associated materials are focused on the intersection of the natural and human world. The module is organized into three units with specific lessons contained therein.</p>
<p><b>UNIT 1</b> <b>INTERACTIONS OF LIVING THINGS</b></p>	Lesson 1—Introduction to Ecology
	Lesson 2—Roles in Energy Transfer
	Lesson 3—Population Dynamics
	Lesson 4—Interactions in Communities
<p><b>UNIT 2</b> <b>EARTH'S BIOMES AND ECOSYSTEMS</b></p>	Lesson 1—Land Biomes
	Lesson 2—Aquatic Ecosystems
	Lesson 3—Energy and Matter in Ecosystems
	Lesson 4—Changes in Ecosystems
	Lesson 5—Human Activity and Ecosystems
<p><b>UNIT 3</b> <b>EARTH'S RESOURCES</b></p>	Lesson 1—Earth's Support of Life
	Lesson 2—Natural Resources
	Lesson 3—Nonrenewable Energy Resources
	Lesson 4—Renewable Energy Resources
	Lesson 5—Managing Resources
<p><b>UNIT 4</b> <b>HUMAN IMPACT ON THE ENVIRONMENT</b></p>	Lesson 1—Human Impact on Water
	Lesson 2—Human Impact on Land
	Lesson 3—Human Impact on the Atmosphere
	Lesson 4—Protecting Earth's Water, Land, and Air

#### Course Authentic and Formative Assessments

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
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- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
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- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- ACT Aspire

*8<sup>th</sup> Grade Physical Science***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description**

Atmosphere's 8<sup>th</sup> Grade Physical Science course provides students with a strong foundation and understanding of the laws and principles that govern the physical universe. The course covers basic topics in physics and chemistry. Students practice the scientific method and learn how it is applicable to the world around us. This course prepares the students for high school chemistry and physics. At the end of the course, students are able to think critically and apply their knowledge of science and the scientific method to all aspects of life.

**Course Skills and Standards**

All Atmosphere Science courses adhere to the New York State Learning Standards for Mathematics, Science, and Technology.

**New York State Learning Standards for Mathematics, Science, and Technology**

- Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**Course Content**

Science Fusion modules G, H, I, and J:

	<p>The Module G—Space Science worktext and associated materials are focused on the interaction, interrelation, and lifespan of astronomical bodies. The module is organized into three units with specific lessons contained therein.</p>
<p><b>UNIT 1 THE UNIVERSE</b></p>	<p>Lesson 1—Structure of the Universe</p>
	<p>Lesson 2—Stars</p>
	<p>Lesson 3—The Life Cycle of Stars</p>
<p><b>UNIT 2 THE SOLAR SYSTEM</b></p>	<p>Lesson 1—Historical Models of the Solar System</p>
	<p>Lesson 2—Gravity and the Solar System</p>
	<p>Lesson 3—The Sun</p>
	<p>Lesson 4—The Terrestrial Planets</p>
	<p>Lesson 5—The Gas Giant Planets</p>
	<p>Lesson 6—Small Bodies in the Solar System</p>
<p><b>UNIT 3 THE EARTH-MOON-SUN SYSTEM</b></p>	<p>Lesson 1—Earth’s Days, Years, and Seasons</p>
	<p>Lesson 2—Moon Phases and Eclipses</p>
	<p>Lesson 3—Earth’s Tides</p>
<p><b>UNIT 4 EXPLORING SPACE</b></p>	<p>Lesson 1—Images from Space</p>
	<p>Lesson 2—Technology for Space Exploration</p>
	<p>Lesson 3—History of Space Exploration</p>
	<p>The Module H—Matter and Energy worktext and associated materials are focused on the composition of matter and the application of those understandings. The module is organized into three units with specific lessons contained therein.</p>
<p><b>UNIT 1 MATTER</b></p>	<p>Lesson 1—Introduction to Matter</p>
	<p>Lesson 2—Properties of Matter</p>
	<p>Lesson 3—Physical and Chemical Changes</p>

	Lesson 4—Pure Substances and Mixtures
	Lesson 5—States of Matter
	Lesson 6—Changes of State
<b>UNIT 2 ENERGY</b>	Lesson 1—Introduction to Energy
	Lesson 2—Temperature
	Lesson 3—Thermal Energy and Heat
	Lesson 4—Effects of Energy Transfer
<b>UNIT 3 ATOMS AND THE PERIODIC TABLE</b>	Lesson 1—The Atom
	Lesson 2—The Periodic Table
	Lesson 3—Electrons and Chemical Bonding
	Lesson 4—Ionic, Covalent, and Metallic Bonding
<b>UNIT 4 INTERACTIONS OF MATTER</b>	Lesson 1—Chemical Reactions
	Lesson 2—Organic Chemistry
	Lesson 3—Nuclear Reactions
<b>UNIT 5 SOLUTIONS, ACIDS, AND BASES</b>	Lesson 1—Solutions
	Lesson 2—Acids, Bases, and Salts
	Lesson 3—Measuring pH

	The Module I—Motion, Forces, and Energy worktext and associated materials are focused on the properties that influence and impact matter. The module is organized into three units with specific lessons contained therein.
<b>UNIT 1 MOTION AND FORCES</b>	Lesson 1—Motion and Speed
	Lesson 2—Acceleration
	Lesson 3—Forces
	Lesson 4—Gravity and Motion
	Lesson 5—Fluids and Pressure

<b>UNIT 2 WORK, ENERGY, AND MACHINES</b>	Lesson 1—Work, Energy, and Power
	Lesson 2—Kinetic and Potential Energy
	Lesson 3—Machines
<b>UNIT 3 ELECTRICITY AND MAGNETISM</b>	Lesson 1—Electric Charge and Static Electricity
	Lesson 2—Electric Current
	Lesson 3—Electric Circuits
	Lesson 4—Magnets and Magnetism
	Lesson 5—Electromagnetism
	Lesson 6—Electronic Technology

	The Module j—Sound and Light worktext and associated materials are focused on the structure, power, and potential of waves. The module is organized into three units with specific lessons contained therein.
<b>UNIT 1 INTRODUCTION TO WAVES</b>	Lesson 1—Waves
	Lesson 2—Properties of Waves
<b>UNIT 2 SOUND</b>	Lesson 1—Sound Waves and Hearing
	Lesson 2—Interactions of Sound Waves
	Lesson 3—Sound Technology
<b>UNIT 3 LIGHT</b>	Lesson 1—The Electromagnetic Spectrum
	Lesson 2—Interactions of Light
	Lesson 3—Mirrors and Lenses
	Lesson 4—Light Waves and Sight
	Lesson 5—Light Technology

### Course Authentic and Formative Assessments

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.

- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Intermediate Level Science Exam
- ACT Aspire

*9<sup>th</sup> Grade Earth Science***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Science, Technology, Engineering, and Mathematics (D-STEM) will oversee the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum selection process. The D-STEM will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Science Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address relevant state standards, complete the prescribed science scope and sequence from grades 6 through 10, encourage inquiry-based learning, and incorporate elements of science literacy. In 9<sup>th</sup> grade, students will take an Earth Science course to prepare them for the Earth Science Regents Exam.

**Course Skills and Standards**

All Atmosphere Science courses adhere to the New York State Learning Standards for Mathematics, Science, and Technology.

**New York State Learning Standards for Mathematics, Science, and Technology**

- Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Earth Science Regents Exam
- ACT Aspire

*10<sup>th</sup> Grade Living Environment***Course Duration**

Each course lasts 1 school year. On the high school level, students receive 2 credits towards graduation.

**Course Description and Content**

The Director of Science, Technology, Engineering, and Mathematics (D-STEM) will oversee the 9<sup>th</sup> and 10<sup>th</sup> grade science curriculum selection process. The D-STEM will convene and serve on a Shared Decision Making Team (SDMT) that will include students, parents, Science Teachers, and other key stakeholders. The focus of the SDMT will be to identify, investigate, sample, and select primary and secondary curricula that address relevant state standards, complete the prescribed science scope and sequence from grades 6 through 10, encourage inquiry-based learning, and incorporate elements of science literacy. In 10<sup>th</sup> grade, students will complete a Living Environment course that to prepare them for the Living Environment Regents Exam.

**Course Skills and Standards**

All Atmosphere Science courses adhere to the New York State Learning Standards for Mathematics, Science, and Technology.

**New York State Learning Standards for Mathematics, Science, and Technology**

- Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.
- Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

**Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their work added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts, formulas, and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete daily classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum or are available as part of the suite of Pearson learning assessments that Atmosphere intends to use.

**Course Summative Assessments**

- New York State Living Environment Regents Exam
- ACT Aspire

## Technology

### **Course Duration**

Each course lasts 1 school year and meets twice per week. On the high school level, students receive 1 credit towards graduation. Technology courses are part of Atmosphere’s co-curricular program.

### **Course Description**

- 6<sup>th</sup> Grade Technology (Introduction to Computer Skills): The course is designed to provide an intensive, project-based learning experience that asks students to use and master Google Apps for Education (Google Docs, Google Slides, Google Sheets, Google Maps, Gmail, etc.) by completing a series of tasks and activities within the larger, ongoing project. This nested approach helps to sustain motivation and interest while also build skills. Students also utilize other software and apps, including Prezi, Google Earth, Google Sites, and others.
- 7<sup>th</sup> Grade Technology (Introduction to Computer Science I): The course reinforces basic computer skills while moving beyond those skills to ask students to begin coding via a structured and sequential Introduction to Computer Science curriculum offered by CODE.org. The curriculum consists of interdisciplinary modules that combine computer science concepts with science and math that are aligned with state standards.
- 8<sup>th</sup> Grade Technology (Introduction to Computer Science II): The course continues to reinforce basic computer skills while also asking students to code by completed CODE.org’s Introduction to Computer Science curriculum.
- 9<sup>th</sup> Grade Technology (Exploring Computer Science I): The course lays the foundation for the most advanced and complex technology tasks yet. While the work is new and novel, there is a certain degree of reviewing and reversing direction in order to deepen knowledge, refine skills, and fill in gaps. CODE.org’s Exploring Computer Science provides increased sophistication and challenge with embedded opportunities for amelioration.
- 10<sup>th</sup> Grade Technology (Exploring Computer Science II): The course culminates students’ negotiation of the Exploring Computer Science curriculum. The final segment of the curriculum is designed to accelerate students’ technology skill development by requiring abstract and novel application of their knowledge and skills.

### **Course Skills and Standards**

All Atmosphere Technology courses adhere to the New York State Learning Standards for Mathematics, Science, and Technology.

### **New York State Learning Standards for Mathematics, Science, and Technology**

- Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
- Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.

- Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
- Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
- Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

### **6<sup>th</sup> Grade Technology Course Content**

In 6<sup>th</sup> grade, the Technology course focuses on:

- Internet and Database Research
- Email and Digital Communication
- Word Processing and Document Management
- Presentations and Multimedia
- Spreadsheets and Data Management
- Sharing and Real Time Collaboration

Atmosphere intends to implement Google Apps for Education school-wide. The course leverages this platform by asking students to complete an immersive and engaging project, which is developed and revised by the Director of STEM and others on an ongoing basis. For example, students might be asked to race across America by primarily maintaining a robust spreadsheet of key information (weather data, fuel data, mileage data, mapping data, lodging data, food data, etc.) in between completion of other tasks. During each class session, students would be given a new leg of the trip or challenge to complete. In order to do so, students would have to update their spreadsheet as they move across the country or fulfill any other rules to the race. The teacher could ask them to create presentations or other documents that meet certain criteria in order to win needed money for their trip budget or upgrades for their car.

### **7<sup>th</sup> Grade Technology Course Content**

In 7<sup>th</sup> grade, the Technology course focuses on:

- Coding and Programming
- Computational Thinking

- Functions and Algorithms

The CODE.org Introduction to Computer Science program is a free, web-based curriculum that includes “unplugged” units that serve as breaks in the computer work and offer teachers and students dedicated videos, lesson plans, and handouts that sometimes make important interdisciplinary connections between coding and topics like looking at graph paper and song writing through the lens of computer programming<sup>126</sup>:

- Stage 1 – Introduction to Computer Science (offline, hands-on lesson and activities)
- Stage 2 – The Maze (online, web-based, programming activities)
- Stage 3 – Computational Thinking (offline, hands-on lesson and activities)
- Stage 4 – Graph Paper Programming (offline, hands-on lesson and activities)
- Stage 5 – The Artist (online, web-based, programming activities)
- Stage 6 – Algorithms (offline, hands-on lesson and activities)
- Stage 7 – The Artist 2 (online, web-based, programming activities)
- Stage 8 – Functions (offline, hands-on lesson and activities)
- Stage 9 – The Farmer (online, web-based, programming activities)
- Stage 10 – Conditionals (offline, hands-on lesson and activities)

This curriculum is further enhanced by other supplements as needed.

### 8<sup>th</sup> Grade Technology Course Content

In 8<sup>th</sup> grade, the Technology course focuses on:

- Coding and Programming
- Computational Thinking
- Functions and Algorithms

The course continues students’ negotiate negotiation of CODE.org’s Introduction to Computer Science program<sup>127</sup>:

- Stage 11 – The Artist 3 (online, web-based, programming activities)
- Stage 12 – Song Writing (offline, hands-on lesson and activities)
- Stage 13 – The Farmer 2 (online, web-based, programming activities)
- Stage 14 - Abstraction
- Stage 15 – The Artist 4
- Stage 16 – Relay Programming
- Stage 17 – The Farmer 3

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<sup>126</sup> <http://learn.code.org/>

<sup>127</sup> <http://learn.code.org/>

- Stage 18 – The Internet
- Stage 19 - The Artist 5
- Stage 20 – Wrap Up

This curriculum is further enhanced by other supplements as needed.

### 9<sup>th</sup> Grade Technology Course Content

In 9<sup>th</sup> grade, the Technology course focuses on the following 4 units within CODE.org’s Exploring Computer Science curriculum<sup>128</sup>:

- **Human Computer Interaction:** Technology students are introduced to various components of the computer, including: input, output, memory, storage, processing, software, and the operating system. Students consider how Internet elements (e.g. email, chat, WWW) are organized, engage in effective searching, and focus on productive use of email. Fundamental notions of Human Computer Interaction (HCI) and ergonomics are introduced. Students learn that “intelligent” machine behavior is not “magic” but is based on algorithms applied to useful representations of information. Students learn the characteristics that make certain tasks easy or difficult for computers, and how these differ from those that humans characteristically find easy or difficult. Atmosphere students gain an appreciation for the many ways (types of use) in which computers have had an impact across the range of human activity, as well as for the many different fields in which they are used. Examples illustrate the broad, interdisciplinary utility of computers and algorithmic problem solving in the modern world.
- **Problem Solving:** This unit covers the basic steps in algorithmic problem-solving, including the problem statement and exploration, examination of sample instances, design, program coding, testing, and verification. Tools for expressing design are used. This unit also includes selected topics in discrete mathematics including (but not limited to) Boolean logic, functions, sets, and graphs. Atmosphere students are introduced to the binary number system. Atmosphere students construct complex expressions based on fundamental Boolean operations and learn how to relate the mathematical notion of functions to its counterparts in computer programming. They learn basic set theory and its application in computer science. Atmosphere students are introduced to graphs using puzzles. Suitable exercises are presented that illustrate the value of mathematical abstraction in solving programming problems.
- **Web Design:** This section prepares Atmosphere students to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment. Atmosphere students learn to create user-friendly manuals, Web sites, and program interfaces. Atmosphere students apply fundamental notions of Human Computer Interaction (HCI) and ergonomics. Code documentation and hardware and software limitations are also explored. The notions of hierarchy and abstraction are central to computing. They are crucial to the translation between machine code and a user-friendly interface, to creating reusable code, and to the design of software that is broadly applicable rather than solving only a narrowly defined problem. This unit makes these abstract ideas concrete by focusing first on real-life (non-computing) examples, and then on the specific uses of hierarchy and abstraction in computer science.

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<sup>128</sup> <http://www.exploringcs.org/curriculum>

- **Ethics:** Ethical and social issues in computing, and careers in computing, are woven throughout the six units. The proliferation of computers and networks raises a number of ethical issues. Technology has had both positive and negative impacts on human culture. Atmosphere students are able to identify ethical behavior and articulate both sides of ethical topics. Atmosphere students study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and the piracy of software and other digital media. They are introduced to the concept of open-source software development and explore its implications.

### 10<sup>th</sup> Grade Technology Course Content

In 10<sup>th</sup> grade, the Technology course focuses on 4 units within CODE.org's Exploring Computer Science curriculum<sup>129</sup>:

- **Programming:** Technology students are introduced to some basic issues associated with program design and development. Atmosphere students design algorithms and programming solutions to a variety of computational problems, using Scratch. Programming problems should include control structures, functions, parameters, objects and classes, structured programming and event-driven programming techniques. This unit introduces data structures, including arrays, vectors, stacks, and queues, and their associated components, operations, and uses. Benefits and limitations of different data structures are presented. The concept that analysis and understanding of data structures can be used as a fundamental organizing principle in the design of solutions is explored.
- **Computing and Data Analysis:** In this unit students explore how computing has facilitated new methods of managing and interpreting data. Students will use computers to translate, process and visualize data in order to find patterns and test hypotheses. Atmosphere students work with a variety of large data sets that illustrate how widespread access to data and information facilitates identification of problems. Atmosphere students will collect and generate their own data related to local community issues and discuss appropriate methods for data collection and aggregation of data necessary to support making a case or facilitating a discovery.
- **Robotics:** Technology students apply previously learned topics to the study of robotics and work in small groups to build and program a robot to perform a required task. Atmosphere students make use of a programming language to control the behavior of these robots in dynamic environments. As a class, they test out their robots under a specific set of circumstances in a robotics competition.
- **Careers:** Technology students identify and describe careers in computing and careers that employ computing. Information is provided about the required technical skill set, soft skills, educational pathways, and ongoing training required for computing careers. Atmosphere students also explore how computers are used in other career choices. Finally, Atmosphere students are made aware of which additional secondary-level courses might be needed in preparation for various careers.

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<sup>129</sup> <http://www.exploringcs.org/curriculum>

**Course Authentic and Formative Assessments**

- Students create quarterly culminating digital portfolios and publications that give their Technology coursework added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.
- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts and skills.
- Students compete in games, debates, and projects that are designed to maximize engagement and provide opportunities to apply key knowledge and skills.
- Students complete classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum.

Physical Education**Course Duration**

Each course lasts 1 school year and meets twice per week. On the high school level, students receive 1 credit towards graduation. Physical Education courses are part of Atmosphere’s co-curricular program.

**Course Description**

A more active lifestyle and improved nutritional regimen can yield added confidence and energy. Atmosphere is eager to offer Physical Education coursework that realizes these outcomes for all students. With these emotional and physical gains in place, students are more likely to be focused and engaged in other learning environments throughout the school day.

**Course Skills and Standards**

All Atmosphere Physical Education courses adhere to the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences.

**New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences**

- Standard 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Standard 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3 - Resource Management: Students will understand and be able to manage their personal and community resources.

**Course Content**

- SPARK Middle School Physical Education
- SPARK High School Physical Education

**Course Authentic and Formative Assessments**

- Students compete in games and drills that are designed to maximize engagement and provide opportunities to increase fitness and physical activity.
- Students complete classwork that measures their understanding of rules in preparation for gameplay, dance, or other athletic or fitness activities.
- Students complete physical fitness tests to measure endurance and health.
- Students maintain a fitness and nutrition journal that promotes literacy across the curriculum and students’ reflective practice.

## Health

### **Course Duration**

Each course lasts 1 school year and meets once per week. On the high school level, students receive .5 credits towards graduation. Health courses are part of Atmosphere’s co-curricular program.

### **Course Description**

Atmosphere’s Health course is designed to promote greater awareness about physical, mental and social well-being. The Joint Committee on National Health Education Standards has declared that health literate individuals are critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators.<sup>130</sup> By providing students with the knowledge and skills they need to make responsible decisions and maintain a healthy lifestyle, Atmosphere is able to provide them with lifelong benefits.

### **Course Skills and Standards**

All Atmosphere Health courses adhere to the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences.

### **New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences**

- Standard 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Standard 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3 - Resource Management: Students will understand and be able to manage their personal and community resources.

### **Course Content**

- HealthSmart 6<sup>th</sup> Grade
- HealthSmart Middle School
- HealthSmart High School

### **Course Authentic and Formative Assessments**

- Students create quarterly culminating portfolios and publications that give their Health coursework added purpose, direction, and meaning.
- Students engage in discussions, pair and shares, group work and other activities that measure the degree to which they can successfully lead, contribute, and collaborate.

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<sup>130</sup> <http://opi.mt.gov/PDF/Health/NHES.PDF>

- Students collaborate on teach-back mini-lessons, presentations, and performances that are designed to measure the degree to which they successfully mastered concepts and skills.
- Students complete classwork and homework that provide opportunities to practice with key knowledge and skills.
- Students take tests and quizzes that are designed by teachers or embedded in the curriculum. This data is used to inform ongoing curricular and instructional decisions.
- Students take formative and interim assessments that are embedded in the curriculum.

**(e) Promotion and Graduation Policy**

**Explain the school’s policies and standards for promoting students from one grade to the next. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. Include in the policy any provisions related to retention of students for a specified number of absences including any equating of tardies to absences.**

**If the proposed school would serve students in the 12<sup>th</sup> grade within the proposed charter term include the following:**

- **Describe the types of diplomas the school will offer.**
- **Include how students will meet the requirements set forth by New York State for the granting of each type of diploma.**
- **Include school specific graduation requirements and the rationale for their selection.**
- **Identify courses included in the Course Overview (Response 6(d)), providing an outline of specific course sequences leading to graduation.**

Atmosphere is designed to provide all of its students with individualized instruction and ample academic and social-emotional supports and interventions that together will allow them to advance one grade level each year. However, the school also recognizes that, for whatever reason, some students may not be ready for promotion to the next grade. Students will be expected to demonstrate mastery of grade level content and skills based not only on state standards and Common Core standards but on Atmosphere’s expectations as well.

The school will rely on the range of internal and external assessments administered throughout the year as well as course grades to determine promotion. Atmosphere does not believe a strict formula based on specific cut scores and grade point averages is the most effective way to make promotion decisions; rather, a holistic review of a student’s achievement, growth and potential is necessary to make decision that is in the best interest of both the student and the school. Atmosphere does not believe promotion should be based on seat time but instead on demonstrable knowledge and skills so students will not be retained based on attendance. Students with low attendance are rarely able to pass grade level assessments, so it is unlikely a student with substantial absences would able to be promoted. For those that are able to pass the academic requirements with low attendance, the school will investigate whether the absences were a function of the engagement level of the curriculum and instruction and explore ways to motivate the student to attend more frequently. In addition to academic performance, the school will also explore a student’s readiness for the next grade in terms of social-emotional maturity. In this regards, the school will consider attendance and punctuality, behavior, and Advisory recommendations.

Data that will be used to determine promotion and retention include:

- NYS ELA and Math results
- ACT Aspire results
- Aimsweb assessment results

- Authentic course assessments and projects
- Course grades
- Teacher recommendations
- Discipline records
- Attendance records

Atmosphere will operate on a quarter system and mid-way through each quarter a progress report will be compiled on each student based on current performance in each course. The progress report will be sent to parents with suggestions on how students can address any specific deficits. At the end of each quarter the school will compile reports cards, which will be shared with parents as well. After the third quarter report card is disseminated, each grade level rapid response to intervention (RRTI) team will identify students whose promotion is uncertain and send a “promotion in doubt” letter to the parents. They will be invited to attend a conference to discuss the student’s performance and collaboratively develop an action plan. The RRTI team will monitor said student’s performance over the course of the last quarter and communicate regularly with parents about improvements or ongoing concerns. At the end of the school year if the student’s academic performance in any one class still does not warrant promotion, the RRTI team will convene to examine the whole of the data available to it and make a recommendation to the Principal who will have final decision-making power with regards to promotion and retention. Students may appeal retention decisions by providing concrete evidence of grade level knowledge and skills; they may attend summer programs to gain such knowledge and skills and provide evidence of learning in August that would allow the Principal to reverse a retention decision.

In practice, Atmosphere expects to retain few students because the school can continue to provide targeted instruction and support through the RRTI three-tiered approach and research suggests that retention does not generally benefit students. Allowing them to remain with their peers for many of the courses in which they were successful and stay part of their Advisory group is an important strategy to supporting student development and success.

6. Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school’s calendar for its first year of operation, including;

- Total number of days of instruction for the school year;
- First and last day of classes;
- Organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9<sup>th</sup> through 12<sup>th</sup> grades;
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, if planned.

## Atmosphere Academy School Calendar 2015-16

August 2015

Mon	Tue	Wed	Thu	Fri	Sat
10 PD/Meet/Plan (Full Day)	11 PD/Meet/Plan (Full Day)	12 PD/Meet/Plan (Full Day)	13 PD/Meet/Plan (Full Day)	14 Admin Only	15
17 PD/Meet/Plan (Full Day)	18 PD/Meet/Plan (Full Day)	19 PD/Meet/Plan (Full Day)	20 PD/Meet/Plan (Full Day)	21 Admin Only	22
24 New Student Academy	25 New Parent Academy New Student Academy	26 New Parent Academy New Student Academy	27 New Parent Academy New Student Academy	28 Full School Day Quarter 1 (Start)	29
31 Full School Day	Sept 1 Full School Day	Half School Day PD/Meet/Plan (Half Day)	Full School Day	Full School Day	

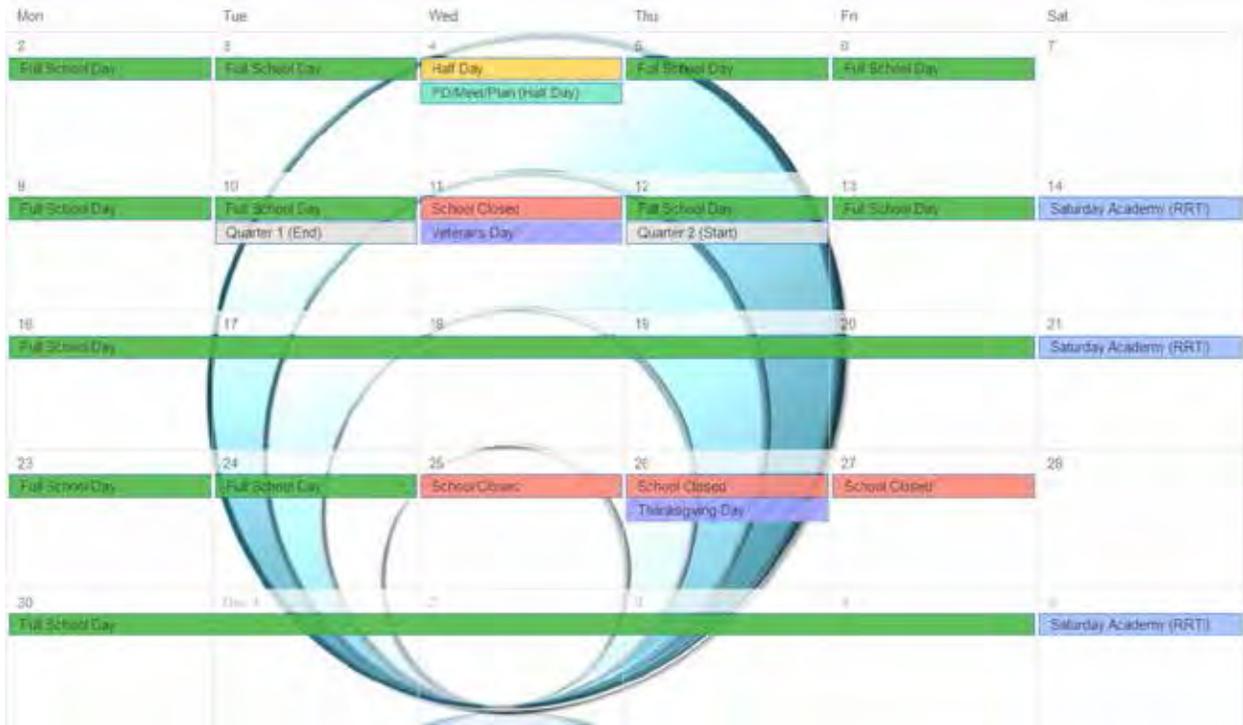
September 2015

Mon	Tue	Wed	Thu	Fri	Sat
1 Full School Day	2 Full School Day	3 Half School Day PD/Meet/Plan (Half Day)	4 Full School Day	5 Full School Day	
6 School Closed Labor Day	7 Full School Day	8 Full School Day	9 Full School Day	10 Full School Day	11 Full School Day
12 School Closed	13 Full School Day	14 Full School Day	15 Full School Day	16 Full School Day	17 Saturday Academy (RRTI)
18 Full School Day	19 Full School Day	20 Full School Day	21 Full School Day	22 Full School Day	23 Saturday Academy (RRTI)
24 Full School Day	25 Full School Day	26 Full School Day	27 Full School Day	28 Full School Day	29 Full School Day

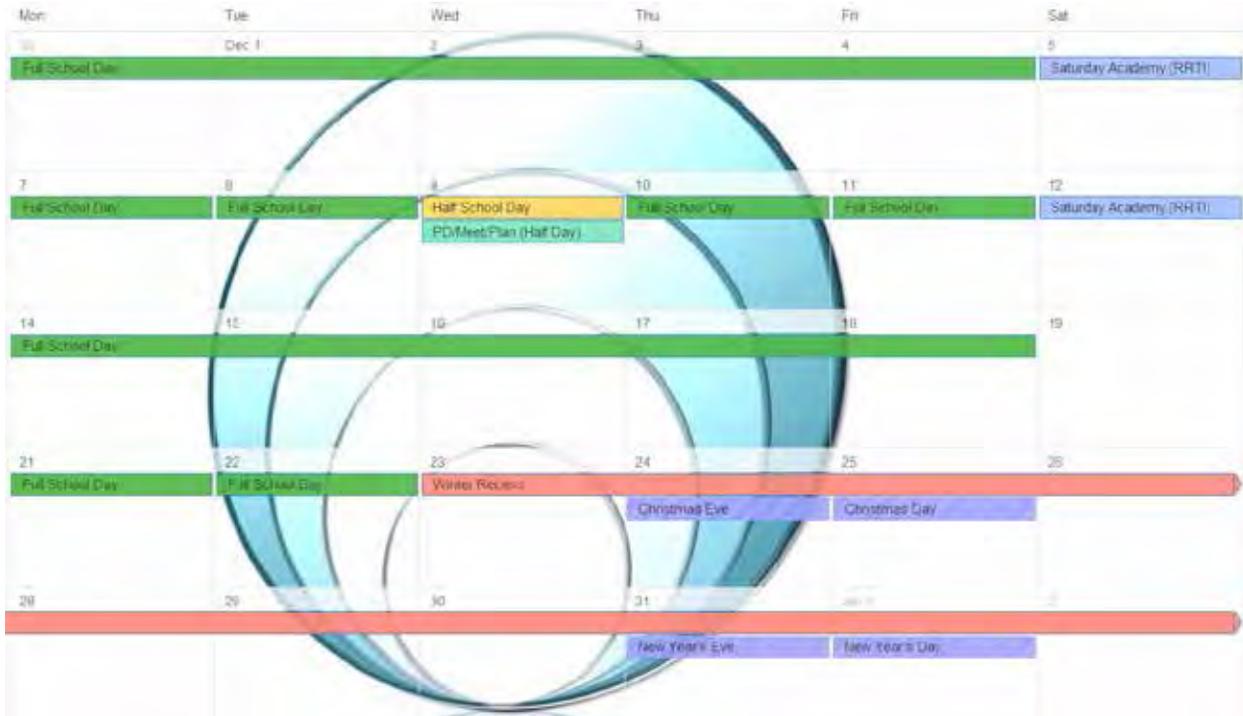
October 2015

Mon	Tue	Wed	Thu	Fri	Sat
1 Full School Day	2 Full School Day	3 Full School Day	4 Full School Day	5 Full School Day	6 Full School Day
7 Full School Day	8 Full School Day	9 Half Day PD/Meet/Plan (Half Day)	10 Full School Day	11 Full School Day	12 Full School Day
13 School Closed Columbus Day	14 Full School Day	15 Full School Day	16 Full School Day	17 Full School Day	18 Saturday Academy (RRTI)
19 Full School Day	20 Full School Day	21 Full School Day	22 Full School Day	23 Full School Day	24 Saturday Academy (RRTI)
25 Full School Day	26 Full School Day	27 Full School Day	28 Full School Day	29 Full School Day	30 Full School Day
31 Full School Day					31 Halloween

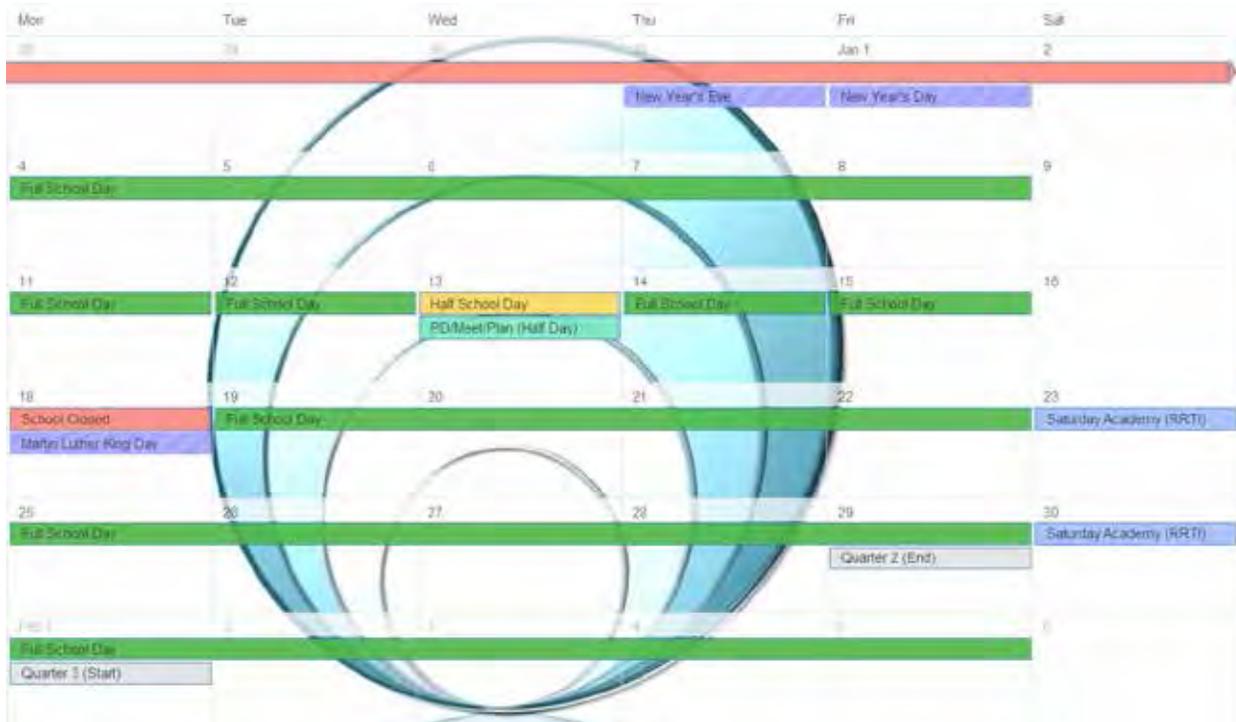
November 2015



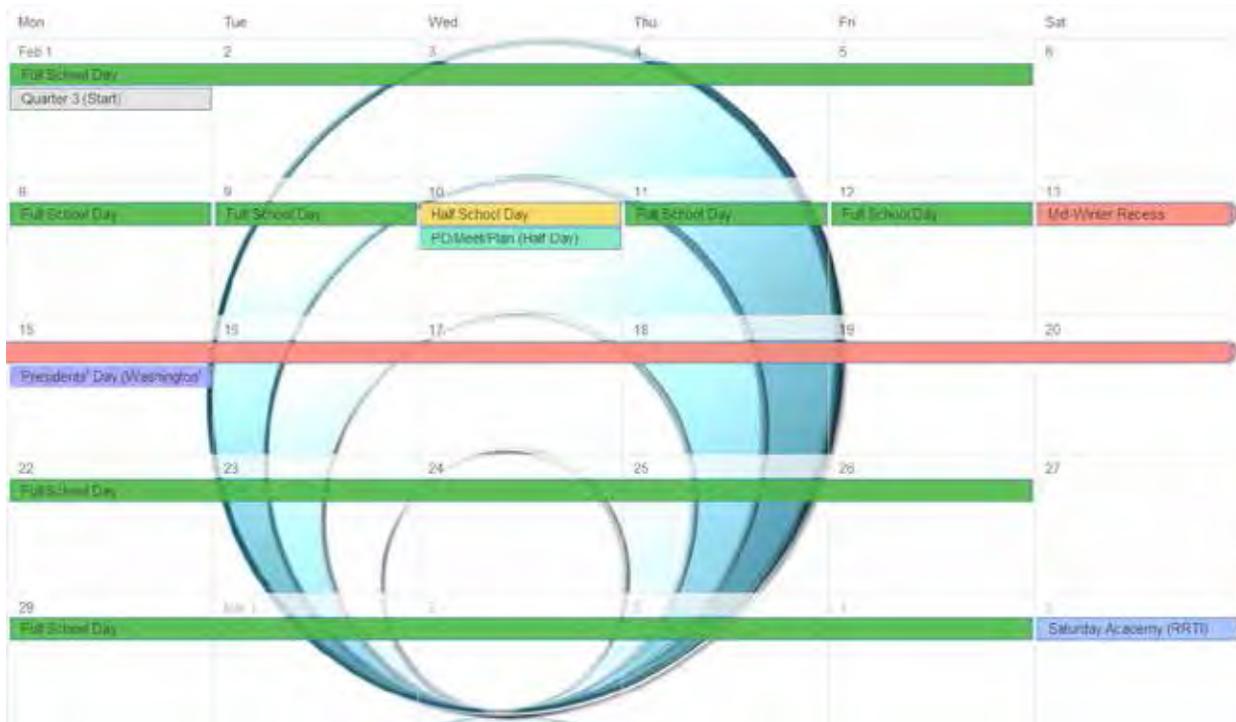
December 2015



January 2016



February 2016



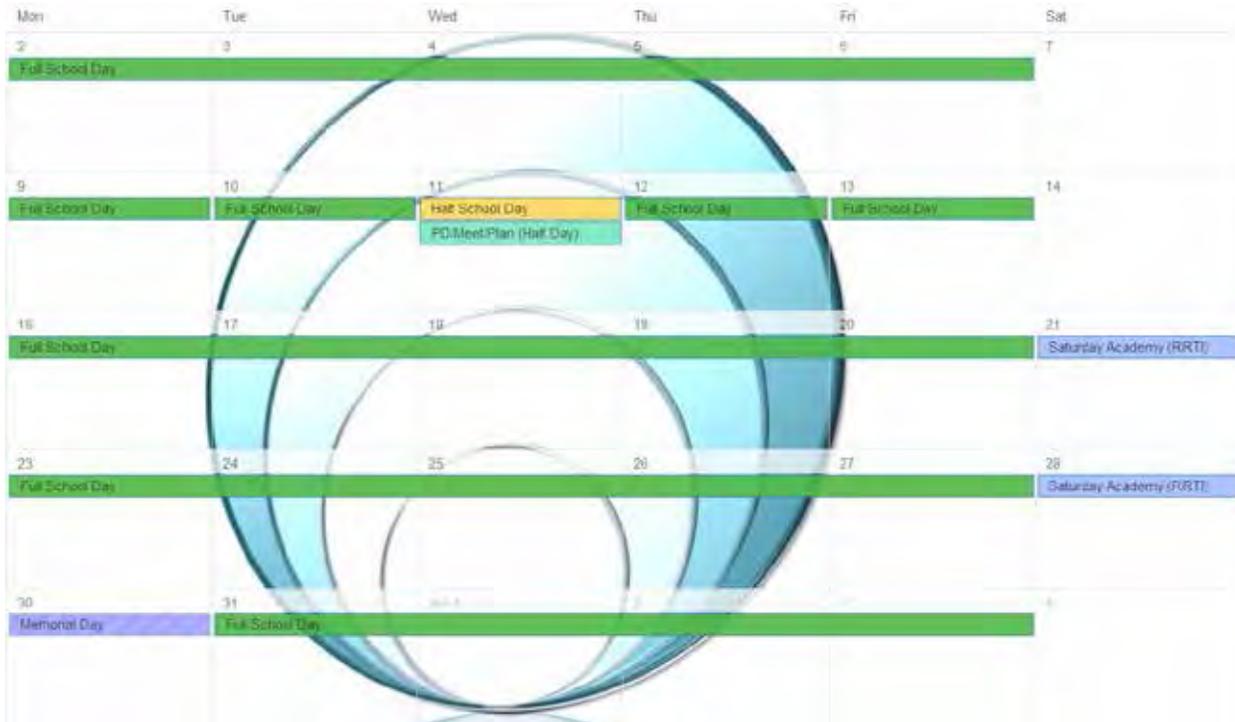
March 2016

Mon	Tue	Wed	Thu	Fri	Sat
29	Mar 1	2	3	4	5
Full School Day					Saturday Academy (RRTI)
7	8	9	10	11	12
Full School Day	Full School Day	Half School Day PD/Meet/Plan (Half Day)	Full School Day	Full School Day	Saturday Academy (RRTI)
14	15	16	17	18	19
Full School Day					
21	22	23	24	25	26
Full School Day					Saturday Academy (RRTI)
28	29	30	31	Apr 1	2
Full School Day					Saturday Academy (RRTI)

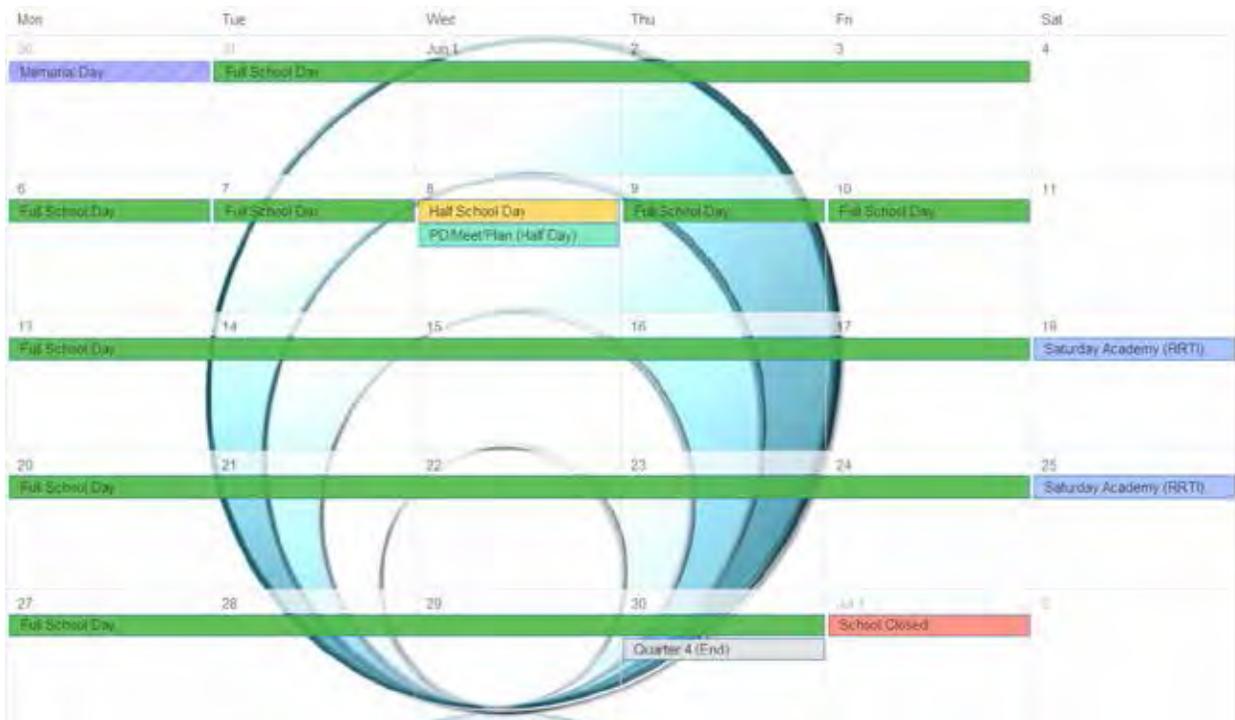
April 2016

Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	Apr 1	2
Full School Day					Saturday Academy (RRTI)
4	5	6	7	8	9
Full School Day	Full School Day	Half School Day PD/Meet/Plan (Half Day)	Full School Day	Full School Day	
11	12	13	14	15	16
Full School Day	Full School Day Quarter 3 (End)	Spring Recess Thomas Jefferson's Birthday			
18	19	20	21	22	23
Full School Day Quarter 4 (Start)					Saturday Academy (RRTI)
25	26	27	28	29	30
Full School Day					Saturday Academy (RRTI)

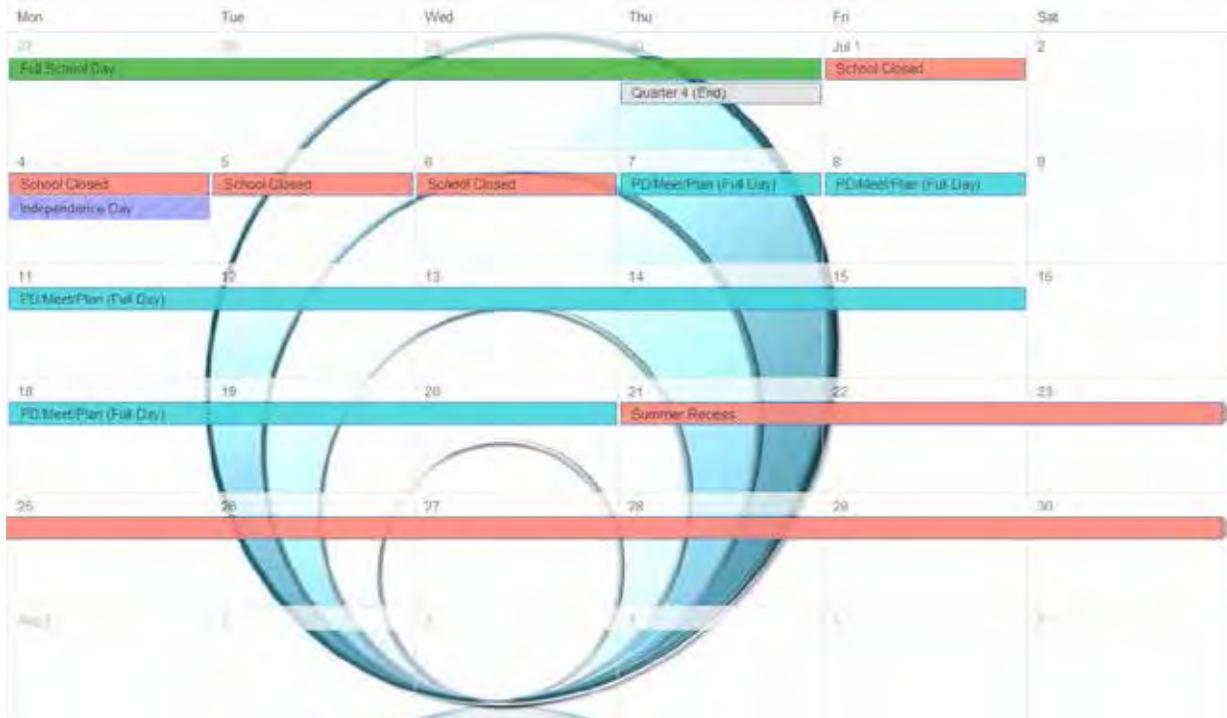
May 2016



June 2016



July 2016



The 2015-2016 Atmosphere School Calendar incorporates the following:

- **Grading Periods:** Atmosphere will operate on a quarter system:
  - Quarter 1 begins on 8/28/15 and ends on 11/6/15.
  - Quarter 2 begins on 11/9/15 and ends on 1/29/16.
  - Quarter 3 begins on 2/1/16 and ends on 4/12/16.
  - Quarter 4 begins on 4/18/16 and ends on 6/30/16.
- **School Year:** 190 school days (extended school year)
  - Quarter 1 has 46.5 dedicated school days.
  - Quarter 2 has 46 dedicated school days.
  - Quarter 3 has 45.5 dedicated school days.
  - Quarter 4 has 52 dedicated school days.
- **Saturday Academy:** 20 half-day sessions for students in academic RRTI tiers 2 and 3
- **After School:** Daily After School Academy and enrichment opportunities for all students (part of a full school day for those students required or opting to participate):
  - Study Hall (optional for academic RRTI tier 1 students)
  - Homework Help (mandated for academic RRTI tier 2 students)
  - Academic Coaching (mandated for academic RRTI tier 3 students)

- **Entry and Exit Dates:** Each school year teachers will begin work two weeks prior to students' arrival and work 10 days in July after the students' school year ends in order to accommodate planning, reflection and ongoing professional development.
  - First Day of School for Teachers: August 10, 2015
  - First Day of School for Students: August 28, 2015
  - Last Day of School for Students: June 30, 2016
  - Last Day of School for Teachers: July 20, 2016
- **Holidays:**
  - Labor Day
  - Rosh Hashana
  - Columbus Day
  - Veterans Day
  - Thanksgiving
  - Winter Recess
  - Rev. Martin Luther King, Jr. Day
  - Mid-Winter Recess (same as district)
  - Spring Recess (same as district)
  - Memorial Day
  - Independence Day
  - Summer Recess

Atmosphere will consider adding additional holidays if and when they are adopted by the New York City Department of Education, but reserves the right to set its own academic calendar.

- **Professional Development:** Each full school day includes common planning time that gives teachers the opportunity to engage in job-embedded, ongoing professional development via participation in team meetings and other duties indicative of contribution to and membership in a professional learning community. In addition the school provides teachers and staff with
  - 10 half school days when students are dismissed early to give faculty and staff time to collaborate in inquiry teams and other ways that promote professional growth. These are held on Wednesdays once per month.
  - 8 professional development days in August that engage faculty and staff in workshops, meetings, and other activities designed to:
    1. Build organizational capacity by developing strong working relationships and cultivating leadership skills in all to be employed and practiced during the year to come.
    2. Launch the supervision and evaluation process through a start-of-year meeting that establishes a shared understanding of evidenced strengths and areas for future growth.

3. Finalize preparation of necessary curricular and instructional methods and resources for the year to come.
- 2 professional development days in August exclusively dedicated to promoting professional growth and reflection in Atmosphere’s school leaders.
- 10 professional development days in July that engage faculty and staff in workshops, meetings, and other activities designed to:
  1. Promote reflection on degree to which individual and collective leadership and collaboration was developed during the course of the year.
  2. Culminate the supervision and evaluation process through an end-of-year meeting that establishes a shared understanding of evidenced growth and focus areas that remain.
  3. Review extent to which curricular and instructional methods and resources were or were not successful.

In August of 2016, Atmosphere’s Summer Academy runs for 2 weeks or approximately 10 days of instruction. In future summers, the program will run 3 weeks or approximately 15 days and will start in late-July and end in mid-August. To control costs associated with the Summer Academy, specific teachers and staff are identified as candidates to work during the Summer Academy and are contracted to do so at the point of hire. As a result, their compensation for the program is reflected in their annual salary, thereby limiting additional expense to the school and allowing school leaders to predict and budget for costs more accurately.

**(b) Sample Student Schedule**

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample student schedule for a typical week of instruction: including;

- A narrative explaining the length of the school day (including the approximate start and dismissal times for the school day);
- Components of the school day devoted to core academics;
- Components of the school day devoted to before or after school electives, remediation or other non-core academic components of the proposed school design;
- A brief scenario describing a typical student's day or week in addition to the schedule(s); and,
- A minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.).

**Teams**

The Atmosphere schedule is built around the expectation of six classes per grade, and depending on enrollment through a random lottery process, with three or four regular classes, one or two integrated co-teaching (ICT) classes and one self-contained class. In order to provide for the logistically sound and orderly flow of students throughout the course of the school day, Atmosphere has developed a team-centric class schedule:

- **Core-Curricular Teams:** The primary teams that students travel in are core-curricular teams. Core-curricular teams attend all core-curricular classes together (Math Foundations, Math Applications, Critical Reading, Critical Writing, Science, and History). The core-curricular teams group students in a heterogeneous manner with students of mixed academic abilities learning together. The only exception to this rule is special education students that need services indicative of a self-contained environment. Other special education students are placed in Integrated Co-Teaching (ICT) classes with other general education students. Atmosphere makes sure that each group has ability and skill bands that are within predetermined and appropriate parameters. For simplicity purposes, at this stage in the school's development, core-curricular teams have been named 6A, 6B, 6C, 6D, 6E, and 6F. However, these names are expected to be replaced with more inspiring and meaningful monikers (with input from students and staff) prior to the school opening.
- **Co-Curricular Teams:** The secondary teams that students travel in are co-curricular teams. Co-curricular teams attend all co-curricular classes together (Physical Education, Health, Arts, Electives, Technology, Foreign Language). The co-curricular teams are socially and academically heterogeneous. They provide students with the opportunity to collaborate with students with whom they would not otherwise interact in classes.
- **Advisories:** During the second half of the day, students meet in their daily Skills Advisory classes for 30 minutes as well as finishing the day in their Advisories to clean up before going to the gym for dismissal. Dismissal times and locations will be slightly staggered as grade levels are added. Advisories provide students with a third social context in which to learn, lead, and collaborate (core-curricular and co-curricular teams being the other two). It is important that students have a venue that is somewhat separate and distinct from the rest of their school day,

considering the focus on developing life skills, study skills, and 21<sup>st</sup> century skills. There are eight Advisories per grade level, and each Advisory contains about 15 advisees (students) and two advisors (faculty or staff). Advisees and advisors engage in service learning, community outreach, team building, restorative justice practices, role playing, and a variety of themed mini-lessons that help to create an open, welcoming, and reflective environment in which students can recognize past practice in a variety of realms (social, emotional, organizational, interpersonal, personal, collaboration, leadership, etc.) and set goals and create plans to improve in each area. When more time is needed for these activities, a special schedule is sometimes employed to help expand the time allotted for the Skills Advisory. Another option available to faculty and staff is scheduling special Advisory events after school or on Saturdays.

The fact that the students experience a wide range of physical, academic, and intellectual activities together gives them a sense of variety and an opportunity to expand their social circles through collaboration and team work. In this manner, these teams have the added benefit of grouping students both homogeneously and heterogeneously during course of the day, ensuring that their social-emotional and academic growth is not stunted by remaining with the same students all day. Logistically, core-curricular teams are intentionally paired in order to mix and match students between two specific teams (6E and 6F for example). This is done for scheduling reasons. It would be impossible to have co-curricular classes take place side-by-side with core-curricular classes if students were being pulled from all core-curricular teams to form co-curricular teams. By limiting this dynamic to two core-curricular teams at a time, students from 6E and 6F, for example, can go to Spanish and Physical Education in their co-curricular teams while the remaining core-curricular teams (6A, 6B, 6C, and 6D) can take core classes at the same time without disruption. This team-based schedule structure can be employed on both the middle school and high school level.

#### Master Schedule

The following narrative explains the framework that organizes learning at Atmosphere Academy:

- All classes are scheduled for 50 minutes with two minutes traveling time in between. Morning circle and the Skills Advisory classes are 30 minutes in length.
- Atmosphere's school day begins at 7:30. Parents and students are asked not to arrive more than 15 minutes prior to this time to ensure that there is enough staff on hand to monitor and organize students as they arrive.
- The first event of the day for the 6<sup>th</sup> grade is a free breakfast for all students (something Atmosphere has budgeted for and pays regardless of students' means). At 7:40, the first 20 students that have finished their breakfast and wish to go to the computer lab may do so to work for approximately 20 minutes (only 20 passes are issued each morning). The computer lab is staffed by an appropriate staff or faculty member. All other students remain in the cafeteria to finish their breakfast until 8:00. Other grades will have breakfast later in the morning.
- For the 6<sup>th</sup> grade, morning circle begins at 8:00 in the gymnasium. As more grade levels are added, Atmosphere anticipates having morning circle for one grade level at a time with 6<sup>th</sup> grade circle running from 8:00 to 8:30 and the other grades following similar team-based schedules that provide for morning circle at a different time in the morning. The reason for this decision is that Atmosphere's primary facility option has a gymnasium with a total capacity of 240 people, precluding having two grade levels in the gym at the same time.
- The morning learning block begins at 8:32 and ends at 11:06. During this time, students engage in shared learning across three academic classes.

- Mini-courses in Electives or Math Foundations follow the morning learning block from 11:08 to 11:58. The pace and feel of these classes is still rigorous, but distinct and different from the prior learning block due to the involvement of a broader spectrum of faculty, staff, and outside facilitators. At least 10 classes of Electives or Math Foundations operate at a time (per grade level) in different spaces throughout the building. Teachers and facilitators have access to any reasonable space, including the cafeteria, outside playground, gymnasium, or available offices. For the year, faculty decide to teach either Electives mini-courses or Math Foundations mini-courses, but not both in order to avoid overwhelming their schedules. Qualified parent volunteers and other qualified volunteer instructors (teaching artists, community-based organizations, museums, etc.) may also be invited to teach quarterly Elective mini-courses. One such partnership is already in place as Red Rabbit is scheduled to teach an Elective class on cooking and gardening. As more of these partnerships come online, the number of Atmosphere teachers creating and implementing Elective classes will be reduced to a manageable and sustainable number without eliminating it as an opportunity for contribution and growth. In fact, in addition to developing new Electives, Atmosphere teachers are encouraged to assist with Elective classes being run by outside facilitators. This helps to keep mini-course class sizes to 12 or fewer students, change the dynamic of the day by providing a respite without interrupting the learning, and avoid overtaxing Atmosphere’s faculty and staff.
- Lunch and recess start at 12:00 and end at 12:50.
- The first afternoon learning block starts at 12:52 and ends at 2:34.
- The Skills Advisory class starts at 2:36 and ends at 3:06. This class helps to provide another respite from the more intensive and content-focused part of the curriculum. The Skills Advisory class builds important skills, but the class size is much smaller and the instructional process slightly different from those employed in core-curricular and co-curricular classes. Advisors often use more unconventional approaches associated with skills workshops or small group sessions, e.g., cooperative, project-based or service learning, to help promote student introspection and metacognition on a variety of topics that are central to building life skills, study skills, and 21<sup>st</sup> century skills. Snacks are also provided to students at this time to help recharge batteries for the final learning block. Each grade will have Skills Advisory at different times during the day to ensure availability of flexible office space to add two additional meeting spaces to the six available classrooms per grade level (based on primary facility option).
- The second afternoon learning block starts at 3:08 and ends at 4:50.
- Students return to their Advisories at 4:52 to clean their classroom and pack up for dismissal from the gymnasium at 5:00.
- After School Academy (optional enrichment and athletics for students in academic RRTI tier 1, but required intervention for students in academic RRTI tiers 2 and 3) runs from 5:00 to 7:00 (at the latest) with most activities ending at 6:00 or 6:30.

Below is a copy of the master class schedule that Atmosphere uses:

**Atmosphere Academy • 2015-2016 • 6<sup>th</sup> Grade Schedule • Full Day**

6 <sup>th</sup> Grade	Period	Team	Monday	Tuesday	Wednesday <sup>^</sup>	Thursday	Friday
7:30-8:00		All	Breakfast / Computer Lab				
8:00-8:30	1	All	Morning Circle				
8:32-9:22	2	Co-Curricular Co-Curricular 6C 6D 6E 6F	Technology 6* Fine Arts 6* Integrated Science Critical Reading 6 World History Critical Writing 6	Spanish 6* Physical Education 6* Integrated Science Critical Reading 6 World History Critical Writing 6	Spanish 6* Health 6* Integrated Science Critical Reading 6 World History Critical Writing 6	Spanish 6* Physical Education 6* Integrated Science Critical Reading 6 World History Critical Writing 6	Technology 6* Fine Arts 6* Integrated Science Critical Reading 5 World History Critical Writing 6
9:24-10:14	3	6A 6B 6C 6D Co-Curricular Co-Curricular	Integrated Science Critical Writing 6 World History Math Applications 6 Technology 6* Fine Arts 6*	Integrated Science Critical Writing 6 World History Math Applications 6 Spanish 6* Physical Education 6*	Integrated Science Critical Writing 6 World History Math Applications 6 Spanish 6* Health 6*	Integrated Science Critical Writing 6 World History Math Applications 6 Spanish 6* Physical Education 6*	Integrated Science Critical Writing 6 World History Math Applications 6 Technology 6* Fine Arts 6*
10:16-11:06	4	6A 6B 6C 6D 6E 6F	Math Applications 6 Integrated Science Critical Reading 6 World History Critical Writing 6 Math Applications 6	Math Applications 6 Integrated Science Critical Reading 6 World History Critical Writing 6 Math Applications 6	Math Applications 6 Integrated Science Critical Reading 6 World History Critical Writing 6 Math Applications 6	Math Applications 6 Integrated Science Critical Reading 6 World History Critical Writing 6 Math Applications 6	Math Applications 6 Integrated Science Critical Reading 6 World History Critical Writing 6 Math Applications 6
11:08-11:58	5	Co-Curricular	Electives 6*	Math Foundations 6*	Math Foundations 6*+	Math Foundations 6*	Electives 6*
12:00-12:50	6	All	Lunch / Recess				
12:52-1:42	7	6A 6B Co-Curricular Co-Curricular 6E 6F	Critical Writing 6 Critical Reading 6 Fine Arts 6* Technology 6* Integrated Science World History	Critical Writing 6 Critical Reading 6 Physical Education 6* Spanish 6* Integrated Science World History	Critical Writing 6 Critical Reading 6 Health 6* Spanish 6* Integrated Science World History	Critical Writing 6 Critical Reading 6 Physical Education 6* Spanish 6* Integrated Science World History	Critical Writing 6 Critical Reading 6 Fine Arts 6* Technology 6* Integrated Science World History
1:44-2:34	8	6A 6B 6C 6D Co-Curricular Co-Curricular	Critical Reading 6 World History Math Applications 6 Critical Writing 6 Fine Arts 6* Technology 6*	Critical Reading 6 World History Math Applications 6 Critical Writing 6 Physical Education 6* Spanish 6*	Critical Reading 6 World History Math Applications 6 Critical Writing 6 Health 6* Spanish 6*	Critical Reading 6 World History Math Applications 6 Critical Writing 6 Physical Education 6* Spanish 6*	Critical Reading 6 World History Math Applications 6 Critical Writing 6 Fine Arts 6* Technology 6*
2:36-3:06	9	Advisory	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory
3:08-3:58	10	Co-Curricular Co-Curricular 6C 6D 6E 6F	Fine Arts 6* Technology 6* Critical Writing 6 Integrated Science Math Applications 6 Critical Reading 6	Physical Education 6* Spanish 6* Critical Writing 6 Integrated Science Math Applications 6 Critical Reading 6	Health 6* Spanish 6* Critical Writing 6 Integrated Science Math Applications 6 Critical Reading 6	Physical Education 6* Spanish 6* Critical Writing 6 Integrated Science Math Applications 6 Critical Reading 6	Fine Arts 6* Technology 6* Critical Writing 6 Integrated Science Math Applications 6 Critical Reading 6
4:00-4:50	11	6A 6B Co-Curricular Co-Curricular 6E 6F	World History Math Applications 6 Technology 6* Fine Arts 6* Critical Reading 6 Integrated Science	World History Math Applications 6 Spanish 6* Physical Education 6* Critical Reading 6 Integrated Science	World History Math Applications 6 Spanish 6* Health 6* Critical Reading 6 Integrated Science	World History Math Applications 6 Spanish 6* Physical Education 6* Critical Reading 6 Integrated Science	World History Math Applications 6 Technology 6* Fine Arts 6* Critical Reading 6 Integrated Science
4:52-5:00	12	Advisory	Cleaning / Dismissal				

The schedule includes the following notes:

- (+) Grade 6 assembly/town hall (one Wednesday per month)
- (^) Early dismissal at 12:50 for professional development (one Wednesday per month)
- (\*) Students attend the following classes in co-curricular teams that differ from their core-curricular teams:
  - Foreign Language (LOTE)
  - Physical Education
  - Health
  - Technology
  - Arts
  - Electives
- Students are provided with a snack either in their afternoon Skills Advisory class or at dismissal. Those students who remain for the After School Academy also receive a snack at that time. These snacks include a choice of water, juice, granola bars, fruit, and other items.

In the schedule, Atmosphere has set aside the following number of minutes per subject area for every student (not including special services or schedules for special education students, gifted and talented students, or English language learner students):

- 500 minutes of English per week
  - 250 minutes of Critical Reading per week
  - 250 minutes of Critical Writing per week
- 400 minutes of Mathematics per week
  - 250 minutes of Math Applications per week
  - 150 minutes of Math Foundations per week
- 250 minutes of Science per week
- 250 minutes of History per week
- 150 minutes of Foreign Language per week
- 100 minutes of Physical Education per week
- 50 minutes of Health per week
- 100 minutes of Electives per week
- 100 minutes of Technology per week
- 100 minutes of Art per week
- 150 minutes of Skills Advisory per week

One fundamental rule that the schedule follows is that students travel between classrooms (room numbers and locations are defined based on final facility selection) while teachers step into the hallways to monitor transitions and greet their next class at the door. In this way, teachers enjoy dedicated classrooms in which they can feel a sense of ownership and actively display pertinent student work product.

### Student Schedule

Below is a sample student schedule that reveals how the master schedule plays out for an individual student:

## Atmosphere Academy Sample Student Schedule

6 <sup>th</sup> Grade	Period	Team	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00		All	Breakfast/Computer Lab				
8:00-8:30	<b>1</b>	All	Morning Circle				
8:32-9:22	<b>2</b>	Co-Curricular	Technology 5	Spanish 6	Spanish 5	Spanish 6	Technology 6
9:24-10:14	<b>3</b>	6A	Integrated Science				
10:16-11:06	<b>4</b>	6A	Math Applications 6	Math Applications 6	Math Applications 6	Math Applications 5	Math Applications 6
11:08-11:58	<b>5</b>	Co-Curricular	Electives 6	Math Foundations 6	Math Foundations 6	Math Foundations 6	Electives 6
12:00-12:50	<b>6</b>	All	Lunch	Lunch	Lunch	Lunch	Lunch
12:52-1:42	<b>7</b>	6A	Critical Writing 6				
1:44-2:34	<b>8</b>	6A	Critical Reading 6				
2:36-3:06	<b>9</b>	Advisory	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory
3:08-3:58	<b>10</b>	Co-Curricular	Fine Arts 6	Physical Education 6	Health 6	Physical Education 6	Fine Arts 6
4:00-4:50	<b>11</b>	6A	World History				
4:52-5:00	<b>12</b>	Advisory	Cleaning / Dismissal				

**(c) Sample Teacher Schedule**

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide a sample teacher schedule for a typical week of instruction, including;

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning and other activities; and,
- A brief scenario describing a typical teacher day and week.

**Schedule and Calendar Strategy**

Atmosphere has the highest expectations for its employees and demands that they take the time and make the effort needed to realize the school's mission of helping every student become a collaborative leader who can think critically and creatively. To this end, Atmosphere has designed an extended day, extended year, and other additional time on task (after school, summer, Saturday). There are 12 periods in Atmosphere's school day. Most full-time Atmosphere teachers teach five classes per work day in their discipline or content area (Director in that department teaches the sixth class), facilitate a Skills Advisory class, teach an additional co-curricular class or mini-course (2 to 3 sessions per week), and have a common planning time to meet or engage in a professional development activity. The co-curricular classes or mini-courses that core-curricular teachers most often teach include Math Foundations, Technology, and Electives. Arts co-curricular classes are taught by dedicated part-time or full-time Arts Teachers that the school hires.

Atmosphere faculty and staff are expected to work approximately 10 hours per day on site with other work being completed remotely from home. This may vary depending on the day or the employee. However, the school also acknowledges that more time in the building is meaningless if it is not being utilized in an efficient and effective way that respects and values the time and engagement level of all stakeholders. In this manner, Atmosphere is not interested in keeping students and teachers in the building into the evening and on weekends unless there is added value in doing so. Atmosphere has identified specific student populations that can benefit from such mandated time. Other students that are not required to attend certainly have the opportunity to schedule, sign up for, or take advantage of myriad enrichment opportunities, but the school does not believe that sequestering all students after school and every Saturday is productive. Data is used to identify who should be required to attend RRTI-aligned interventions at those times and allows the school to dedicate the most resources to the most at-risk population (tier 2 and tier 3 interventions). Additional enrichment opportunities are available to those students who are not struggling.

Atmosphere also believes that faculty and staff must leverage the technology in which the school invests to further accelerate student learning, heighten engagement, and improve outcomes for students beyond the walls of the classroom. In this sense, Atmosphere believes in a 24/7/365 school that students can access at anytime from anywhere. Atmosphere's use of Chromebooks and cloud-based programs throughout the school makes such a learning experience possible. It is up to the school leaders and teachers to develop virtual learning environments that students and parents can access and utilize in real time even when they are not physically in school. A full description of this approach is detailed in the "Response 05 – Curriculum and Instruction" section of this charter application. Overall, though, this approach allows learning to continue well after the school day is over and necessitates that school leaders and teachers develop a technology platform, curricular content, and blended assignments that are accessible, engaging, and tracked (real time data and evidence of completion and achievement level).

Atmosphere's calendar and schedule were designed to maximize student learning and achievement while also minimizing student and teacher burnout that other charter schools have experienced. Student attrition is a focus of the school and the structures and movements within the schedule are intended to provide multiple safety nets through remediation, intervention, and preparation. Furthermore, keeping advanced students engaged and interested is an important goal that the school addresses by providing unique Elective classes, after school enrichment opportunities, and a wide range of course offerings.

In this same sense, teacher attrition is equally unhealthy and deleterious to the school's mission. Having teachers only last two years and then leave is not productive and ends up costing the organization in the long run. Atmosphere views its employees as human capital to be invested in and valued:

- In order to help attract the best and brightest educators and practitioners to the school, highly competitive salaries and benefits have been budgeted for.
- Moreover, to further entice candidates to choose Atmosphere, the school's calendar has been strategically designed to differentiate Atmosphere from other school employers by providing key days off that other schools do not: Wednesday before Thanksgiving and December 23<sup>rd</sup>. What is even more important, though, is that this was accomplished without sacrificing Atmosphere's commitment to an extended year of 190 school days.
- Atmosphere intends to implement a schedule that aggressively supports and facilitates higher levels of student achievement, but one which also remains sensitive to the needs of teachers and staff. All employees are expected to fulfill their responsibilities both at school and remotely, but the school understands that on occasion employees may need to meet family and other obligations. The school does not anticipate making such accommodations common practice, but is interested in working collaboratively with employees to address scheduling needs as they arise. The Principal and Director of Finance and Operations would lead this process. The goal is to keep productive, contributing members of the organization vested and onboard by honoring and respecting when an external obligation is pressing upon them. For example, if a teacher needed to leave after his or her last afternoon class every Tuesday to pick up his or her child from daycare because his or her spouse was unavailable to do so, the school leaders would look for a way to accommodate this request. One way to do so would be to have one of the school leaders or another staff member cover any afternoon non-instructional duties the teacher might have and ask the teacher to contribute on another day in another way.

Teacher Schedule

Below is a sample teacher schedule:

**Atmosphere Academy  
6<sup>th</sup> Grade Integrated Science  
Teacher Schedule**

6 <sup>th</sup> Grade	Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00		Breakfast / Computer Lab	Breakfast / Computer Lab	Breakfast / Computer Lab	Breakfast / Computer Lab	Breakfast / Computer Lab
8:00-8:30	<b>1</b>	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
8:32-9:22	<b>2</b>	Integrated Science 6A	Integrated Science 6A	Integrated Science 6A	Integrated Science 6A	Integrated Science 6A
9:24-10:14	<b>3</b>	Technology 6		Mentoring Meeting (PD/PLC)		Technology 6
10:16-11:05	<b>4</b>	Integrated Science 6B	Integrated Science 6B	Integrated Science 6B	Integrated Science 6B	Integrated Science 6B
11:08-11:58	<b>5</b>		Math Foundations A	Math Foundations B	Math Foundations C	Teacher Team Meeting (PD/PLC)
12:00-12:50	<b>6</b>	Lunch	Lunch	Lunch	Lunch	Lunch
12:52-1:42	<b>7</b>	Integrated Science 6E	Integrated Science 6E	Integrated Science 6E	Integrated Science 6E	Integrated Science 6E
1:44-2:34	<b>8</b>	ELL Coaching Meeting (Fordham)	Science Dept. Meeting		Literacy Coaching Meeting (Fordham)	
2:36-3:05	<b>9</b>	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory
3:08-3:58	<b>10</b>	Integrated Science 6D	Integrated Science 6D	Integrated Science 6D	Integrated Science 6D	Integrated Science 6D
4:00-4:50	<b>11</b>	Integrated Science 6F	Integrated Science 6F	Integrated Science 6F	Integrated Science 6F	Integrated Science 6F
4:52-5:00	<b>12</b>	Cleaning / Dismissal	Cleaning / Dismissal	Cleaning / Dismissal	Cleaning / Dismissal	Cleaning / Dismissal

Core-Curricular Class  
 Co-Curricular Class  
 Advisory Class  
 Lunch/Prep/Meet

Below is a sample lead teacher (Director) schedule:

**Atmosphere Academy  
6<sup>th</sup> Grade  
Director of STEM Schedule**

# <sup>th</sup> Grade	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	7:30-8:00	Breakfast / Computer Lab	Breakfast / Computer Lab	Breakfast / Computer Lab	Breakfast / Computer Lab	Breakfast / Computer Lab
	8:00-8:30	<b>1</b> Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
	8:32-9:22	<b>2</b> Technology 6	ILT Meeting	Supervision/Observation	Supervision/Observation	Technology 6
	9:24-10:14	<b>3</b> Integrated Science 6C	Integrated Science 6C	Integrated Science 6C	Integrated Science 6C	Integrated Science 6C
	10:16-11:06	<b>4</b> Math Applications 6A	Math Applications 6A	Math Applications 6A	Math Applications 6A	Math Applications 6A
	11:08-11:58	<b>5</b> Supervision/Observation	Math Foundations 6	Math Foundations 6	Math Foundations 6	Supervision/Observation
	12:00-12:50	<b>6</b> Lunch	Lunch	Lunch	Lunch	Lunch
	12:52-1:42	<b>7</b>	Supervision/Observation	Math Dept. Meeting	Supervision/Observation	
	1:44-2:34	<b>8</b> Technology 6	Science Dept. Meeting	Supervision/Observation	Teacher Team Meeting (PD/PLC)	Technology 6
	2:36-3:06	<b>9</b> Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory	Skills Advisory
	3:08-3:58	<b>10</b> Technology 6	Supervision/Observation			Technology 6
	4:00-4:50	<b>11</b> Technology 6		Mentoring Meeting (PD/PLC)	Supervision/Observation	Technology 6
	4:52-5:00	<b>12</b> Cleaning / Dismissal	Cleaning / Dismissal	Cleaning / Dismissal	Cleaning / Dismissal	Cleaning / Dismissal

Core-Curricular Class

Co-Curricular Class

Advisory Class

Lunch/Prep/Meet/Admin

## 7. Specific Populations

### (a) Struggling Students

Discuss the proposed school’s methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure, including:

- How the school will determine and identify which students are struggling, including within the context of a Response to Intervention (RtI) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;
- The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;
- Any research or evidence that supports the appropriateness of the proposed approach; and,
- The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

Atmosphere Academy addresses the needs of all students, especially those who traditionally struggle academically. Based on publicly available student achievement data for Bronx CSD 10 (which is detailed in the “Response 01 – Community Need” section of this charter application), Atmosphere anticipates and expects the vast majority (if not all) of its incoming students to be struggling in one or more academic areas or with one or more academic skill. All students are expected to need foundational skills and knowledge with which to access and master grade level content and accelerate their learning to prepare them for post-secondary success. Therefore, Atmosphere has built remediation and amelioration into every level and subject area and Atmosphere’s instructional model requires and promotes scaffolding and differentiated instruction across all classrooms. Due to the amount of ground the average CSD 10 student has to make up in order to gain parity with their more affluent peers around New York State, Atmosphere believes that all of its students (including its general education and gifted and talented populations) can benefit from building foundational skills in addition to negotiating content and work at or above grade level. For this reason, Atmosphere is adopting school-wide the Sheltered Instruction Observation Protocol (SIOP) approach to instruction and a Rapid Response to Intervention (RRTI) system to ensure all students achieve college and career readiness by the time they graduate from Atmosphere.

### Shelter Instruction Observation Protocol (SIOP)

Because the SIOP model is relevant to all students in the school, it is more fully discussed in Response 5(c) - Instructional Method. Below is a brief summary of the eight key components:

1. **Lesson Preparation:** The lesson planning process incorporates language and content objectives linked to curriculum standards. In this way, students gain important experience with key grade-level content and skills as they progress toward fluency in the second language. Other features include the use of supplementary materials and meaningful activities to ensure all students can access the curriculum, regardless of language proficiency.
2. **Building Background:** Instruction makes connections between the subject area content and students’ background experiences and prior learning, with a focus on developing academic vocabulary. The SIOP model emphasizes building a broad vocabulary base to help students

become effective readers, writers, speakers, and listeners; therefore teachers are expected to directly teach key vocabulary and word structures, word families, and word relations.

3. **Comprehensible Input:** Teachers adjust their speech patterns and word choices, model academic tasks, and use multimodal techniques to enhance comprehension. Academic tasks are explained both orally and in writing, with models and exemplars so students know the steps they should take and can envision the desired result.
4. **Strategies:** Teachers explicitly teach and model learning strategies to students so they know how to access and retain information. Instruction is scaffolded so students can be successful at their proficiency level and remain challenged as they progress to higher levels of skill and understanding. Critical thinking questions require students to apply their language skills while developing a deeper understanding of the subject.
5. **Interaction:** Students are grouped and have regular opportunities to interact with others in order to practice using and hearing the English language to help develop content knowledge and literacy skills.
6. **Practice and Application:** Activities extend language and subject area learning by encouraging students to practice and apply the content they are learning, as well as their language skills. Students build and reinforce reading, writing, listening, and speaking skills within content learning.
7. **Lesson Delivery:** Teachers implement purposeful lessons that meet the planned objectives. Successful delivery of a SIOP lesson ensures appropriate pacing, high levels of student engagement, and both content and literacy objectives are met,.
8. **Review and Assessment:** Students need to revisit key vocabulary and concepts, and teachers need to use frequent comprehension checks throughout lessons as well as other formative assessments to check for understanding and retention of content and skills. Each SIOP lesson should wrap up with some time for review and assessment and time to determine whether the lesson's objectives were met.

#### Rapid Response to Intervention (RRTI)

In order to help students realize their full potential, Atmosphere utilizes a variety of strategies, programs, and resources that are aligned with the school's Rapid Response to Intervention (RRTI) system. These interventions come in two forms: academic and behavioral, which are each organized into three tiers of intervention:

- **Tier 1 – Ongoing and Embedded Intervention for All Students:** Tier 1 interventions are provided to all students during their time at Atmosphere Academy. These interventions are embedded in the general education program and include the use of the Sheltered Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility (GRR) approach as well as embedded remediation of foundational English and math skills via a two period structure for each. Target: 60% of students or more.
- **Tier 2 – Supplementary and Targeted Intervention for Some Students:** Tier 2 interventions are reserved for students for whom Tier 1 interventions, i.e., the general curriculum and instruction, are insufficient and who continue to struggle with elements of the core curriculum, requiring supplemental instruction and support. Target: 30% of students or less.

- **Tier 3 – Intensive and Comprehensive Intervention for Individual Students:** Tier 3 interventions are reserved for students who do not progress in Tier 2 interventions and struggle across the core curriculum, requiring intensive, comprehensive support. Target: 10% of students or less.

RRTI is an evidence-based system that relies on cycles of intervention and progress monitoring to apply and refine effective strategies to meet students’ needs. These efforts are overseen by members of the instructional leadership team, particularly the Director of Student Learning and Director of Language who conduct weekly RRTI meetings with grade level teams that include both subject area teachers as well as Learning Specialists (special education teachers) and ELL Specialists.

The academic data available for RRTI includes (please note that a full description of the assessments and curricular components referenced below can be found in the “Response 05 – Curriculum and Instruction” section of this charter application):

Atmosphere Academy Student Achievement Data Table				
Data Area [Responsible School Leader]	Authentic Assessment Data	Curriculum Data	Formative Assessment Data	Summative Assessment Data
English Language Arts (ELA) and History Data [Director of Literacy]	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Essays</li> <li>• Projects</li> <li>• Portfolios</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Expert 21 data</li> <li>• Read 180 data</li> <li>• System 44 data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes (teacher-generated)</li> <li>• Tests (teacher-generated)</li> <li>• Group Reading Assessment and Diagnostic Evaluation (GRADE)</li> <li>• Aimsweb (universal screening and progress monitoring)</li> </ul>	<ul style="list-style-type: none"> <li>• New York State ELA exam data</li> <li>• ACT Aspire data</li> </ul>
Science, Technology, Engineering, Math (STEM) Data [Director of STEM]	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Essays</li> <li>• Projects</li> <li>• Portfolios</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• NTN ATLAS data</li> <li>• NTN Maintenance Builder data</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes (teacher-generated)</li> <li>• Tests (teacher-generated)</li> <li>• Group Mathematics Assessment and Diagnostic Evaluation (GMADE)</li> </ul>	<ul style="list-style-type: none"> <li>• New York State math exam data</li> <li>• New York State science exam data</li> <li>• Various web-based technology assessment data</li> <li>• ACT Aspire data</li> </ul>

			<ul style="list-style-type: none"> <li>• Aimsweb (universal screening and progress monitoring)</li> </ul>	
<p><b>ELL Student Data</b> [Director of Language]</p>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Essays</li> <li>• Projects</li> <li>• Portfolios</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Keystone data</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford Evaluation of Language Proficiency Test 2 (SELP-2) data</li> <li>• Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5) data</li> <li>• Aimsweb (universal screening and progress monitoring)</li> </ul>	<ul style="list-style-type: none"> <li>• New York State exam data</li> <li>• ACT Aspire data</li> </ul>
<p><b>Special Education Student Data</b> [Director of Student Learning]</p>	<ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Essays</li> <li>• Projects</li> <li>• Portfolios</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Read 180 data</li> <li>• System 44 data</li> </ul>	<ul style="list-style-type: none"> <li>• Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)</li> <li>• Kaufman Test of Educational Achievement, Third Edition (KTEA-3)</li> <li>• Aimsweb (universal screening and progress monitoring)</li> </ul>	<ul style="list-style-type: none"> <li>• New York State exam data</li> <li>• ACT Aspire data</li> </ul>

In addition to academic data, RRTI also considers behavioral data, which include attendance, punctuality, discipline, attitudes, effort and motivation.

**RRTI Process:** Each grade level RRTI team is tasked with deciding how best to address and respond to gaps in student learning and achievement. These decisions are driven by the available data and are collaborative in nature. RRTI meetings include the following components:

- **Identification:** Using the results from the assessments described above as well as teacher, other staff member and/or parent observations and input, the team will identify students who are not on track to perform at grade level. The faculty will establish performance levels that trigger consideration for the RRTI process. Furthermore, RRTI employs an open referral process,

meaning that any stakeholder, including parents, can request the team consider a student’s needs.

- **Strategy Development:** The team will collaboratively consider a student’s areas of difficulty and reach consensus on a set of specific strategies to be employed to address them. This will include a concrete timeframe in which to implement the strategies with enough time to determine whether they are having the desired effect. The team may select strategies in any of the three tiers. For example, they may have teachers adopt specific differentiation strategies in the general education classroom (Tier 1), have the Learning Specialist push in to a class to provide some alternative instruction (Tier 2) or pull the student for intensive tutoring using a supplemental intervention program such as Scholastic’s System 44. These decisions are based on professional judgment about what will most rapidly bring a student up to grade level.
- **Progress Monitoring:** For all students in the RRTI process, clear benchmarks and goals will be established to determine whether strategies are working as intended. For Tier I Aimsweb and other standardized assessments will be used, but teachers may also use other forms of formative and summative assessment to evaluate student growth towards grade level proficiency. For Tier II and III teachers will use the intervention program’s assessments or specialized assessments to monitor progress and these will be administered more frequently than Tier I assessments. The team will regularly review the progress of all students based on the established timelines. All data will be archived for future reference should a student be referred to the RRTI process again.
- **Alternative Strategies:** For students whose needs are not met by the proposed strategies in the established timeframe, the team will propose either extending the timeframe with the same strategies or choosing alternative strategies that may be more effective. The team will also explore whether the implementation of the previous strategies was sufficient, if training or additional resources might be required, and any other obstacles to improvement. Alternative strategies may remain in the same tier or advance one or more tiers.

**RRTI Strategies:** The table below enumerates a number of available academic strategies for different types of students in each tier, though this list is not exhaustive.

**RRTI Strategies**

Academic RRTI Tier	General Education (GenEd) Students	English Language Learner (ELL) Students	Special Education (SpEd) Students	Gifted and Talented (GAT) Students
Tier I (All Students)	<ul style="list-style-type: none"> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> <li>• 500 minutes of English instruction per week (remediation,</li> </ul>	<ul style="list-style-type: none"> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> <li>• 500 minutes of English instruction per week (remediation,</li> </ul>	<ul style="list-style-type: none"> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> <li>• 500 minutes of English instruction per week (remediation,</li> </ul>	<ul style="list-style-type: none"> <li>• Sheltered Instruction Observation Protocol (SIOP)</li> <li>• 500 minutes of English instruction per week (remediation,</li> </ul>

	<ul style="list-style-type: none"> <li>preparation, and acceleration)</li> <li>• Expert 21 ELA curriculum</li> <li>• 400 minutes of math instruction per week (remediation, preparation, and acceleration)</li> <li>• After school study hall</li> </ul>	<ul style="list-style-type: none"> <li>preparation, and acceleration)</li> <li>• 400 minutes of math instruction per week (remediation, preparation, and acceleration)</li> <li>• After school study hall</li> </ul>	<ul style="list-style-type: none"> <li>preparation, and acceleration)</li> <li>• 400 minutes of math instruction per week (remediation, preparation, and acceleration)</li> <li>• After school study hall</li> </ul>	<ul style="list-style-type: none"> <li>preparation, and acceleration)</li> <li>• Expert 21 ELA curriculum</li> <li>• 400 minutes of math instruction per week (remediation, preparation, and acceleration)</li> <li>• After school study hall</li> </ul>
<p><b>Tier II</b> (Some Students)</p>	<ul style="list-style-type: none"> <li>• After school homework help</li> <li>• Read 180 ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• ESL instruction via pull-outs during Elective period with ELL Specialist two periods per week (addition pull-outs possible as needed)</li> <li>• Keystone ESL curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Co-Teaching class setting (20% to 59% services)</li> <li>• Read 180 ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• After school homework help</li> </ul>
<p><b>Tier III</b> (Individual Students)</p>	<ul style="list-style-type: none"> <li>• After school academic coaching</li> <li>• Read 180 ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Co-Teaching class setting with ELL Specialist (non-SpEd ELL students)</li> <li>• Read 180 ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Self-contained special education class setting with Learning Specialist (60% or more services)</li> <li>• System 44 ELA curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• After school academic coaching</li> </ul>

**Behavioral RRTI:** All staff will be trained in elements of the school culture that impact on student behavior, including expectations, classroom management, discipline and restorative justice. The Director of School Life will take the lead on providing professional development to support teachers in developing their understanding of their role in creating a successful learning environment. In addition, Atmosphere employs one Social Worker and has two Fordham Social Worker Interns per grade level. This provides a ratio of three Social Workers per grade level (120 students) or one Social Worker for every 40 students. Social Workers take an active role in crafting and designing the Skills Advisory class, which provides opportunities for Tier I interventions by helping students develop the personal and interpersonal traits needed to be successful students in middle school, high school, and beyond. Moreover, they plan regular student assemblies and parent workshops related to psycho-social-emotional issues. More intensive Tier II and III behavioral interventions may include behavior contracts, counseling, mentoring, and mediation.

### Research Base

Research has identified key components to effective interventions that support the design of RRTI. These include direct and explicit instruction, intensive instruction, small group instruction, opportunities for practice, feedback, and error correction, and formative assessment (Pierangelo & Giuliani, 2008; Burns, Griffiths, Parson, Tilly, & VanderHayden, 2007). Though there is no set student to staff ratios for each tier, research indicates that Tier II small group instruction generally includes up to six students per group (Haager, Klingner, & Vaughn, 2007) whereas Tier III intervention typically utilizes individualized intervention. Finally, there is no clear consensus on duration of interventions, but research supports 8 to 12 weeks for each round of intervention.

The National Center on Response to Intervention (NCRTI) staff conducted a multi-year descriptive investigation designed to identify and describe current RTI practices in middle schools, which informs the design of Atmosphere’s RRTI system. Tier I was characterized as solid core instructional program that meets the needs of most students; in other words, “primary level prevention should include both whole- and small-group instruction as well as differentiated instruction that is based on student needs” (National Center on Response to Intervention, 2010). Strategies include a research-based general education curriculum, differentiated instruction, small group instruction, peer tutoring, and extended learning time, all of which are components of Atmosphere’s program. Tier II and III interventions should be research-based programs designed for small group or individual instruction. This aligns with Atmosphere’s choice of Scholastic’s Read 180 and System 44 programs for reading and writing and National Training Network (NTN) programs for mathematics. (See Response 5 – Curriculum and Instruction for an extensive discussion of these programs and the research base supporting them). Furthermore, Atmosphere’s school-wide adoption of the Gradual Release of Responsibility (GRR) model and the Sheltered Instruction and Observation Protocol (SIOP) model align with the RTI research. They are both data-driven approaches that support differentiation.

### Staffing

All instructional and support staff will play a role in RRTI at Atmosphere.

- **Director of Student Learning:** The person in this position will have primary responsibility for ensuring effective implementation of the RRTI system, including training staff in the RRTI process, attending grade team meetings, facilitating collaboration among teachers and specialists, and coordinating collection and dissemination of data. He or she will bring expertise to consideration of academic issues and effective strategies for addressing them.
- **Director of Language:** This will be a key role in implementation of the SIOP model by training teachers in effective lesson design and delivery that accommodates language learners. He or she will participate in RRTI discussions to help staff discern whether a student’s struggles are language-based and if so help them come up with appropriate strategies to use.
- **Director of School Life and Social Workers:** With expertise in social work and counseling, these staff members will provide counseling and assist teachers in developing strategies to address behavioral issues in the classroom and during Advisory.
- **General Education Teachers:** All instructional staff will be trained in Tier I techniques, including SIOP and GRR. Classroom teachers will be responsible for developing data-driven units and

lessons that include differentiation. They will also be expected to collaborate with Learning and ELL Specialists in planning and delivering curriculum and instruction.

- **Learning and ELL Specialists:** Learning and ELL Specialists will collaborate with general education teachers and push in to their classrooms to facilitate differentiated instruction. Integrated Co-Teaching (ICT) classes will utilize team teaching, parallel teaching and alternative teaching modes to address students' needs. They will also provide more intense Tier II and III interventions through push-in and pull-out small group and individual instruction..
- **Academic Directors:** The Directors of Literacy, STEM, and Language will provide faculty with ongoing professional development in curriculum design, instructional strategies, and assessment to fully support implementation of the SIOP model and GRR approach. They will regularly observe and provide feedback on lessons and participate in grade team meetings devoted to curriculum development, instructional planning and RRTI discussions.

### Program Evaluation

RRTI is an evidence-based system that should naturally lend itself to evaluation. There will be three foci of evaluation: fidelity of implementation, outcomes and process. Regarding the former, school leaders and faculty will all play a role in examining the quality of implementation. Instructional leaders will review curriculum and lesson plans to ensure that they incorporate opportunities for differentiated materials, activities, instructional techniques, pacing and/or assessments. Formal and informal observations of implemented lessons by school leaders and teacher peers will then look for alignment of plans with practice to see if intended strategies are indeed being utilized appropriately. Once this is understood, program evaluation can then turn to student outcomes, namely whether students are achieving grade level mastery. Grade level teams will be expected to document baseline, benchmark and final outcomes for all students in the RRTI process. Analysis will examine not only ultimate outcomes, but which strategies in which tiers are the most effective. This in turn will inform future use of those strategies and decisions about allocation of resources for intervention. Finally, school leaders will monitor the RRTI process itself by participating in team meetings, observing the collection and analysis of data, brainstorming and decisions about strategies and progress monitoring. This will inform future plans for professional development around the RRTI process and intervention strategies.

**(b) Students with Disabilities**

Discuss the proposed school’s methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by reference the assurances found in this document. Include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances (see Appendix B).
- The process for identifying students with disabilities (child find), especially within the context of the school’s RtI process;
- The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);
- The services or settings that will be provided by the school district of the student’s residency or through a third party contract;
- Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers or service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,
- Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans in the classroom.

Atmosphere intends to offer a comprehensive special education program that serves more types of students than the typical charter school. While recognizing that enrollment is dependent on a random lottery, it is the school’s intention to provide self-contained and integrated co-teaching (ICT) special education classes for each grade level in addition to the special education teacher support services (SETSS) that most charter schools offer. This will allow the school to serve more types of students and counter the criticism of charter schools that they are not serving the same students as the district schools.

**Identification**

Atmosphere will avoid the traditional “wait to fail” approach for identifying students with disabilities and will instead use child find procedures embedded in its Rapid Response to Intervention (RRTI) process to identify students deserving special education services. The records of all new students will be requested upon admissions; they will be reviewed to identify any existing IEPs, which will be obtained and analyzed to determine mandated services and the ability of the school to meet those requirements. Atmosphere would like to serve all types of students, but recognizes that some students’ needs cannot be met by regular charter or district schools. If a student has a pre-existing IEP that the school cannot accommodate, the school will work with the CSD 10 Committee on Special Education and the child’s

parents to determine if IEP modification or waiver to allow the student to remain at Atmosphere would be in the best interest of the child.

Once a student is enrolled in the school, Atmosphere will use regular assessment and collection of data about all students to monitor their progress and identify deficits that could be attributable to a disability and potentially require special education services. These data will include academic and behavioral indicators, such as test scores, grades, attendance, participation, and discipline as previously described in regards to the RRTI process. Students who persist in Tier 3 interventions without notable progress will be referred to the Child Study Team (CST), which will review Tier I, II and III strategies that have been utilized with the student and all available academic and behavioral data. Team members may also observe the student in his or her classes and review student work products. The CST will then decide whether to recommend the student to the student's Committee on Special Education (CSE) for evaluation. In either case, the CST will always confer with parents about its findings and recommendations.

Once a student is determined to be in need of special education services, the school will adhere to all laws and regulations regarding the regular review of IEPs. If a review suggests that a student's IEP may no longer be appropriate to the child's needs, the CST may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.

#### Staffing and Professional Development

Atmosphere will hire experienced and certified special education staff to meet the needs of all students with disabilities:

- **Director of Student Learning:** Beginning in Year 1 of operation, the special education department will be led by the Director of Student Learning, who will be certified in special education. This person will be the primary liaison with the CSE and manage all special education evaluations and services. He or she will also coordinate with external service providers and partner organizations to provide students and families with wraparound services. In addition to administrative duties, including professional development, staff supervision and evaluation, and IEP development and reviews, the Director of Student Life may also provide special education services.
- **Learning Specialists:** Certified in special education, these teachers will provide push-in and pull-out services, team teach with general education teachers in integrated co-teaching (ICT) classes, and teach self-contained special education classes, typically in a 12 to 1 to 1 setting with a content teacher. To ensure adequate staffing for this model, there will be two Learning Specialists in Years 1 and 2, with two more Learning Specialists added each year thereafter.
- **School Psychologist:** This person will provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems. The school psychologist will conduct evaluations, make referrals and help coordinate community support services. They will assist with functional behavior assessments and development of behavior intervention plans (BIPs). The School Psychologist will join the Atmosphere staff in Year 3.
- **Director of School Life and Social Workers:** The Director of School Life will be a trained social worker who will supervise the school's other social workers and social work interns from Fordham University's Graduate School of Social Service. Together they will ensure that all students received mandated counseling and emotional supports. Once Atmosphere opens its high school program in Year 4, an additional Directors of School Life will be hired.

- **Child Study Team:** The Child Study Team will review all referrals and make recommendations for student evaluations and modifications to IEPs. The CST will be comprised of:
  - Principal
  - Director of Student Learning
  - Director of School Life
  - School Psychologist
  - General Education Teachers
  - Learning Specialists (Special Education Teachers)

### Services

Atmosphere will provide a range of services designed to meet the needs of most students with disabilities.

- **Special Education Teacher Support Services (SETSS):** Learning Specialists will provide push-in and pull-out support to students based on IEP requirements. Learning Specialists will coordinate their work with general education teachers through common planning time meetings, shared unit and lesson plans, and regular assessment and progress reporting. To the extent possible, pull-out services will not be provided during the same subject in order to truly supplement general education instruction.
- **Integrated Co-Teaching (ICT):** These classrooms include a balance of students with and without disabilities and have two teachers, a general education teacher and a special education teacher. No more than 40% of students will have disabilities. Teachers will be expected to use a variety of co-teaching techniques, including team teaching, parallel teaching, lead and assist, and station teaching. Co-teachers will have common planning time to develop lessons and plan instruction.
- **Self-Contained Special Education Classes:** These classes serve only students with disabilities whose needs cannot be met within a general education class. The content and pedagogy is adapted to ensure that the students have access to the general curriculum and the opportunity to meet the same educational standards that apply to all students. Atmosphere intends to provide co-teaching by a Learning Specialist and a content area teacher. Class size for middle school will be no larger than 12 students; for high school it may be as large as 15 students.
- **Counseling:** Atmosphere will employ a Director of School Life, School Psychologist and social workers to provide counseling services to its students.
- **Speech and Occupational/Physical Therapy:** The school will contract for speech and OT/PT services as indicated by students' IEPs.
- **Related Service Authorization:** The school will coordinate with the CSE to help parents obtain Related Service Authorization (RSA) so they can have a choice in providers outside of those provide or contracted by the school.

### Accommodations and Modifications

The Director of Student Learning will work with teachers to ensure that all appropriate accommodations and modifications are made for students with disabilities. Potential accommodations and modifications include:

- Large size text
- Audio of text or test questions
- Directions that are simplified or clarified
- Teach or test students in a small group setting
- Extra time for assignments or assessments
- Test individual student separately, provided that a test examiner directly supervises the student
- Test over more than one day for a test or test part to be administered in a single sitting
- Supervised breaks within a section of the test
- Administration of the test at the most beneficial time of day to the student
- Visual magnifying equipment
- Audio amplification equipment
- Noise buffers (e.g., individual carrel or study enclosure)
- Special lighting or acoustics
- Special or adaptive furniture
- Student dictates answers orally

### Resources

Students with disabilities will have access to the same curriculum and instructional program as other students. In addition, the school plans to use supplemental programs to meet the needs of all students, including intervention programs such as Read 180 and System 44, and specialized assessments, including Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5) for speech and language interventions on tiers 2 and 3; Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) for identifying gifted and disabled students by IQ; and Kaufman Test of Educational Achievement, Third Edition (KTEA-3) for additional confirmation of prior assessment data trends as needed. In Year 1 the budget allocates \$150 per student with an IEP for Special Education Supplies and Materials, rising to \$175 per student in subsequent years. In addition, \$400 per student with an IEP is allocated for contracted special education services, rising to \$800 per student in subsequent years.

### Research Base

See above for research on the RRTI process and Response 5 – Curriculum and Instruction for evidence supporting Atmosphere’s selected academic intervention programs.

### Program Evaluation

The Director of Student Learning will be responsible for monitoring and evaluating the efficacy of the special education program, which will be primarily determined by the extent to which students meet their IEP goals and master grade level expectations at similar rates to other students in the school. In addition, the Director of Student Learning and Principal will monitor that the school is in compliance with all special education laws and regulations, including all reporting requirements and regular IEP reviews. They will also evaluate the implementation of professional development for special education staff as well as for general education staff through observation of classroom practices and collaborative planning meetings. Student assessment results will be disaggregated not only by special education status, but by type of disability and service provision as well in order to evaluate different components of the school’s special education program.

Assurances

The applicants agree to abide by all of the assurances found in Appendix B of the SUNY Charter Schools Institute’s January 2014 SUNY Request for Proposals (RFP) To Establish New, New York State Charter School Education Corporations to Operate Charter School(s).

**(c) English Language Learners**

Discuss the proposed school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations, including;

- The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need, including how the school will ensure that they are not inappropriately identified as students with special education needs;
- The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);
- The research and evidence that supports the appropriateness of this approach;
- The process for coordination between general education teachers and staff serving ELLs;
- The process that will be used to monitor the achievement and progress of ELLs, including exit criteria;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of ELL students are being met;
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,
- How the school will make after school and other extra-curricular programming available to ELLs.

**Identification**

Atmosphere will adhere to the State Education Department's process for identifying students who are English language learners (ELL). The school will request records from all students' previous schools and review data in the Department of Education's ATS system in order to determine if they have already been assessed and determined to be ELL students. In addition, the school will administer the Home Language Survey to all new students, including those who enroll mid-year. If the student's home or native language is other than English and the student speaks a language other than English and little or no English, the school will administer the Language Assessment Battery – Revised (LAB-R) to determine eligibility for services. If the student scores at or above the proficient level, he or she is not eligible for service. Otherwise the student will be deemed limited English proficient at the beginning, intermediate or advanced level. The school will be responsible for notifying parents that their child has been determined eligible for ESL services program. Once identified as an ELL student, the school will administer to that student the New York State English as a Second Language Achievement Test (NYSESLAT) on an annual basis until the student demonstrates proficiency in the English language. Finally, Atmosphere will use ongoing assessment and the RRTI process to ensure that ELL students are not classified as special education students based on their limited English proficiency.

**Staffing**

Atmosphere will hire dedicated staff to focus on the needs of English language learners.

- **Director of Language:** This position will be responsible for ELL identification, services and assessment. He or she will supervise ELL Specialists and provide them and other teachers with training in the SIOP model and literacy intervention programs.

- **ELL Specialists:** The school will employ one ELL Specialist per grade who will provide direct services to ELL students and collaborate with general education teachers through co-teaching and push-in, curriculum development and instructional planning.
- **General Education Teachers:** All teachers are expected to use the SIOP model to simultaneously develop the literacy skills of students while teaching subject area content.

### Services

Atmosphere will provide a range of ELL services depending on the proficiency levels of its students. The Director of Language and ELL Specialists will develop an individual learning plan for each ELL student based on their specific needs. These plans, akin to IEPs for students with disabilities, will include goals, baseline data, strategies and services.

- **Sheltered Immersion:** Using the SIOP model, general education teachers will be expected to use an immersion approach to support ELL students in their classes. ELL Specialists will push-in to assist students in language development while they learn subject area knowledge and skills. Typical strategies include:<sup>1</sup>
  - Increased wait time
  - Responding to content, not language skills
  - Repeating answers in standard English
  - Simplifying teacher language
  - Allowing students to supplement oral production with body actions, drawing, manipulating objects, or pointing
  - Demonstrating with visuals and manipulatives and using a variety of different pictures or objects for the same idea
  - Utilizing sensory activities and discussing words that describe these senses as students physically experiences lesson
  - Pairing or grouping students with native speakers
  - Adapting materials to student’s language level by adding pictures, charts, maps, time-lines, and diagrams
  - Building on the student’s prior knowledge
  - Increasing teacher knowledge of student’s language and culture
  - Support the student’s home language and culture
- **Targeted Support:** Based on need, ELL students will receive pull-out support from ELL Specialists during elective classes. Pearson’s Longman Keystone curriculum has been selected for use during these sessions. Longman Keystone is a multi-level program designed for students whose academic achievement is two or more years below grade level. Through Keystone, ELL students will quickly begin achieving academic success and be better prepared for mainstream coursework across the curriculum. The Keystone reading and language development program accelerates students’ academic achievement through scaffolded, sustained instruction and language development strategies:

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<sup>1</sup> Specially Designed Academic Instruction in English (SDAIE) for Language Minority Students, Michael Genzuk, University of Southern California, Rossier School of Education, 2011

- Accelerates academic vocabulary acquisition through explicit instruction.
- Develops transferable, cross-curricular academic skills through connected learning opportunities.
- Provides an easy-to-use road map to academic success.

Keystone builds student capacity by focusing on both language proficiency and academic knowledge. Explicit lessons accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills. Atmosphere’s ELL Specialists will use the Keystone curriculum during sessions with English learners.

- **ESL Co-Teaching:** Students with Interrupted Formal Education (SIFE) and other English learners that have little English language experience are placed in Integrated Co-Teaching (ICT) classes where they receive ongoing intervention from an ELL Specialist as well as a content teacher. Co-teachers will have common planning time to develop lessons and plan instruction.

### Accommodations and Modifications

Teachers will be expected to make accommodation and modifications so ELL students have every opportunity to demonstrate content mastery without language barriers interfering with the process. Training in the SIOP approach will provide them with strategies and tools. In addition, the school has deliberately selected curriculum resources that provide numerous access points for ELL students, including translations of text, supplemental audio and video, online learning opportunities, and alternative assessments. In addition, ELL students will be encouraged to participate in extra-curricular activities. The school will send information home about all extra-curricular opportunities in the student’s home language

### Research Base

The SIOP model was developed in a national research project sponsored by the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education, to develop an explicit model of sheltered instruction. Research supporting the use of the SIOP model is described in more detail in Response 5(c) - Instructional Methods. To summarize, according to the Center for Research on the Educational Achievement and Teaching of English Language Learners, SIOP “has been validated as a model of instruction that improves the achievement of students whose teachers use the model” (2011). Researchers noted successive studies finding that “students with teachers who were trained in the SIOP Model of sheltered instruction and implemented it with fidelity performed significantly better on assessments of academic language and literacy than students with teachers who were not trained in the model.”<sup>2</sup>

### Program Evaluation

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<sup>2</sup> Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15 (3), 363–380

Atmosphere expects all ELL students to improve by at least one proficiency level each year and will measure its ELL program against that bar. The Director of Language and ELL Specialists will be responsible for administering the NYSESLAT annually and evaluating student growth. In addition, the school will disaggregate all other assessment data to determine how ELL students are performing in comparison to their peers. Finally, the Director of Language and Principal will monitor that the school is in compliance with all laws and regulations pertaining to education of ELL students, including reporting requirements. They will monitor the implementation of the SIOP model and specific interventions for ELL students, as well as curriculum and assessment development.

#### Parent Involvement

Beginning with the home survey, parents will be involved in all steps of the ELL program. The school will share with them the results of the LAB-R and all subsequent NYSESLAT results. It will inform of them of the services for which their child is eligible and will receive in the school and ensure that they understand that their child has a right to participate in all extra-curricular programs. It will seek their input when deciding whether to modify interventions for their child. All information will be translated into their home language and translators will be used during meetings and conferences. The school will employ bilingual staff (i.e., Spanish speaking) who can respond to inquiries from LEP families.

**(d) Gifted and Advanced Students**

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served, including;

- **How the school will determine and identify advanced and/or gifted and talented students. The applicant should define the term "advanced student" as s/he deems appropriate;**
- **Strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Research or evidence that supports the appropriateness of this approach;**
- **Personnel that the school will devote to serving advanced and/or gifted students; and,**
- **Process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Atmosphere's academic program is designed to provide all students with opportunities for learning experiences that challenge and engage them. Atmosphere defines "advanced" students as those who are above grade level in any area of study. This may include students with disabilities or English language learners who have a gift or passion for a particular subject or topic. Given this definition, it does not make sense to provide separate "gifted" classes for students, but to allow them to have expanded learning opportunities throughout the day. These will occur within the general education classroom in both core-curricular and co-curricular classes; the use of the SIOP model and differentiated instruction allow teachers to provide students with choice, variation in tasks, independent study and cooperative learning activities. In addition, the school provides an After School Academy for intervention and enrichment opportunities and plans to partner with Mosholu Montefiore Community Center to provide homework help and recreation.

**Identification**

Atmosphere has a comprehensive assessment system to support effective instruction and its RRTI system. Using a combination of diagnostic, formative and summative assessments, teachers will be able to identify not only generally strong or weak students but pinpoint each student's specific strengths and areas for growth. These data will be used to inform curriculum development and lesson plans that provide differentiated instruction and learning opportunities. Moreover, the RRTI process will identify students who are not learning to their potential and will examine whether students with behavior or motivation issues are being inhibited by inadequate levels of challenge.

Services

Atmosphere will use a range to techniques to provide appropriate learning opportunities for advanced students. These include:

- **Acceleration:** The GRR approach assumes students will eventually conduct independent work that allows them freedom to choose tasks, materials, and methods of demonstrating their learning, which is an effective way to allow gifted students to advance at their own pace. In addition, Atmosphere intends to utilize computers, software and applications that individualize instruction to meet each student where they are and allow them to accelerate at their own pace.
- **Grouping:** Within classes Atmosphere teachers are expected to use both heterogeneous and homogenous grouping to provide a range of learning experiences. Heterogeneous grouping will be especially important for literacy development by allowing students at the same lexile level to learn and work together.
- **Compacting:** In order to challenge students with new material, teachers condense the regular curriculum to reduce repetition of previously mastered material, which allows time for learning beyond the basic curriculum for students who would otherwise be practicing what they already know.
- **Advanced Placement:** The Atmosphere high school program will eventually offer Advanced Placement courses and/or opportunities for dual enrollment in higher education courses to satisfy the needs of students who are ready for college level work.

Research Base

A plethora of studies and research support the use of the aforementioned strategies:

- In Tools for Schools, the U.S. Department of Education reported that "the compacting process can be implemented in a wide variety of settings, with positive effects for both students and teachers" (1998).
- Students at all achievement levels (high, medium and low) benefited from cluster grouping and other forms of instructional grouping accompanied by differentiated instruction and content.<sup>3</sup>
- Achievement is increased when gifted and talented students are grouped together for enriched or accelerated learning.<sup>4</sup>
- Within-class grouping and regrouping for specific instruction options produce substantial academic gains provided the instruction is differentiated and cross-grade grouping produces substantial academic gains.<sup>5</sup>
- Hispanic, African American, and low-income students are three times as likely to obtain bachelor's degrees if they at least attempt an AP in high school.<sup>6</sup>

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<sup>3</sup> Gentry, M.L., & Owen, S.V. (1999). An investigation of the effects of total school flexible cluster grouping on identification, achievement, and classroom practices. *Gifted Child Quarterly*, 43, 224 - 243.

<sup>4</sup> Kulik, J. A. (1992). An analysis of the research on ability grouping: Historical and contemporary perspectives (RBDM 9204). Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.

<sup>5</sup> Rogers, K. B. (1991). The relationship of grouping practices to the education of the gifted and talented learner (RBDM 9102). Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.

Program Evaluation

Atmosphere will use growth analysis to examine whether students are making adequate progress. This means that even students who attain grade level, simply maintaining that level will not be adequate. While many students will enter Atmosphere well below grade level, helping them merely pass state exams is not Atmosphere’s ultimate goal. True college and career readiness will require more sophisticated demonstrations of learning and opportunities to advance beyond “grade level expectations” in order to have the prerequisite academic skills and social capital required for college. Thus growth analysis will examine the trajectory of all students’ learning. In addition, the school will regularly administer student and parent surveys to gauge satisfaction with the curriculum and instruction.

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<sup>6</sup> Adelman, C. (1999) *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. U.S. Department of Education.

**8. Instructional Leadership****(a) Instructional Leadership Roles**

**Describe instructional leadership in the school over the first five years of operation, including;**

- **Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school; and,**
- **How instructional leaders will monitor the effectiveness of the academic program.**

Atmosphere Academy’s instructional leadership structure is based on a distributed leadership model that includes the Principal as well as Lead Teachers in core subjects. Key components of Atmosphere’s distributed leadership approach include:

- Professional Learning Community
- Shared Decision Making
- Lead Teachers (Directors)
- Accessibility and Proximity
- Merit, Responsibility, and Accountability

Atmosphere Academy’s Instructional Leadership Roles

In keeping with its distributed leadership model, Atmosphere uses the phrase “school leaders” to refer not only to school administrators such as the Principal, Director of Finance and Operations, and Director of School Life, but to other teacher leaders who serve as directors of key departments and school functions. Philosophically, though, Atmosphere has an even broader view of all staff and faculty as school leaders that operate under a basic chain of command that is in place to maximize student achievement through the facilitation of professional growth and orderly operation of the school. Atmosphere strives to put this philosophy into practice through dedicated roles and responsibilities as well as varied professional development opportunities and supervisory initiatives detailed later in this response.

*Principal (Middle School)*

The Principal serves as the Chief Executive Officer and Chief Instructional Officer of the school. While accountability and responsibility for student achievement and student outcomes is shared by all Atmosphere faculty and staff, ultimately the Principal is the one individual who is obligated to ensure Atmosphere and its key stakeholders are meeting the goals that they set for themselves and are enshrined in the charter agreement. In pursuit of these goals, the Principal primarily oversees curriculum and instruction, but also coordinate all academic departments, discipline, social-emotional services, finance, and operations through close collaboration with directors (lead teachers) and other administrators. To uphold Atmosphere’s philosophy that all administrators should remain involved with and immersed in the life of the school, the Principal teaches one elective class per week and conducts daily classroom visits. These experiences give the Principal the opportunity to interact with all stakeholders. By spending the majority of time in the field instead of in the office, the Principal has a more accurate picture of all aspects of the school’s operations. A full description of the Principal position

can be found in the “Personnel” section of the application, but the Principal supports instruction in the following ways:

- designing and implementing a goal-oriented and prescribed professional development regimen
- managing and coordinating instructional partnerships with organizations and vendors
- coordinating coaching and mentoring for all faculty through the construction and facilitation of peer mentoring, peer professional learning communities, and professional coaching in conjunction with Fordham University and other internal and external coaching partners
- reviewing and analyzing effectiveness and efficiency of classroom teaching practices and pedagogy using a variety of tools (video observations, narrative observation, data analysis, etc.)
- supervising and evaluating all faculty using the Danielson + 1 rubric and Atmosphere’s APPR plan
- managing the 360 observation and evaluation process so that all faculty have the opportunity to improve their practice, as well as that of the school as a whole, through continuous cyclical and reciprocal feedback
- making all personnel and employment decisions (hiring and firing) in line with personnel policies set by the Board of Trustees and in consultation with key stakeholders
- strategic planning and oversight of the entire academic program, including curriculum, assessment, and instruction
- leading school-wide data management initiatives that involve data-driven decision making, data warehousing, and data inquiry teams as well as the acquisition and application of disaggregated quantitative and qualitative data to improve attendance rates, test scores, survey results, etc. (all done in conjunction with the Director of STEM and the Director of Finance and Operations, who share this as a primary job responsibility)
- setting instructional technology pedagogical and procurement priorities (all done in conjunction with the Director of STEM and the Director of Finance and Operations, who share this as a primary job responsibility)

The Principal’s decisions are informed by:

- weekly School Leadership Team (SLT) meetings
- weekly Instructional Leadership Team (ILT) meetings
- monthly Shared Decision Making Team (SDMT) meetings
- weekly departmental meetings (the Principal attends one meeting in each department per month)
- monthly school town halls
- monthly full faculty/staff meetings

The School Leadership Team (SLT) oversees the safe and orderly operation of the school. The SLT includes the following key school-wide leaders:

- Principal
- Director of Finance and Operations

- Director of School Life

The Instructional Leadership Team (ILT) oversees the structure and effectiveness of the academic program. The ILT includes the following instructional area leaders:

- Principal
- Director of STEM
- Director of Literacy
- Director of Student Learning
- Director of Language

The Shared Decision Making Team (SDMT) includes participation from the following key stakeholders and addresses and contributes to a variety of issues from curriculum to discipline:

- Students
- Parents
- Faculty
- Staff
- School Leaders

#### *Director of Finance and Operations*

The Director of Finance and Operations (D-FO) serves as the Chief Finance Officer and Chief Operations Officer of the school and reports to and consult with the Principal on all matters. During Atmosphere's initial charter term, the D-FO works in conjunction with Charter School Business Management (CSBM), Atmosphere's finance and operations consultant. A full description of the D-FO position can be found in the "Personnel" section of the application, but the D-FO supports instruction in the following ways:

- (Single Orders) procuring instructional and curricular materials, equipment, and technology that the Principal and faculty have identified, prioritized, and requested, including but not limited to textbooks, workbooks, educational applications, computers, tablets, SmartBoards, and any other texts, software, or hardware needed to realize Atmosphere's mission
- (Continuing Services) fulfilling Atmosphere's business obligations to vendors and partners that directly support the academic program on an ongoing basis, including but not limited to professional development, professional coaching, student information systems, student assessment, trips, experiential education, after school program, summer program, and enrichment
- coordinating with vendors for installation and training related to instructional materials and equipment

#### *Director of School Life*

The Director of School Life (D-ScL) serves as the Dean of Students and the Chief Social Services Officer. A full description of the D-ScL position can be found in the "Personnel" section of the application, but the D-ScL supports instruction in the following ways:

- coordinating and collaborating with all faculty and staff to implement Atmosphere’s Restorative Justice Discipline (RJD) system in a fair and equitable way that minimizes disruptions and maximizes engagement
- monitoring and tracking student behavior data to know when to place students within the behavioral Rapid Response to Intervention (RRTI) system and what tier they should fall into
- overseeing and organizing all social services and social service personnel, including guidance officers, social workers, and school psychologists (the D-ScL serves as the leader for each of these groups, not only managing the services they provide, but also assisting in providing the services when feasible)
- managing the social worker interns provided by Fordham University’s Graduate School of Social Service
- managing the school psychologist interns (including bilingual school psychologist interns) provided by Fordham University’s Graduate School of Education
- coordinating parent outreach and community outreach
- managing Atmosphere’s After School Academy (ASA) in conjunction with Mosholu Montefiore Community Center, Atmosphere’s after school partner
- organizing special events and trips
- facilitating student development, assemblies, team building, and retreats
- coordinating experiential learning program and enrichment program
- coordinating extracurricular activities and clubs (not including athletics)
- designing the curriculum for the Skills Advisory program and providing quality control by soliciting feedback and regularly visiting advisories (in coordination with the Principal)

#### *Lead Teachers (Directors)*

Lead teachers teach three classes instead of a full course load, oversee key departments, support and develop teachers in their departments among other important tasks (that are fully delineated later in this response), and are given titles indicative of their increased responsibility. The goal in using lead teachers is to emphasize and reward mastery and merit. Atmosphere views its skilled teachers as its greatest asset and seeks to ease into leadership roles those that have demonstrated the capacity and interest to lead. Recognizing the value of its human capital and fully leveraging that strength is the hallmark of any good organization. In this way, Atmosphere is changing the career trajectory for talented educators by allowing them to continue working with students while also asking them to lead other educators. The designated lead teacher (departmental Director) roles include:

- **Director of Science, Technology, Engineering, and Math (D-STEM):** The Director of STEM serves as the head of all science, technology, and math programs, faculty, and initiatives. Moreover, the D-STEM teaches three classes in his or her discipline. On the middle school level, the D-STEM also develops engineering projects, competitions, and clubs to give students opportunities to apply their science, technology, and math skills in novel and creative ways to problem solve.

- **Director of Literacy (D-Lit):** The Director of Literary serves as the head of all English and humanities programs, faculty, and initiatives. Moreover, the D-Lit teaches three classes in his or her discipline.
- **Director of Student Learning (D-StL):** The Director of Student Learning serves as the head of all special education and alternative learning programs, faculty, and initiatives. The D-StL is also the administrator primarily responsible for the proper implementation and management of academic Rapid Response to Intervention (RRTI) system in close collaboration with the Principal. Moreover, the D-StL teaches three classes in his or her discipline. As the school grows, the D-StL's teaching responsibilities may be reduced and administrative responsibilities increased to ensure smooth operation of the special education program.
- **Director of Language (D-Lan):** The Director of Language serves as the head of all English as a second language (ESL) and language other than English (LOTE) programs, faculty, and initiatives. Moreover, the D-Lan teaches three classes in his or her discipline. As the school grows, the D-Lan's teaching responsibilities may be reduced and administrative responsibilities increased to ensure smooth operation of the ESL program in particular.

In the summer between Year Three and Year Four, another Principal will be added to oversee the high school. Moreover, two new positions will be created and filled:

- **Executive Director (ED):** The Executive Director serves as the Chief Executive Officer and Superintendent of the school network.
- **Director of Data and Technology (D-DT):** The Director of Data and Technology will serve as the Chief Data Officer and the Chief Technology Officer.

In the summer between Year Four and Year Five, lead teachers will be added to the high school leadership team (D-STEM and D-Lit).

#### Atmosphere Academy's Distributed Leadership Model

Atmosphere intends to make distributed leadership the philosophy that drives its professional culture and is clearly delineated during the hiring process. The aim in doing so is to attract like-minded individuals who are already attuned to this way of thinking, which is itself aligned with the school's mission. By building the professional culture around the idea of distributed leadership from the point of hire, Atmosphere ensures the broadest possible buy-in. As a result, faculty and staff are far more receptive to subsequent promotion and encouragement of the distributed leadership approach within the school.

Atmosphere puts the following components in place to facilitate distributed leadership across the entire school:

- **Professional Learning Community:** Atmosphere's evaluation process and professional culture explicitly encourage and incentivize faculty and staff to construct, participate in, and contribute to a professional learning community that promotes continuous reflection on and improvement of professional practice. In order to establish and sustain such a professional learning community, the evaluation process is designed to matriculate teachers towards increased collaboration and ownership of their professional practice. This is done using a three tiered system (described later in this response) that helps prepare faculty and staff to take greater ownership of and responsibility for their professional practice by gradually moving from a 50-50 evaluation form to a portfolio of artifacts to participation on a teacher team. Each of these

components would require reflection and introspection, but over three years (the process could take longer or shorter depending on skill, experience, and execution), each employee undergoes a transformation from an individual who is focused on improving individual practice to a member of a community of professionals that is focused on improving collective practice.

- **Shared Decision Making:** Atmosphere’s team-based approach to electing a course of action or setting priorities within the school highlights the organization’s belief that shared decision making that involves all relevant stakeholders is an unassailable best practice. The school has a permanent Shared Decision Making Team (SDMT) that includes representatives of all major stakeholders (parents, teachers, students, staff, school leaders, etc.). Decisions made by the SDMT are not absolute, but are used to inform the decisions made by school leaders. Significant weight is given to the input and counsel provided by the SDMT. Additional SDMTs may be convened with a different compliment of members to focus on specific issues that require additional inquiry and expertise. These SDMTs are seated for a designated term or period at the end of which they issue their findings and are disbanded or dissolved. The permanent SDMT does not have such a term or period assigned to it, but its members rotate on and off of the team at prescribed increments to foster the broadest possible base of leadership.
- **Lead Teachers (Directors):** Atmosphere’ organizational chart and structure imbeds leadership into the teaching ranks by giving lead teachers (also known as departmental Directors) control over key departments and tasks. On a departmental level, the areas that Directors oversee include but are not limited to:
  - content area curriculum development and alignment within and across departments
  - localized, instructional quality control through participation in and contribution to the teacher supervision and evaluation processes in coordination with other school leaders, including the Principal
  - content area-specific professional development that enhances professional practice and professional growth in a given discipline (math, science, reading, writing, etc.)
  - successful implementation of the school’s instructional methodology within their department
  - collection and interpretation of all student achievement data generated by authentic, formative, and summative assessments administered by their department or in their content area

By doing so, Atmosphere is cultivating a crop of new leaders from within its ranks and giving others that wish to lead a clear pathway to doing so. This use of lead teachers to serve as hybrid teacher-administrators exemplifies Atmosphere’s commitment to a distributed approach to leadership. Moreover, other school leaders also teach at least one class per week and lead selected professional development workshops, which constitute the kind of “involvement [that] help[s] [principals] stay in touch with the needs of both the faculty and the students.”<sup>1</sup> Overall, the lead teacher initiative yields the following benefits:

- promote and encourage shared ownership of and accountability for student achievement and student outcomes by all faculty and staff

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<sup>1</sup> Thurston, Paul, & Clift, Renee, & Schacht, Marshall. (1993, November). Preparing school leaders for change-oriented schools. *The Phi Delta Kappan*, Vol. 75, No. 3, 259-265.

- reduce or eliminate school administrators and leaders who do not interact with students, teachers, and the learning environment on a daily basis
  - ensure that funding and resources are focused on and directed to the point of service by having every employee (that is qualified to do so) involved in educating students as their schedules allow
  - delineate clear roles and responsibilities for critical tasks and responsibilities by assigning specific individuals to head specific departments and other core work
  - give teachers a greater sense of ownership of the school and its intended outcomes or deliverables
  - redefine the traditional teacher career trajectory and pathway by creating new leadership roles for teachers that allow them to innovate and apply their working knowledge of educational best practices
- **Accessibility and Proximity:** Atmosphere’s school leaders are accessible and proximate either through direct modeling, coaching, conferencing, meeting, visitation, and observation (for instructional leaders) among other interactions or through constant consultation and discussion with faculty and staff (for non-instructional leaders) both face-to-face and virtually in the form of surveys and other metrics and tools. While some school leaders or lead teachers only engage with faculty and staff in one of these two ways and perhaps using just a few of the strategies listed, each of these spheres of influence (instructional and non-instructional) and the methods listed therein apply to the Principal.
  - **Merit, Responsibility, and Accountability:** Atmosphere’s professional development and evaluation processes are engineered to promote a meritocracy and reward merit. This is accomplished by first developing personal and professional responsibility within each employee. Only with this element in place can accountability truly occur because real accountability does not come externally, it comes internally. When any Atmosphere employee (school leaders included) is evaluated, the goal is for the employee to have already recognized, identified, and come to terms with his or her strengths and weaknesses. The evaluation and professional development processes at Atmosphere are focused on helping all employees to do just this, but they also go further by helping them to generate an improvement plan to ameliorate their shortcomings and build on their strengths. No matter how talented, skilled, and diligent an employee might be, no one is perfect and everyone can improve (especially the school leaders). In this way, Atmosphere’s evaluation and professional development processes do not culminate in terminal events that produce a verdict to be passed down by another. Instead, they are defined by mutual and shared decisions that speak to the employee’s position within the continuum of professional learning and growth that is as much informed by the employee’s own reflections, critiques, and celebrations as it is by those of the supervisor. The goal of this process is to produce:
    - self-motivated leaders who take the initiative
    - reflective practitioners who take ownership of their practice and their outcomes
    - a professional culture that shares success and failure and is always looking to improve
    - a process that rewards and incentivizes leadership and collaboration by all

These systems that are created in support of leadership distribution are simultaneously building organizational capacity. Alma Harris, a leading educational writer and international researcher,<sup>2</sup> argued for the utilization of such structured systems when she wrote that “to achieve improvement you have to put in place some sort of mechanism so teachers can work together in a meaningful way.”<sup>3</sup> However, she expounded further on the importance of these systems, stating that “if we engage many more people in the organization in the leadership endeavor, we are likely to build capacity within that organization because more people are stepping forward with their skills and capabilities to do things.”<sup>4</sup> Harris later connected distributed leadership and increased capacity to increased achievement when she revealed “that the only way you get improvement in student learning outcomes is if teachers change their practice. Teachers do not change their practice in a vacuum; they change their practice through interaction with other teachers [and professional coaches]. That’s why distributed leadership in the form of professional learning communities is key to school improvement and sustainable change.”<sup>5</sup>

Broadening the leadership base and allocating a greater sense of purpose to all is a powerful idea, but as many researchers have found, for it to succeed, there must also be a clear chain of command to maintain efficient and functional operation of the school. In this sense, distributed leadership does not completely decentralize power. Rather, it seeks to empower all stakeholders in responsible and controlled ways with the implicit understanding that there remains a hierarchy of authority that must be respected and maintained. In keeping with this belief, Atmosphere’s Principal (in consultation with and as empowered by the Board of Trustees) has final say on all school issues, but Atmosphere’s school leaders always work to honor distributed leadership tenets at all times.

#### Distributed Leadership Research Base

Distributed leadership is a research-based approach to instructional leadership and organizational management that has been validated by many independent scientific studies.

According to Harris and Spillane (2008), a distributed model of leadership: 1) recognizes that there are multiple leaders; 2) focuses upon the interactions, rather than the actions, of those in formal and informal leadership roles; 3) is primarily concerned with leadership practice and how leadership influences organizational and instructional improvement; 4) acknowledges the work of everyone who contributes to leadership practice, whether or not they are formally designated or defined as leaders; and 5) is central to system reconfiguration and organizational redesign which necessitates lateral, flatter decision-making processes.<sup>6</sup> Alma Harris further specifies that distributed leadership is not delegation, but is instead inclusive. Moreover, she clarifies that it does not mean everybody leads and that distributed leadership is promoted, not mandated.<sup>7</sup>

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<sup>2</sup> <http://www.almaharris.co.uk/>

<sup>3</sup> Harris, Alma, & Parsley, Danette. (2011, Fall-Winter). Leadership as a collective practice. *Education Northwest Magazine*, 17(1), 31-33.

<sup>4</sup> Harris, Alma, & Parsley, Danette. (2011, Fall-Winter). Leadership as a collective practice. *Education Northwest Magazine*, 17(1), 31-33.

<sup>5</sup> Harris, Alma, & Parsley, Danette. (2011, Fall-Winter). Leadership as a collective practice. *Education Northwest Magazine*, 17(1), 31-33.

<sup>6</sup> Harris, Alma, & Spillane, James. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31–34.

<sup>7</sup> Harris, Alma. (2008). Distributed leadership. *AlmaHarris Associates*. Retrieved from: [http://almaharris.co.uk/distributed\\_leadership.htm](http://almaharris.co.uk/distributed_leadership.htm)

The rationale for the distributed approach to leadership and the potential benefits of it are well-documented and researched. The research quoted below speaks to why distributed leadership should be incorporated into modern schools and how it can facilitate and empower positive, ongoing change from all directions within the organization. Additionally, these findings are the basis of Atmosphere's decision to emphasize distributed leadership throughout the school:

- As early as 1993, the efficacy of the distributed leadership model was demonstrated in an article in *The Phi Delta Kappan* that “found evidence that suggests that the students' interests cannot be well-served without distributed leadership, because any one decision maker is likely to be too far removed from all students or situations.”<sup>8</sup> The authors of that article discovered that the principals they studied were successful because they “encouraged teacher participation in problem solving and decision making at the school level. They fostered discussion to resolve conflicts and build consensus. They assured faculty members that all voices, including dissenting ones, would be heard in the debates. Turning much of the responsibility for meeting students' needs over to the teachers...For some teachers this change was an important first step in realizing they had to look to themselves for the success - or the failure - of instructional innovation. In these four schools it was clear that leadership did not reside solely with the principal but was broadly distributed throughout the staff. Leadership did not rest in a particular person or group of individuals, but was connected to the process of achieving the school's goals. Finally, in every school the principal served as a spokesperson and advocate for students' needs.”<sup>9</sup> This is one of the blueprints for successful instructional leadership that inspired Atmosphere's professional culture. As Thurston, Clift, and Schacht stated in their article, they “indeed...found that very often leadership means having the ability to build leadership skills for one's colleagues and co-workers” and “developing distributive leadership requires an individual who is able to facilitate the decision-making abilities of others.”<sup>10</sup> In this sense, helping everyone lead is a critical step in increasing faculty and staff ownership of student learning and student achievement. It directly impacts the degree of responsibility and accountability that they take for their teaching practice and their effectiveness in increasing student achievement. The traditional hierarchy that pushes down responsibility and accountability is far less impactful because faculty and staff have no sense of ownership or buy-in. Atmosphere's push up approach increases the entire organization's shared capacity for undergoing continuous change and improvement.
- In her recent 2013 book entitled *Distributed School Leadership*, Alma Harris reviews an array of current research that supports the use of the distributed leadership model. She states that “work by Graetz (2000) offers a view of distributed leadership as a positive channel for organizational change. He notes that ‘organizations most successful in managing the dynamics of loose– tight working relationships meld strong personalized leadership at the top with distributed leadership’. Similarly Gold et al (2002) in their study of ten ‘outstanding’ school leaders, point towards the development of leadership capacity within the school as a key lever of success. The literature on networked learning communities and professional learning communities demonstrates that distributed leadership is an important component in securing

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<sup>8</sup> Thurston, Paul, & Clift, Renee, & Schacht, Marshall. (1993, November). Preparing school leaders for change-oriented schools. *The Phi Delta Kappan*, Vol. 75, No. 3, 259-265.

<sup>9</sup> Thurston, Paul, & Clift, Renee, & Schacht, Marshall. (1993, November). Preparing school leaders for change-oriented schools. *The Phi Delta Kappan*, Vol. 75, No. 3, 259-265.

<sup>10</sup> Thurston, Paul, & Clift, Renee, & Schacht, Marshall. (1993, November). Preparing school leaders for change-oriented schools. *The Phi Delta Kappan*, Vol. 75, No. 3, 259-265.

improved learning. Stoll and Seashore Louis (2007: 2) suggest ‘that professional learning communities have the capacity to promote and sustain the learning of professionals in a school with the collective purpose of enhancing student learning’. They point out that the forms of leadership required to enhance learning are widely distributed. Lieberman (2007: 201) highlights that when participants were involved in sharing their leadership practice, they felt ownership not only for their work but also for their peers. In their in-depth commentary on networked learning communities, Jackson and Temperley (2007: 60) highlight that leadership of these groups is determined by ‘purpose rather than rank’. They note that ‘a networked learning community, just like a professional learning community, needs appropriate leadership and facilitation’ (Jackson and Temperley 2007: 52).”<sup>11</sup> In keeping with the lessons learned from Gold’s study, Atmosphere works to measure and monitor the leadership capacity of all stakeholders within its evaluation process. Moreover, the entire process is intended to move all faculty and staff into a professional learning community, which ultimately improves student learning as revealed by Stoll and Seashore Louis.

- Harris’ text goes on to cite “there are major studies that point to benefits for learning. Leithwood and his colleagues in Canada conclude from their large-scale investigation that ‘distributing a larger proportion of leadership activity to teachers has a positive influence on teacher effectiveness and student engagement’. They also note that teacher leadership has a significant effect on student engagement that far outweighs principal leadership effects after taking into account home family background (Leithwood and Jantzi, 2000).”<sup>12</sup> “In Tasmania, the Silins and Mulford (2002) studies of leadership effects on student learning provide some cumulative confirmation of the key processes through which more distributed kinds of leadership influenced student learning outcomes. Their work collected survey data from over 2,500 teachers and their principals. It concluded that ‘student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of importance to them’.”<sup>13</sup> “In England, a smaller-scale study found positive statistical relationships between the extent of teachers’ involvement in decision-making and student motivation and self efficacy (Harris and Muijs, 2004). This study explored the relationship between teacher involvement in decision making within the school, and a range of student outcomes. It was clear from the study that more distributed forms of leadership had a positive impact on certain student outcomes. Both teacher and student morale levels improved where teachers felt more included and involved in decision-making processes that related to the school’s development.”<sup>14</sup>
- In a 2008 article in the *Management in Education* academic journal, Harris further argued that “recent studies have revealed a blend of democratic principles and pragmatic reasons for why traditional, hierarchical leadership may not be enough to transform today’s struggling schools. These include high rates of principal turnover, increased accountability demands, and the

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<sup>11</sup> Harris, Alma (2013-01-11). *Distributed School Leadership: Developing Tomorrow's Leaders* (Leading School Transformation). Taylor and Francis. Kindle Edition.

<sup>12</sup> Harris, Alma (2013-01-11). *Distributed School Leadership: Developing Tomorrow's Leaders* (Leading School Transformation). Taylor and Francis. Kindle Edition.

<sup>13</sup> Harris, Alma (2013-01-11). *Distributed School Leadership: Developing Tomorrow's Leaders* (Leading School Transformation). Taylor and Francis. Kindle Edition.

<sup>14</sup> Harris, Alma (2013-01-11). *Distributed School Leadership: Developing Tomorrow's Leaders* (Leading School Transformation). Taylor and Francis. Kindle Edition.

collective ownership needed for sustainable change.”<sup>15</sup> Clearly, the traditional approach to instructional leadership is one that is anachronistic in today’s society in which individuals are expected to innovate, lead, and collaborate in order to succeed in the 21<sup>st</sup> Century economy. In fact, “according to Tschannen-Moran (2009), making and maintaining such rapid and significant changes requires a transformation of school culture and leadership, away from hierarchical models and toward a sense of collective responsibility and accountability that more fully integrates ‘professional structures—such as opportunities for collective inquiry, scrutiny, reflection, and decision making’ into the school bureaucracy (p. 218).”<sup>16</sup> Organizational change is not simply a theory that schools should consider, it is an imperative that must be adopted and implemented. Atmosphere has the advantage of building a new culture around this concept without facing resistance from preexisting, vested interests. “As schools reposition and redefine themselves, distributed, extended and shared leadership practices are more prevalent. As schools engage with complex collaborative arrangements, distributed forms of leadership will be required.”<sup>17</sup> “There is a growing recognition that the old organizational structures of schooling simply do not fit the requirements of learning in the twenty-first century.”<sup>18</sup>

- The University of Pennsylvania has also studied the impact of distributed leadership on school improvement. They found that “at the Consortium of Policy Research in Education (CPRE) at the University of Pennsylvania, in their study of a broad range of school reform initiatives...they all hold one thing in common: They all implicitly distribute leadership across multiple individuals in schools’ (Supovitz, 2000).”<sup>19</sup>
- In the Fall-Winter edition of the Education Northwest Magazine, Parsley and Stepanek argued that distributed leadership “has the potential to help schools bring about more flexible and effective structures and ways of working together”<sup>20</sup> and that “changing schools to better meet the educational needs of young people requires not only a change in instructional practice, it also demands changes in all of the subsystems that impact teaching and learning: structures and procedures, relationships and ways of working together, leadership, and school culture. In order to achieve the flexibility and dexterity necessary to adapt to the changing conditions they currently face, schools may need to expand beyond the traditional, hierarchical leadership model that continues to be evident in many schools today to include more shared, collaborative approaches to leading change.”<sup>21</sup>
- “A relatively recent but growing body of research indicates that developing shared leadership leads to increased positive outcomes for individuals and teams in organizations. These recent studies demonstrate a positive relationship between shared leadership and such factors as team

<sup>15</sup> Harris, Alma, & Spillane, James. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31–34.

<sup>16</sup> Parsley, Danette, & Stepanek, Jennifer. (2011, Fall-Winter). A shared approach to leading school change. *Education Northwest Magazine*, 17(1), 34-37.

<sup>17</sup> Harris, Alma, & Spillane, James. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31–34.

<sup>18</sup> Harris, Alma, & Spillane, James. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31–34.

<sup>19</sup> DeFlaminis, John, & O’Toole, James. Building distributed leadership in the Philadelphia School District: An overview. *Penn Center for Educational Leadership*.

<sup>20</sup> Parsley, Danette, & Stepanek, Jennifer. (2011, Fall-Winter). A shared approach to leading school change. *Education Northwest Magazine*, 17(1), 34-37.

<sup>21</sup> Parsley, Danette, & Stepanek, Jennifer. (2011, Fall-Winter). A shared approach to leading school change. *Education Northwest Magazine*, 17(1), 34-37.

efficacy, improved collaboration and coordination, innovative problem solving, stakeholder satisfaction, citizenship behavior, and effective staff performance (Carson, Tesluk, & Marrone, 2007; Pearce & Conger, 2003). Within the field of education, several large-scale, empirical studies have found that shared leadership positively impacts student achievement (Hallinger, 2003; Leithwood & Mascal, 2008; Louis, Dretzke, & Wahlstrom, 2010; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Pounder, Ogawa, & Adams 1995; Silins & Mulford, 2002). For example, in a four-year study conducted in 198 elementary schools, Hallinger and Heck (2010) found that a collaborative approach to leadership positively impacted student learning in reading and math. A six-year study commissioned by the Wallace Foundation was conducted in nine states with a total of 43 school districts. The study found that a collective or shared approach to leadership had a moderate but significant impact on student achievement (Louis, Dretzke, & Wahlstrom, 2010). In a substudy examining the impact of principal and teacher leadership practices on student achievement, researchers found that the impact of shared leadership on student achievement was indirect and influenced by the presence of trusting relationships, a professional learning community, and a climate of shared responsibility in the building (Louis, Dretzke, & Wahlstrom, 2010).<sup>22</sup>

- In 2011, Boudreaux followed up on research that validated distributed leadership’s ability to ameliorate student achievement. As Boudreaux phrased it, “distributed leadership has been linked to positive gains in student achievement (Davis, 2009)...[and] researchers suggest distributed leadership is a factor associated with improvements in teaching and learning (Harris, 2005; Timperley, 2005).”<sup>23</sup> In his study, Boudreaux confirmed these findings and found that “there were statistically significant relationships between the three forms of distributed leadership and the LEAP ELA assessment. Those forms included spontaneous collaboration, intuitive working relations, and institutionalized practices. The correlational analyses of each of the three forms of distributed leadership indicated they all have some role in the outcome of fourth grade school performance on the ELA portion of the LEAP assessment...These results suggest that schools could benefit, i.e., achieve higher scores on the ELA portion of the LEAP at the mastery level by employing tenets of distributed leadership associated with all three forms of distributed leadership.”<sup>24</sup>

While this research reflects the tremendous promise of distributed leadership, Atmosphere understands that the effectiveness of the model can only be maximized by the systems Atmosphere has created to support and implement it. As Harris frames it, distributed leadership requires a “vehicle for getting teachers to lead, to share their ideas, to innovate, and to try things out.”<sup>25</sup> Taken to its logical end then, “the practical manifestation of distributed leadership—in innovation and change terms—is a professional learning community, either within the school or between schools.”<sup>26</sup> The nature of the Atmosphere’s distributed leadership systems and its construction of a professional learning community are delineated in the sections to follow in this response.

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<sup>22</sup> Parsley, Danette, & Stepanek, Jennifer. (2011, Fall-Winter). A shared approach to leading school change. *Education Northwest Magazine*, 17(1), 34-37.

<sup>23</sup> Boudreaux, Wilbert. (2011, December). Distributed leadership and high-stakes testing: Examining the relationship between distributed leadership and LEAP scores. Southeastern Louisiana University.

<sup>24</sup> Boudreaux, Wilbert. (2011, December). Distributed leadership and high-stakes testing: Examining the relationship between distributed leadership and LEAP scores. Southeastern Louisiana University.

<sup>25</sup> Harris, Alma, & Parsley, Danette. (2011, Fall-Winter). Leadership as a collective practice. *Education Northwest Magazine*, 17(1), 31-33.

<sup>26</sup> Harris, Alma, & Parsley, Danette. (2011, Fall-Winter). Leadership as a collective practice. *Education Northwest Magazine*, 17(1), 31-33.

**(b) Teacher Support and Supervision**

**Describe on-going Teacher Supervision and Support describing the school's approach to individual teacher supervision and support.**

Atmosphere's supervision and support regimen is defined by a blend of reflection, critique, coaching, mentoring, and observation. These elements are carried out by school leaders, by lead teachers, by peer teachers, by professional coaches, and by the teacher himself or herself. The goal is to provide teachers with timely and targeted feedback from a variety of legitimate and reliable sources.

All supervision activities take place in concert and alignment with Atmosphere's adoption of Charlotte Danielson's *Framework for Teaching Evaluation Instrument*. Danielson's Framework provides guidelines for effective instructional and professional practice. It has 4 domains and 22 components that detail best practices. Teachers are rated unsatisfactory, basic, proficient, or distinguished in all 22 component areas. Each domain is comprised of a subset of these components. Atmosphere takes a more holistic approach and resolves an overall rating for each domain that incorporates specific feedback on the various components that make up that domain. More detail about Atmosphere's evaluation process and use of the Danielson Framework can be found later in this response. Overall, though, Atmosphere intends to address the 4 domains plus a content area domain that Atmosphere adds to ensure that the skills and knowledge specific to each teacher's discipline is also properly assessed:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Content Area

The methods that are used to supervise and support teachers are:

- Visiting, Observing, and Conferencing
- Technology and Data
- Modeling and Coaching

These methods are buttressed by Atmosphere's core values for the school, for teachers, and for school leaders that seek to cultivate:

- School-Wide Core Values: School-Wide Leadership and Collaboration
- Teacher Core Values: Professional and Pioneering Teachers
- School Leader Core Values: Inspired and Inspiring School Leaders

#### Visiting, Observing, and Conferencing

Atmosphere believes that a continual cycle of visitation, observation, and conferencing has the power to ameliorate instruction over time by transforming the professional culture into one that is collaborative and open, not siloed and isolated. In this environment, teachers can embrace professional learning and the change that it fosters. In the traditional model utilized in most public schools today, a high stakes and infrequent observation schedule impedes such professional growth by causing unnecessary angst

and busy work as teachers scramble to do a “special” lesson for the rare observations that become the basis for their annual evaluation. By making the observation process a daily, weekly, and biweekly occurrence rather than an annual, biannual, or quarterly occurrence, the stakes are lowered and teachers are forced to sustain and demonstrate quality instruction every day, not just when an administrator is in the room.

Moreover, all observations are preceded and followed by respectful and constructive professional conferencing. During these conferences, goals are reviewed, progress is measured, and success is benchmarked. Revising and improving professional practice becomes a natural outgrowth of this process due to the fact that the teacher seeks to demonstrate improvement from one observation to the next. The pre and post-conferences provide a space for the supervisor and the teacher to collaborate on drawing up a blueprint and roadmap for improvement. They work closely together to brainstorm best practices that can be incorporated into future lesson plans as well as analyze the effectiveness of current lesson designs. Through this consistent and ongoing process, the teacher begins to build increased ownership of and vested interest in their teaching practice. Furthermore, they construct a rapport with their supervisor and evaluator, who acts more as a coach and supporter to ensure the outcomes that they both want. This strong working relationship increases motivation and buy-in.

The Atmosphere teacher supervision program includes the following components:

- **Start-of-Year Meeting:** The Principal and Director (lead teacher in discipline or other pertinent administrator) meet with each teacher to set goals for the year to come. Each teacher identifies three individual goals. These goals are based on the prior year’s evaluation and realization of the prior year’s goals. If the teacher is new to the school, the goals are developed based on prior experience, demonstration lessons, and interviews. In order to realize substantial and sustained professional growth in the three areas identified over the course of the year, an improvement plan is designed to address methods of supporting, supervising, evaluating, and professionally developing the teacher that address his or her specific needs. In addition to the three individual goals, the parties discuss ways that the teacher can contribute to the realization of the three school-wide goals. These shared goals are discussed in depth and tied directly to the individual teacher’s professional practice and daily tasks.
- **Mid-Year Meeting:** The Principal and Director (lead teacher in discipline or other pertinent administrator) meet with each teacher to review performance in key areas of evaluation, celebrate successes, spell out a timeline and plan for growth with regard to any shortcomings, and structure a clear glide path toward improved practice.
- **End-of-Year Meeting:** The Principal and Director (lead teacher in discipline or other pertinent administrator) meet with each teacher to assess the degree to which he or she delivered on his or her improvement plan, met shared goals, and sustained success in other core areas of evaluation. This meeting provides a definitive and final determination as to performance evaluation. All employment decisions (merit increase, dismissal, etc.) shall be based on the outcome and findings made in this meeting.
- **Classroom Visits/Walkthroughs:** The Principal and/or Director (lead teacher in discipline or other pertinent administrator) visit each teacher’s classroom typically for 10 to 15 minutes on a weekly or bi-weekly basis. Visits are unannounced and are followed up with a brief meeting and/or note to communicate any feedback. At minimum, each teacher is visited in this fashion 20 or more times during the course of the year.

- **Informal Observations:** The Principal and/or Director (lead teacher in discipline or other pertinent administrator) observe a specific class for each teacher for at least 25 minutes. The informal observation is followed by a post-observation conference. The number of informal observations per teacher depends on what is observed during each observation as well as the results of the prior year's evaluation. At minimum, though, each teacher is informally observed 5 times during the course of the year. Informal observations are defined as unannounced observations that are shorter in duration than formal observations and not as detailed or involved for the teacher or the Principal/Director:
  - Informal observations do not require that teachers submit all lesson-related documents (lesson plans, handouts, etc.) ahead of time, though they are responsible for providing such documentation if asked. Additionally, the Principal/Director is usually not required to write long-form narratives or formal observation reports. Rather, the Principal/Director takes short-form notes during the lesson. The reason for reducing the volume of paperwork involved with such observations is to decrease the barriers to entry to conducting such observations and thereby increase their frequency.
  - During the post-observation conference, the teacher and Principal/Director work together to complete instant feedback forms and micro-rubrics that are embedded in the teacher observation applications on their iPads or drawn from other reliable sources that are aligned with Atmosphere's instructional and evaluation philosophies. This feedback is a shared work product that incorporates insights and observations from both parties. The feedback can be based on a variety of sources of the parties' choosing, including the administrator's notes, the teacher's lesson plan, the teacher's handouts, the teacher's observations, the administrator's observations, as well as short video clips and pictures taken by the administrator during the observation that are viewed jointly during the post-observation conference to further encourage professional learning and growth.
  - Unlike with formal observations, it is not required that informal observation conferences address the individual teacher's goals set at the beginning of the year, though, some are likely to come up naturally.
  - The capture of pictures and short video recordings is easily accomplished without interrupting the note-taking and observation process due to the ubiquitous use of smart devices, such as tablets. Taken in conjunction with the observation notes, feedback forms, and micro-rubrics, these images provide a method of memorializing and documenting key elements of such observations. In this manner, the effectiveness and evidence-based nature of the supervision and evaluation processes are enhanced.
  - The Danielson Framework is addressed on an as-needed basis.
- **Formal Observations:** The Principal and/or Director (lead teacher in discipline or other pertinent administrator) observe a specific class for each teacher for at least 50 minutes. This observation is preceded by a pre-observation conference and followed by a post-observation conference. The number of formal observations per teacher depends on what is observed as well as the prior year's evaluation, but no more than 3 formal observations are conducted per teacher per year. Formal observations are defined as announced observations that run the course of the entire class time or the full arc of the lesson as planned.
  - The Principal and/or Director (lead teacher in discipline or other pertinent administrator) conference with the teacher at least one day prior to the formal

observation. The lesson plan and curriculum are reviewed and discussed to identify specific choices that the teacher made and how those choices could potentially impact student learning once implemented.

- Formal observations are comprehensively documented using a long-form narrative that captures key elements of the observed lesson and the observation process, an observation rubric that incorporates the four domains of Danielson’s Framework for Teaching plus a content area domain, and detailed feedback on successes and shortcomings in the lesson.
  - Moreover, the full duration of formal observations are memorialized using videography, photography, and/or other technological tools.
  - The conferencing that bookends all formal observations is exclusively focused on the teacher’s three individual goals and is meant to explicitly measure and address progress made in realizing those goals.
  - The Danielson Framework is emphasized and directly referenced throughout the formal observation process.
- **Video Observations:** The Principal and/or Director (lead teacher in discipline or other pertinent administrator) record a specific class for each teacher for 20 to 30 minutes or more. This observation is not preceded by a pre-observation conference, but it is followed by a post-observation conference in which the teacher, Principal, and/or Director watch the video and complete an instructional rubric and video coding document together to track trends in instructional practice and effectiveness. The Danielson Framework plays a key role in the coding and rubric that is used.
  - **Post-Observation Conferences:** The Principal and/or Director (lead teacher in discipline or other pertinent administrator) conference with the teacher within two days of the informal, video, or formal observation. Specific movements and moments within the lesson are reviewed from various professional perspectives and pedagogical points of view to assess how they contributed to the intended student outcomes.

Atmosphere’s Principal and Directors see instruction as their primary mission and priority within the school. In keeping with this principle, their positions are designed to allocate the time needed to keep such an ambitious schedule of observations. The Principal leads the process by conducting multiple observations, visits, supervisory conferences, and evaluation meetings per day as part of his or her regular duties. Directors contribute by conducting weekly observations and visits within their departments and, on occasion, within other departments for professional development and cross-curricular purposes. Moreover, Directors participate in supervisory conferences and evaluation meetings on a monthly basis in conjunction with the Principal or independently.

While observation and conferencing involve school leaders and lead teachers, at Atmosphere Academy, feedback is a shared practice that also involves various forms of peer observation, intervisitation, instructional rounds<sup>27</sup>, self-reflection and self-observation (using video and other technology). Many of the takeaways from these more lateral supervisory efforts are informally communicated in teacher-to-teacher conferencing and formally memorialized in anonymous surveys and rubrics that contribute to the evaluation process. Specifically, teachers are expected to conduct peer observations once per

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<sup>27</sup> City, Elizabeth A., et al. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*.

quarter, but they are free to decide if and how they wish to use those experiences or feedback within the supervision and evaluation process. For the most part, utilizing peer observation can only be beneficial in that its inclusion reflects a commitment to improvement and an openness to feedback from all quarters. Still, excluding peer observation does not impact a teacher’s evaluation or year-end rating.

### Technology and Data

A hallmark of Atmosphere’s teacher supervision and support program is the use of technology and data throughout the process. Atmosphere documents each teacher’s professional growth using a variety of technological tools and data metrics.

Through the use of lesson observation technology, Atmosphere is able to objectively track and display a teacher’s growth and effectiveness in the classroom. The technology that Atmosphere employs in the observation process mostly falls into one of four categories:

- Videography
- Photography
- Applications
- Software

When supervision (visits, observations, etc.) is carried out on one or more of these technology platforms, school leaders are able to generate the qualitative and quantitative data needed to accurately measure teacher effectiveness.

Ultimately, though, it is also important to cross-reference these conclusions with other data sources that have the potential to confirm or contradict the findings of the supervision process. These other data sources include, but are not limited to:

- School Information System
- Student Assessment Data

### *Videography and Photography*

At Atmosphere Academy, videography and photography of classroom instruction are the norm rather than the exception. While there is a specified full-period video observation that is conducted once per year, shorter video recordings are ubiquitous throughout the supervision process. These instructional artifacts can be easily captured using iPads, digital cameras, smart phones, and other devices. For this reason, videography and photography are not limited to occasions when a supervisor is in the room. Teachers regularly record portions of lessons or ask students and fellow teachers to do so for them. Furthermore, Atmosphere teachers save and archive such videos for future use.

In doing so, teachers are able to build a library of lessons or lesson clips that they can review and closely analyze on a regular basis both within the supervision process and outside of it. The goal in using such technology is to provide each faculty member with a personalized video and photo archive that they can replay and annotate on demand. In this way, the institutional knowledge of the school is increased by giving teachers a critical tool needed to improve on a continuous basis.

Each teacher is expected to store their videos and photos on a shared drive that school leaders can access. Obviously, the teacher is able to select the videos they wish to store, which gives them a sense of

ownership of their professional and pedagogical profile. The validity and accuracy of this profile is assessed by the school leader as they build their own library of videos and photos during the extensive supervision process, which are also stored on the shared drive. Each folder is secured so that only the appropriate school leaders and faculty can access it.

More technologically adept faculty leverage selected videos to help flip the classroom by granting parents and students access to key lessons from home. This is accomplished using Atmosphere's YouTube channel, which has various privacy and sharing settings to ensure security of the posted content. An additional filter is that only the Principal or departmental Directors have the ability to post such videos. Therefore, there is a natural vetting process involved when a teacher brings a video to an administrator to post.

The supervisor would have his or her own reservoir of video to study and learn from in order to better understand the strengths and weaknesses of the teacher's practice. As part of the formal video observation event, the supervisor and the teacher would each share video from the lesson in question as well as others to establish patterns over time.

A key aspect of Atmosphere's use of video is the ability to conduct video coding both manually and automatically. Manually coding gives the teacher and/or supervisor the opportunity to find and track specific phenomenon in the lesson that could further inform the teacher about his or her practice. Prior to coding their own lessons, teachers (and their supervisors) are required to watch other raw lessons as well as some that have already been coded by using the Teaching Channel, Edutopia, and other sites as well as by looking at other recorded Atmosphere lessons from other teachers and other school years. Automated coding is achieved through the use of software that can process selected criteria within the video and provide teachers and supervisors with data (for example, the number of times the teacher spoke versus the number of times each student spoke or a flowchart depicting the movement and direction of such speech).

### *Applications and Software*

Atmosphere uses a variety of applications and software that enhance and accelerate the capture and interpretation of observation data. The iPad applications that Atmosphere uses include:

- GoObserve
- iWalkThrough
- LessonNote

In addition to these applications, Atmosphere's professional coaching partners, Fordham and NTN, use their own applications (such as National Training Network's ATLAS application, which is described later in this response and in the "Response 05 – Curriculum and Instruction" section of this charter application) to process and share observation data and conclusions with teachers in a timely fashion.

### *School Information System*

Atmosphere's school information data is sourced from:

- Datacation—Information Management System
- Review360—Behavior Management System

Data from these sources is incorporated into the supervision and evaluation processes in order to identify and track trends in teacher performance and student outcomes in real time.

Atmosphere’s use of Datacation for its school information system provides teachers and supervisors with the ability to access and monitor a daily data dashboard that ensures that teachers have the ongoing and continuous stream data they need to further inform and improve their teaching practice. Additionally, the system’s ability to provide timely data visualization that is embedded within the system eases the burden on teachers and supervisors to export and translate data between programs. Datacation brings the data to life so that the teacher and supervisor can spend more time interpreting it and learning from it, rather than downloading it and manipulating it. Below are images of Datacation data visualizations:



Moreover, Datacation’s information management suite is comprehensive and detailed, boasting the following key features<sup>28</sup>:

<sup>28</sup> <http://www.datacation.com/Products/>

Skedula— School/Teacher Management Portal	Block Skedula—Student Information System	Graduation Eligibility Tracking System	NCLB Tracking System
<ul style="list-style-type: none"> <li>○ Empower teachers to instantly provide parents with homework, grades, progress reports, handouts and upcoming events.</li> <li>○ Full online grade book with course preference options, file attachments and graphing components.</li> <li>○ Foster community with an internal messaging system for students, parents, teachers and administrators and group discussion area.</li> <li>○ Attach Digital IEP's for automatic links to current teachers to insure privacy and easy teacher online access.</li> <li>○ Easily view student biographical information, transcripts, exam history, progress report, programs, teacher's schedules, NCLB Progress, room usage, report cards and more.</li> <li>○ Easily insert and track individual student learning goals.</li> <li>○ Instantly call up attendance by student, course,</li> </ul>	<ul style="list-style-type: none"> <li>○ Handling inquiries from prospective students</li> <li>○ Handling the admissions process</li> <li>○ Enrolling new students and storing teaching option choices</li> <li>○ Automatically creating class &amp; teacher schedules</li> <li>○ Handlings records of examinations, assessments, marks and grades and academic progression</li> <li>○ Maintaining records of absences and attendance</li> <li>○ Recording communications with students</li> <li>○ Maintaining discipline records</li> <li>○ Providing statistical reports</li> <li>○ Special Education / Individual Education Plan (IEP) services</li> <li>○ Student health records</li> <li>○ Customized District Registration Process</li> <li>○ School to Work Application Tracking</li> <li>○ CTE / Alternative Program Tracking</li> </ul>	<ul style="list-style-type: none"> <li>○ View students' credits, test scores, programs and progress reports in a single click.</li> <li>○ Quickly sort, organize and analyze performance data by school, grade, ethnicity, gender and more.</li> <li>○ Identify achievement trends across time.</li> <li>○ Systematically gather data to enhance college preparation.</li> <li>○ Prevent errors in student course and exam programming.</li> <li>○ Determine student, subgroup, school graduation rates and course/teacher passing percentages.</li> <li>○ Set school defined grade level and group credit and exam tracking reports to determine student on/off track status.</li> <li>○ Determine which students have not passed required exams.</li> <li>○ Determine students graduation eligibility with predefined state level diploma types, district level diploma types and individual school</li> </ul>	<ul style="list-style-type: none"> <li>○ Forecast NCLB results and predict problem areas.</li> <li>○ Assess subgroup AYP eligibility with respect to AMO, EAMO and Safe Harbor targets in multiple cohort years.</li> <li>○ Calculate totals and analyze subgroup data within multiple cohorts.</li> <li>○ Generate Performance Index calculations for each accountability subgroup.</li> <li>○ Create measure and analyze school or cohort groups over time to evaluate the efficacy of academic interventions.</li> <li>○ View students' credits, test scores, programs and progress reports for Graduation and Promotion Eligibility.</li> <li>○ Sort, organize and analyze performance data by school, grade, ethnicity, gender and more.</li> <li>○ Identify achievement trends across time.</li> <li>○ Systematically gather data to enhance college preparation.</li> <li>○ Determine student,</li> </ul>

<p>teacher and more.</p> <ul style="list-style-type: none"> <li>○ Benefit from one-click access to internal attendance patterns.</li> <li>○ Access online grade book, attendance, programs, and student information from your iPhone or PDA.</li> <li>○ Automated bulk mailing of attendance letters, deans referrals and other student progress reports.</li> <li>○ Anecdotal Log Reporting including dean’s records, phone log, parent communication and more.</li> <li>○ Outcome-based grade book linked to the Common Core Standards for CCSS Analysis and Grading.</li> <li>○ Full Scale Analysis Tool for custom queries on attendance, grade book, credits, Regents, report cards, teacher progress and more.</li> </ul>		<p>diploma requirements.</p>	<p>subgroup, school graduation rates and course/teacher passing percentages.</p> <ul style="list-style-type: none"> <li>○ Set school-defined grade level, short cycle assessments and exam tracking reports to determine student on/off track status.</li> </ul>
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The other primary pool of non-observation data comes from the Review360 behavior management system, which is a web-based platform that helps Atmosphere implement positive behavior support and develop plans for intervention that align with its restorative justice approach to discipline<sup>29</sup>. Review 360 collects and displays the following behavioral data in support of Atmosphere’s Rapid Response to Intervention (RRTI):

- classroom management data

<sup>29</sup> <http://r360.psiwareolutions.com/solutions/>



Student achievement is also measured by the data-driven tools that are embedded in the curriculum that Atmosphere uses in a variety of areas. Much of this data is entered into Datacation, but some resides elsewhere:

- module-based, self-paced, web-based platforms that track and report on student progress (Khan Academy, iXL, etc.)
- module-based, self-paced software that tracks and reports on student progress as part of a curriculum package
- formative and summative assessments provided as part of curriculum packages

### Modeling and Coaching

Atmosphere values the role that professional coaches play in the development of its teaching corps. Such coaches provide objective feedback and guidance for Atmosphere’s teachers that aligns with and validates the instructional philosophy of the school. The literacy and ELL coaches from Fordham University’s PSO and math coaches from National Training Network help to reinforce core tenets of Atmosphere’s instructional model. From Common Core Standards to SIOP to the Danielson Framework, third-party coaches have the power to encourage and model best practices in a way that directly buttresses and enhances the efforts of Atmosphere’s instructional leaders.

### *Fordham Coaching*

Fordham University’s Graduate School of Education’s Partnership Support Organization has agreed to provide Atmosphere’s teachers with professional coaching. Fordham coaches help Atmosphere teachers design lessons and use pedagogical methods that address the needs of English language learners and improve literacy for all students. The coaches from Fordham professionally develop Atmosphere faculty by observing their teaching practice, providing feedback, modeling best practices, and team-teaching with them. The coaching is ongoing, site-based, and workplace-embedded. Atmosphere places priority on professional development that

The primary goal of Fordham’s coaching program is simple: make high quality and affordable professional development accessible to teachers by bringing it directly to their classrooms. Fordham’s culture of collegiality and collaboration aligns perfectly with Atmosphere’s core values for teachers (professional and pioneering). Fordham University’s coaching program draws from over 170 years of experience in education using scientifically-based and time-tested methodologies to provide a wide spectrum of coaching and support services. Fordham’s expert coaches use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue. Structured in three phases (pre-planning, observation, and debriefing/feedback), learning opportunities are maximized by developing critical reflection which leads to growth in content knowledge and skills. Fordham work draws deeply from the Common Core State Standards and successful professional evaluation models, including Danielson’s Domains and Levels of Competency, both of which Atmosphere has fully adopted. Fordham coaching demonstrates proven results, improving the skills of everybody in the classroom—both the teacher and the students they serve. Atmosphere Academy contracts with Fordham to coach their teachers in the following areas:

- ELL Coaching Program—Fordham provides on-site ELL coaching for all Atmosphere faculty members to help them better serve English Language Learners in their classes. Fordham coaches

model, demonstrate, and team teach with all Atmosphere teachers in order to scaffold and embed ELL best practices across the entire school.

- Literacy Coaching Program—Fordham provides on-site coaching for all Atmosphere faculty members to help them better address reading and writing across the curriculum. Fordham coaches model, demonstrate, and team teach with all Atmosphere teachers in order to scaffold and embed literacy best practices across the entire school.

Atmosphere works closely with Fordham to create lab classrooms that are led by master teachers of various experience levels that have the skill and preparation needed to be successful. As an extension of the mentoring and coaching programs, developing teachers are given specific observation tasks within lab classrooms on a weekly basis to further accelerate their professional growth.

In the first year of operations, Atmosphere has budgeted \$25,000 for Fordham coaching. 3 faculty members are scheduled to participate in this first phase of the program. During the course of the year, the school's ELL Specialist is slated to receive 9 days of ELL coaching, the Critical Reading Teacher is scheduled to receive 8 days of literacy coaching, and the Critical Writing Teacher is scheduled to receive 8 days of literacy coaching. A determination as to who continues in the program or enters the program each year thereafter is made based on data and context.

Specific teachers that take part in the coaching program are allotted time every week to either meet or work with their coach (in addition to any observations or co-teaching they might engage in). When Fordham coaches are not in the building, Atmosphere's faculty are expected to work independently or collaboratively on pedagogical and curricular strategies, plans, and initiatives they have discussed and developed with their coach.

### *NTN Coaching*

Another key coaching initiative is the math coaching that NTN provides via its Assisting Through Looking at Students (ATLAS) iPad application, which is detailed in the "Response 05 – Curriculum and Instruction" section of this charter application. ATLAS is used:

- as an instructional walk-through tool to help coaches, teachers and administrators to see the impact that the Common Core State Standards – Standards for Mathematical Practice have on student learning and using this focus to improve instruction
- to provide feedback to teachers on implementation of the NTN methodologies in the classroom and to guide communication between teachers and coaches
- to supply timely data to NTN coaches so they can regularly differentiate coaching based on individual school and teacher needs
- to supply timely data that can be analyzed by grade level cohort to determine the topics of the network Professional Learning Communities (PLC's) and drive the discussion between the participants
- to supply timely data that allows NTN to customize on-going professional development, as well as demonstrate implementation of the Common Core State Standards - Standards for Mathematical Practice

**(c) Professional Development**

**Describe how the school’s professional development program will assist teachers in meeting students’ academic needs and school goals, including;**

- **How and when professional development will be delivered;**
- **Who will be responsible for providing professional development;**
- **How professional development topics will be identified and the professional development priorities would be over the course of the first five years of operation;**
- **How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects; and**
- **The process for evaluating the efficacy of the professional development program.**

The professional development process at Atmosphere Academy is comprehensive, continuous, and work-embedded. Atmosphere believes that professional development should be part of every teacher’s daily routine just as lesson planning, grading, and teaching are. In this sense, delaying and staving off the professional development process for a faculty/staff meeting or day when teachers are available to attend a conference is simply not a viable approach to developing faculty and staff. Instead, Atmosphere has put in place a rich menu of professional development items that are part of each employees daily life within the school. Moreover, while the type of professional development programs varies depending on specific needs that arise, the primary focus for all Atmosphere professional development remains on initiatives that improve instruction and increase student achievement. A variety of professional development opportunities are provided to ensure that growth is sustained and uninterrupted:

- Mentoring Programs and Meetings
- Partnerships and Professional Organizations
- Professional Literature and Library
- Teacher Teams and Instructional Rounds
- Inquiry Teams and Data-Driven Decision Making

These professional development initiatives have synergies with the collaborative approach to supervision and evaluation that Atmosphere has adopted. In fact, Atmosphere views its supervision and evaluation processes as part and parcel to the professional development of its teachers. From coaching to video observation, Atmosphere’s supervision and evaluation is designed to promote professional growth and development. In this way, they complement the professional development initiatives listed above.

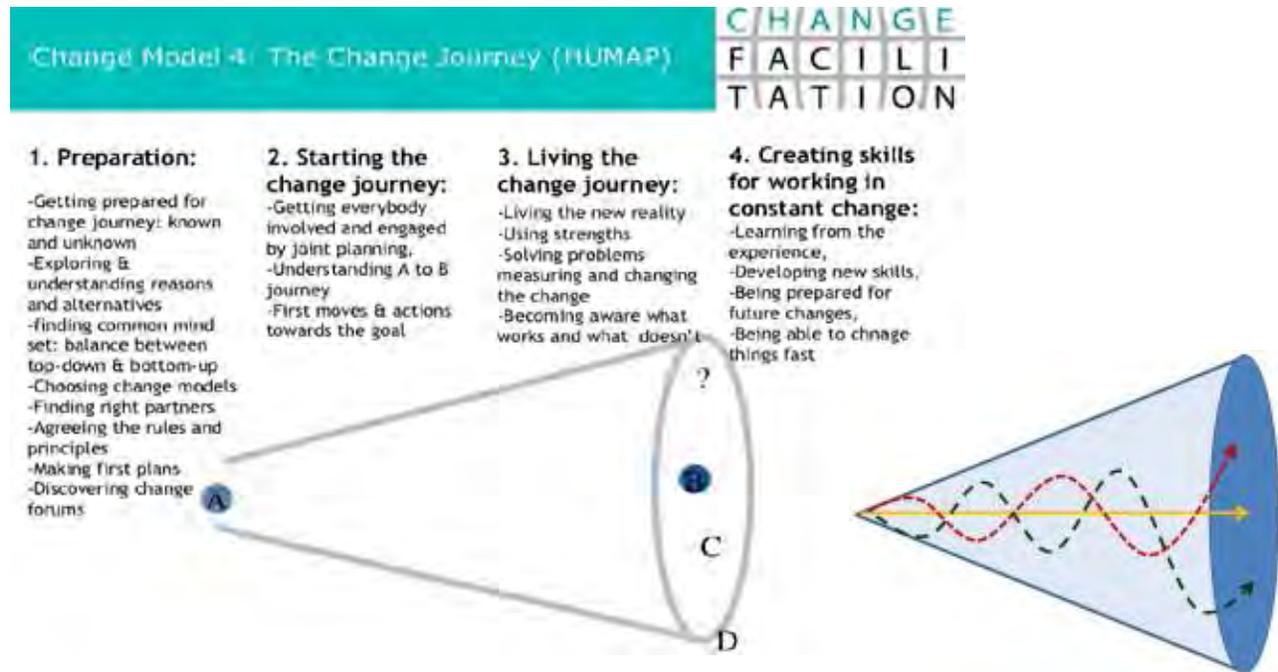
All of these professional growth programs are oriented around a specific theory of change that argues that success is not a destination, but rather a constant journey. This “Change Journey” model, developed by Vesa Purokuru and Holger Nauheimer (2010) of the Change Facilitation Associates Network,<sup>30</sup> is one that allows for what Fullan (2011) describes as “get[ting] to action sooner, and treat[ing] it as a learning period”. It is the embodiment of Fullan’s concept that “plans are only as good

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<sup>30</sup> Purokuru, Vesa & Nauheimer, Holger. (2010). The change journey. Retrieved from <http://www.changejourney.org/>

as the action they inspire”.<sup>31</sup> Purokuru and Nauheimer (2010) see change as a nonlinear process, requiring constant revision, course correction, and modification of implementation. Atmosphere uses this model as its operational definition of how change occurs in its organization. Using this model allows Atmosphere’s faculty and staff to understand how change is a constant process for 21<sup>st</sup> Century schools. While traditional change is undertaken to reach a specified destination, the “Change Journey” shows the journey itself to be the destination in that the world is changing so quickly around modern schools that they must continuously adapt and adjust to properly prepare their students to be successful.

Below is a diagram of the “Change Journey” model:



“Change Model 4: The Change Journey” Graphic.

Created by Change Facilitation Associates Network.<sup>32</sup>

The cone shape reflects how change evolves from start to finish. The expected destination is not always the ultimate landing point. In going from point A to point B, you may end up at points C, D, etc. The second cone reflects the nonlinear nature of contemporary organizational change. The solid yellow line is the traditional conceptualization of how change occurs: a single leader sets a goal that the organization moves toward in a direct path. The dotted lines demonstrate what the process looks like today: a process of constant readjustment and new navigation is required to keep the organization

<sup>31</sup> Fullan, Michael. (2011). Change leader: Learning to do what matters most. San Francisco: John Wiley and Sons. 55, 66.

<sup>32</sup> Perokuru, Vesa & Nauheimer, Holger. (2010). The change journey. Retrieved from <http://www.changejourney.org/>

moving toward its goal. In this sense, change is not one movement, but countless micro-movements that all stakeholders must lead throughout all levels of the organization.

Mentoring Programs and Meetings

The concept of ongoing professional development is one that Atmosphere makes into a reality by incorporating daily and weekly micro-PD into the schedules of all faculty and staff. The two primary pillars of Atmosphere’s ongoing micro-PD efforts are the mentoring programs and the varied meetings that unfold during the course of each week and the year as a whole.

The mentoring programs are not limited in terms of duration or participation. They extend to all employees and throughout the entire year. Every Atmosphere employee is either a mentor or mentee, including the Principal. Mentors and mentees meet at least once per week. Mentoring matches are based on skills not years of service. Master teachers of any age work with developing teachers of any age.

Atmosphere uses a schedule that maximizes common planning time and provides multiple prep periods per day. Below is a sample teacher schedule:

**Atmosphere Academy • 6<sup>th</sup> Grade Reading Teacher Schedule**

6 <sup>th</sup> Grade		Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:30	1	Breakfast/Response Lab				
8:00-8:30	2	Lesson Cycle	Mentor/Write	Lesson Cycle	Lesson Cycle	Mentor/Write
8:30-9:00	3					
9:00-9:30	4	Critical Reading 6C				
9:30-10:00	5	Critical Reading 6B	Common Planning Period	Common Planning Period	Common Planning Period	Electives & Mini-Conferences
10:00-10:30	6	Lunch	Lunch	Lunch	Lunch	Lunch
10:30-11:00	7		Critical Reading 6B	Critical Reading 6B	Critical Reading 6B	Critical Reading 6B
11:00-11:30	8	Critical Reading 6A				
11:30-12:00	9					
12:00-12:30	10	Critical Reading 6E				
12:30-1:00	11	Skills Advisory				

Although, some English teachers like the one above have three common planning periods, most teachers enjoy five common planning periods per week (one per day).

This common planning time is used for:

- department meetings
- pre-observation conferences
- post-observation conferences

- mentoring meetings
- teacher team meetings
- inquiry team meetings

In addition to these daily and weekly in-service professional development opportunities, Atmosphere also hosts:

- Four days of August school development meetings that blend both group meetings and individual meetings.
- Four days of June school development meetings that blend both group meetings and individual meetings. During these meetings, teachers present chosen elements of their portfolios, reflections, and
- Early dismissal of students (half day) on the last Wednesday of each month that provides time for teachers to engage in inquiry teams and other professional development activities such as reviewing student work together as a faculty to come up with a collective definition of what successful student writing looks like across the curriculum.
- Four dedicated days per year to hold internal professional development conferences (share out and teach back of best practices gleaned from attendance of external conferences, professional literature, etc.), workshops, and other meetings.

#### Partnerships and Professional Organizations

Fordham University's Graduate School of Education's Center for Educational Partnerships has agreed (see Fordham University's Graduate School of Education's letter of intent to support Atmosphere Academy in the "Response 24(b) - Supplemental Docs" section of this application) to allow Atmosphere staff and faculty to participate in the following deeply immersive, ongoing professional development opportunities as well as others that might arise in the future:

- Regional Bilingual ESL Resource Network (RBE-RN): As the Regional Bilingual ESL Resource Network (RBE-RN) for New York City, Fordham provides Atmosphere Academy faculty and staff with access to professional development opportunities in literacy instruction, content area instruction, school improvement, and compliance including program models and organization. In addition, Fordham RBE-RN pairs Atmosphere Academy with education and advocacy organizations serving New York City teachers, administrators, students and families. Fordham RBE-RN's bilingual staff and relevant Fordham Graduate School of Education faculty provide Atmosphere with hands-on involvement whenever possible. All of these initiatives are geared toward the education of English language learners.

Atmosphere has already benefitted from this relationship. On 11/8/13, Atmosphere's Founder and two of its Trustees attended a Fordham RBE-RN-sponsored Pearson SIOP training held at Fordham's Rose Hill Campus free of charge at the invitation of Eva Garcia, the Executive Director of RBE-RN, and Dr. Anita Vazquez Batisti, the CEO of Fordham's Partnership Support Organization and the Director of Fordham University's Center for Educational Partnerships (Dr. Batisit is also an Associate Dean in Fordham's Graduate School of Education). Below is the email invitation that Atmosphere received as well as pictures of the training:

RBERN SIOP training - November 8 2013 Rose Hill campus Index

**Monica Triana** <mtriana@fordham.edu> Sep 25  
to: Fordham, EVA, Anita, me, Grant

Dear Eva,

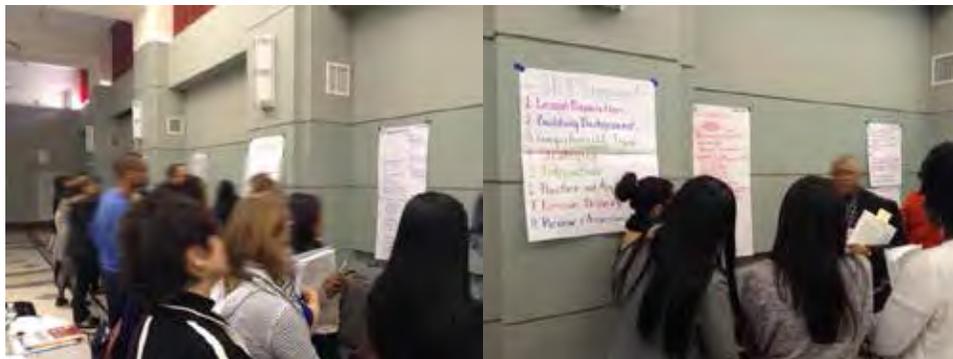
Anita has asked that you please hold 2 seats for the following guests:

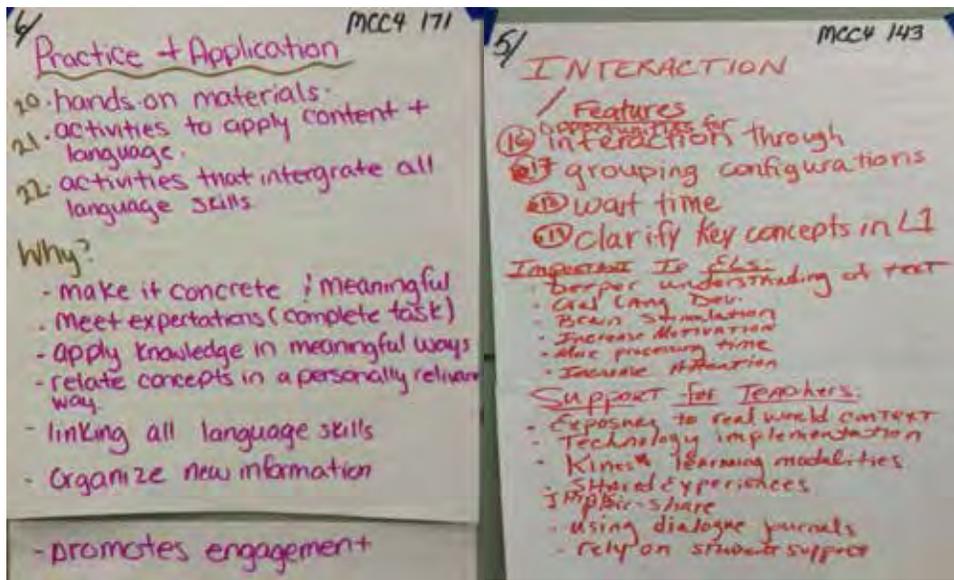
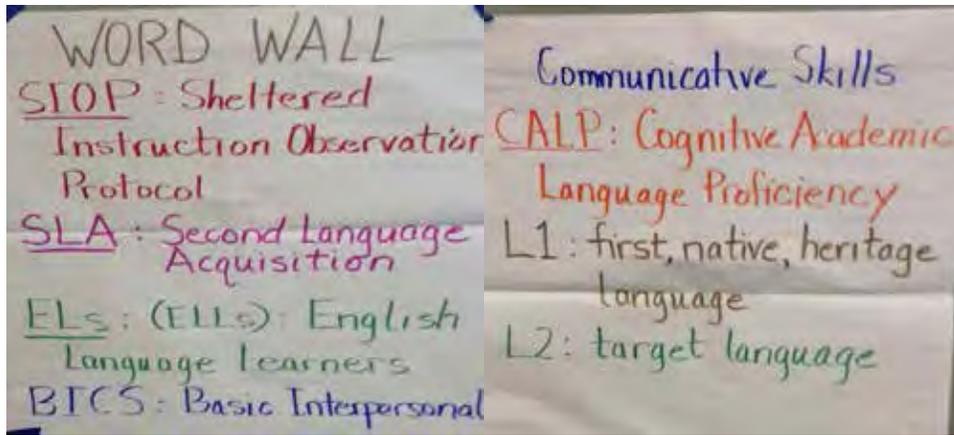
Colin J. Greene and Grant Grastorf (I have copied them on this email)

Please register them for your training and provide the building/room # when available.

Monica

Monica Triana  
Fordham University  
Graduate School of Education  
113 W. 60th St. Rm. 110B  
New York, New York 10023  
P: 212.636.7729  
F: [212.636.6691](tel:212.636.6691)





In the final image above, two of Atmosphere’s Trustees (Dr. Migdalia Maldonado-Torres and Grant Grastorf) can be seen reviewing materials during the RBE-RN-sponsored Pearson SIOP training. Colin Greene was also present. These images are representative of the kind of professional development opportunities that Atmosphere faculty and staff have access to thanks to Atmosphere’s partnership with Fordham.

Atmosphere faculty and staff also serve as active and contributing members of professional circles and organizations such as National Council of Teachers of English (NCTE), Association for Supervision and Curriculum Development (ASCD), etc. As such, they attend relevant conference and workshops as is feasible. The innovations and best practices discovered therein are then disseminated and shared among the relevant Atmosphere faculty and staff using teach-backs and share-outs that take place within Atmosphere’s in-house professional development conferences.

### Professional Literature and Library

Based on these professional memberships, Atmosphere faculty and staff have access to the latest literature and research on best practices and trends in their field.

Moreover, Atmosphere employees receive a virtual Kindle library of professional texts and literature that is stored on the iPads or laptops they receive from the school. The initial texts in their Kindle library include:

#### *Instruction*

- *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson
- *The Skillful Teacher* by Jon Saphier, et al.
  - This text is generally considered a primary resource for classroom practice. It provides Atmosphere’s teachers with an array of strategies, methods, and ideas that they can utilize to improve their instruction and meet the needs of all students.
- *The Art and Science of Teaching* by Robert Marzano
  - Even though Atmosphere has adopted Danielson’s Framework, Mazano’s Framework is one that Atmosphere faculty and staff should be aware of and draw from in order to maximize their effectiveness in the classroom. There are many areas of overlap and synergy between Marzano and Danielson that would allow Atmosphere teachers and leaders to make use of some of Marzano’s pedagogical approaches.
- *Making Content Comprehensible for English Learners: The SIOP Model* by Jana Echevarria, et al.
  - With SIOP being at the heart of Atmosphere’s instructional approach, every teacher receives a copy of this text. It is possible that this text may be procured as part of the SIOP training that Pearson offers to Atmosphere teachers and thereby not have to be included as a separate expense.
- *The Literacy Cookbook: A Practical Guide to Reading, Writing, Speaking, and Listening Instruction* by Sarah Tantillo

#### *Behavior Modification*

- *The Teacher’s Guide to Restorative Classroom Discipline* by Luanna Meyer and Ian Evans

- *Classroom Management that Works* by Robert Marzano
- *Bully: An Action Plan for Teachers and Parents to Combat the Bullying Crisis* edited by Lee Hirsch, et al.
- *Fires in the Middle School Bathroom: Advice for Teachers from Middle Schoolers* by Kathleen Cushman and Laura Rogers

#### *Leadership*

- *The Skillful Team Leader: A Resource to Overcoming Learning for Student Achievement* by Elisa MacDonald
- *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* by Elizabeth City, Richard Elmore, Sarah Fiarman, and Lee Teitel

#### *21<sup>st</sup> Century Skills*

- *A Whole New Mind: Why Right Brainers Will Rule the Future* by Dan Pink
- *Out of Our Minds: Learning to Be Creative* by Ken Robinson
- *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do* by Tony Wagner
- *Creating Innovators: The Making of Young People Who Will Change the World* by Tony Wagner
- *Catching Up or Leading the Way: American Education in the Age of Globalization* by Yong Zhao--
- *Spark: The Revolutionary New Science of Education and the Brain* by Eric Hagerman and Dr. John Ratey

Any of the above titles that are not available in the Kindle store are purchased in paperback format. Each text directly supports or aligns with an aspect of the Atmosphere Academy school model as delineated in the notes following each title. At least two new texts are added to the Kindle library each year to ensure that it remains relevant and up to date.

This library is further enhanced by literature provided by vendors like Pearson, who train Atmosphere's faculty and staff on the SIOP model and leave them with texts that they can reference and rely on when implementing the model.

Other texts available for teachers to check out of the school library include:

- *Fires in the Bathroom: Advice for Teachers from High Schoolers* by Kathleen Cushman, et al.
- *Distributed School Leadership* by Alma Harris
- *World Class Learners: Educating Creative and Entrepreneurial Students* by Yong Zhao
- *The Highly Engaged Classroom* by Robert Marzano and Debra Pickering
- *Who Owns the Learning?: Preparing Students for Success in the Digital Age* by Alan November

#### Teacher Teams and Instructional Rounds

Atmosphere convenes teacher teams that are primarily comprised of teachers and lead teachers (Directors) that are brought together from across disciplines and departments to promote professional dialogue and growth. The Principal is not a member of any teacher teams. Other non-instructional staff

and full-time administrators are not members of any teacher teams. However, the Principal and full-time administrators do join teacher teams when they engage in instructional rounds (see below).

Teacher teams engage in professional learning in the following ways (among others):

- In-Service Education: Teachers and lead teachers (Directors) meet to read and discuss professional texts together. Moreover, they set own agenda as to which texts to read and which topics to discuss based on observations they have made about trends in their own professional practice as well as that of others.
- Intervisitation and Peer Observation: While supervisor-led visitation is an important tool in fostering teacher professional development within the supervision and evaluation processes (a distinguishing characteristic of Atmosphere’s approach in both areas), Atmosphere also recognizes the enormous value and potential of teacher-led intervisitation and peer observations that can take place through both individual and team visits. Teacher teams independently schedule and carry out such activities
- Instructional Rounds: Atmosphere’s teacher teams take on added importance when they engage in instructional rounds in conjunction with school leaders. These efforts are designed to align with the instructional rounds model “developed by Harvard Graduate School of Education professor Richard Elmore and his colleagues Elizabeth City, Sarah Fiarman, and Lee Teitel, as described in *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* (Harvard Education Press, 2009).”<sup>33</sup> The key features of the Harvard instruction rounds model that Atmosphere values and emulates include:
  - The Harvard team’s model is “based on the professional practice of medical rounds used by doctors in teaching hospitals...[wherein] medical rounds [serve as] a teaching and learning process by which attending doctors lead groups of residents and specialists to patients’ bedsides to interview, observe, and analyze the available medical data, before they develop a plan together for treatment.”<sup>34</sup> In this capacity, medical rounds are “a tool for the teaching and learning of new doctors in the shared culture and practice of medicine, and...a method of institutional self-improvement”.<sup>35</sup>
  - In practice, instruction rounds is carried out by “networks of educators [who] gather specific, nonjudgmental classroom observations on school self-identified problems of student learning to make and implement recommendations for large-scale improvement.”<sup>36</sup>
  - “Instructional rounds attempts to bring rigor to school improvement, not by blaming teachers, but by focusing on the learning of top-to-bottom leadership.”<sup>37</sup>

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<sup>33</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator’s guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>34</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator’s guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

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<sup>36</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator’s guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>37</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator’s guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

- Instructional rounds are intended to bring “school and...teacher leaders...together into the classroom to take a close look at teaching and learning.”<sup>38</sup>
- “It creates a way for them to work together to understand what aspects of the instructional core need fixing and then how to make this change happen across classrooms, schools, and districts— at scale.”<sup>39</sup>
- “The process offers a far more ambitious and hopeful approach to learning improvement than approaches that focus on one teacher...at a time.”<sup>40</sup>
- “Instructional rounds is essentially about adult learning. It raises questions about the professional culture and practice of educators at all levels of a school system.”<sup>41</sup>
- “By helping us figure out and describe what good teaching and learning look like, instructional rounds helps us uncover ways that we can support each other to get there.”<sup>42</sup>
- Overall, the instructional rounds model is “a systemic improvement strategy” as well as “a form of shared inquiry” that “once integrated into practice...can be transformative” by helping schools to “self-improve.”<sup>43</sup>

#### Inquiry Teams and Data-Driven Decision Making

Atmosphere stresses data as the DNA of all decision making. In order to ensure the timely and coherent dissemination of vital data, grade level inquiry teams are convened. These teams meet by grade level every Wednesday after school and for extended sessions during the 10 Wednesday half days scheduled during the course of the school year to allow for professional development and professional learning community activities such as this. During each meeting, they review and discuss data related to the following outcomes (among others):

- **Rapid Response to Intervention (RRTI):** Each grade level Inquiry team reviews academic and behavioral RRTI data on a staggered basis to allow the Director of Student Learning and the Principal to attend the academic RRTI meetings and the Director of School Life and the Principal to attend the behavioral RRTI meetings. The goal is to disaggregate the data and identify trends with individual students and student groups so their needs may better be addressed.
- **Data Retention, Interpretation, and Visualization:** Each grade level inquiry team develops the skills needed to locate, identify, utilize, and manipulate data in order to not only better inform

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<sup>38</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator's guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>39</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator's guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>40</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator's guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>41</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator's guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>42</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator's guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

<sup>43</sup> Fowler-Finn, Thomas (2013-04-01). *Leading instructional rounds in education: A facilitator's guide*. (Kindle Locations 126-149). Harvard Education Press. Kindle Edition.

the team of important trends, but to also inform other stakeholders inside (school leaders, teachers, staff, students) and outside of the school (parents).

- **Rapid Inquiry Cycle:** Each inquiry team has the ability to select its own focus with input and oversight from the Principal and other school leaders (including those serving on the team). Atmosphere subscribes to a Rapid Inquiry Cycle (RIC) that was first developed by Education Northwest “to help schools and districts achieve rapid and sustainable improvement by engaging in iterative cycles of inquiry and action. Cycles are focused, relatively short in duration, and intentionally designed to build on each other toward longer term improvement goals.”<sup>44</sup> Schools “use [RIC] to tackle schoolwide issues that lend themselves to instructional ‘quick wins’—manageable student achievement goals that can be met with a short burst of concentrated effort by teachers schoolwide.”<sup>45</sup> In this capacity, the Principal and other school leaders seek to empower teacher teams to identify and implement small, but substantial changes to improve student learning with brief review from school leaders that does not detract from the teacher’s ability to own the change. As Education Northwest sees it, the RIC follows a four-phase change process:
  - Set the Focus: “The process begins with the school identifying a broad student learning problem and a specific aspect of that problem to address.”<sup>46</sup>
  - Plan for Change: “Once a school has done that, the staff sets a ‘SMART’ (strategic, measurable, achievable, relevant, time-bound) goal and chooses an instructional strategy aimed at addressing the root cause of the specific learning challenge.”<sup>47</sup>
  - Undertake Change: “Everyone implements the strategy, carefully monitoring instruction within collaborative learning teams and making ongoing adjustments as needed.”<sup>48</sup>
  - Recharge and Sustain: “Finally, the staff studies the results, celebrates successes, and captures lessons to inform future cycles.”<sup>49</sup>

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<sup>44</sup> Barton, Rhonda. (2011, Fall-Winter). Aiming for “quick win” to boost literacy. *Education Northwest Magazine*, 17(1), 27-30.

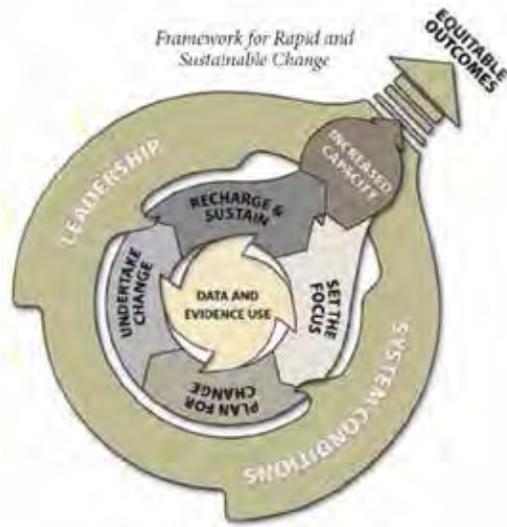
<sup>45</sup> Barton, Rhonda. (2011, Fall-Winter). Aiming for “quick win” to boost literacy. *Education Northwest Magazine*, 17(1), 27-30.

<sup>46</sup> Barton, Rhonda. (2011, Fall-Winter). Aiming for “quick win” to boost literacy. *Education Northwest Magazine*, 17(1), 27-30.

<sup>47</sup> Barton, Rhonda. (2011, Fall-Winter). Aiming for “quick win” to boost literacy. *Education Northwest Magazine*, 17(1), 27-30.

<sup>48</sup> Barton, Rhonda. (2011, Fall-Winter). Aiming for “quick win” to boost literacy. *Education Northwest Magazine*, 17(1), 27-30.

<sup>49</sup> Barton, Rhonda. (2011, Fall-Winter). Aiming for “quick win” to boost literacy. *Education Northwest Magazine*, 17(1), 27-30.



**(d) Teacher Evaluation and Accountability**

**Describe how the school will evaluate teachers and hold them accountability, including:**

- **An explain of how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff; and,**
- **A description of the school’s process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.**

The Atmosphere Academy teacher evaluation and accountability process is:

- Goal-Oriented
- Data-Driven
- Mission and Values-Aligned

Atmosphere uses a “Danielson + 1” teacher evaluation rubric that incorporates the four domains of Charlotte Danielson’s *Framework for Teaching Evaluation Instrument* as well as an added content area domain that is specific to the teacher’s discipline:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Content Area

In support of this rubric, Atmosphere employs the following tools to give structure to the evaluation process:

- a tiered evaluation system that graduates teachers to a professional learning community and provides a sense of professional growth:
  - Tier 1—Professional Teacher Reflection
  - Tier 2—Professional Teacher Portfolio
  - Tier 3—Professional Teacher Community
- a 360 survey that is completed by various stakeholders, peers, supervisors, and subordinates

Overall, the various components of teacher supervision and teacher professional development, as well as the outcomes generated therein, are fodder for the evaluation process.

**Goal-Oriented**

Each position at Atmosphere Academy has a detailed job description that lays out specific roles, responsibilities, and deliverables associated with the position. These delineated tasks form the basis for the goal-setting and evaluation processes, which are intrinsically linked.

At the beginning of each school year, each teacher meets with the Principal and the Director in his or her department (lead teacher or other administrator) to set three individual SMART (specific, measurable, attainable, realistic, time-bound) goals for the year that are combined with the three

school-wide goals to provide direction and focus to the evaluation process. At both the mid-year and end-of-year meetings as well as other check-in meetings, the teacher and supervisors track and discuss the teacher's progress in meeting these goals as benchmarked and measured against the expectations that were set previously. These goals are given greater emphasis in the evaluation process by increasing their point value on the evaluation rubric and linking goal achievement to merit bonuses and pay.

School-wide goals are developed at the end of each school year in a collaborative fashion between schools leaders and all faculty and staff. The process of identifying three school-wide goals is informed by school data, trends, and developments that the school leaders, faculty, and staff come together to discuss. Based on those discussions, Atmosphere's school leaders select three specific goals to focus on and prioritize as areas for improvement moving forward.

### Data-Driven

Data informs and drives the evaluation process. Instructional and professional goals are made based on data from the previous year as well as other valid data pools. For example, student growth targets are generated in accordance with student performance on summative assessments from the previous grade, including New York State ELA and math assessments. The Atmosphere evaluation process pulls in and incorporates quantitative and qualitative data from a variety of sources to validate and justify priorities and findings:

- Student Achievement Data (assessments, grades, etc.)
- Student Attendance Data
- Student Discipline Data
- Teacher Observation Data
- Professional Practice Data
- Etc.

### Mission and Values-Aligned

Atmosphere's teacher evaluation process advances the school's mission and vision by highlighting the importance of developing collaborative leadership, critical thinking, and creative thinking in the school's students. This is achieved through the construction of a shared learning community across all classrooms and learning environments that promotes self-reflection, increased ownership, teamwork, peer review, project-based learning, portfolio creation, and purposeful publication. The evaluation process doesn't just ensure that teachers provide these structures for the benefit of their students, but the process itself seeks to model these structures by utilizing them to enhance the way in which teachers are evaluated:

- Shared Learning Community: During the course of the evaluation process, teachers take on an increasingly important role in a professional learning community (PLC) that mirrors the best aspects of the shared learning community that Atmosphere seeks to put in place for students.
- Self-Reflection: Within each tier of the evaluation process, teachers are required to reflect on their professional practice and memorialize their findings through the development of portfolios, narratives, and other work product that significantly contribute to any ratings or conclusions that are made.

- **Increased Ownership:** A primary goal of the evaluation process is to give teachers greater ownership of their own teaching and professional practice. This is accomplished by transforming the evaluation process from a procedure that is intended to pass judgment from the top down to a procedure that is intended to improve practice from all directions. The former is an exclusively external phenomenon that is both externally informed and externally driven, whereas the latter is one that is externally and internally informed but almost entirely internally driven. In this way, Atmosphere makes teachers full partners in the evaluation process. Additionally, this new approach gives teachers the opportunity to reflect, collaborate, and lead during the evaluation process and to include those consultations in their evaluation, providing additional evidence of professional growth.
- **Teamwork:** By participating in mentoring, coaching, and teacher teams, Atmosphere intends to cultivate a sense of teamwork and collaboration. Just as students engage in group work and lead the discovery process, teachers do the same as part of both their evaluation regimen and their professional development activities.
- **Peer Review:** Through a regular rotation of instructional rounds and intervisitation, teachers have the opportunity to give and receive feedback on their teacher practice. While these initiatives are part of the professional development program, teachers are required to include evidence of how these peer observations generated change and improvement in their teaching practice either through best practices witnessed when they observed others or feedback received when others observed them. In this manner, peer review helps to democratize and flatten the evaluation process, acknowledging the potential for teachers to help one another. To this end, the school-wide mentoring program provides additional opportunities for teachers to positively impact other teachers, providing additional evidence and artifacts to be included in the evaluation process.
- **Project-Based Learning, Portfolio Creation, and Purposeful Publication:** Atmosphere’s teachers engage in the creation and dissemination of professional projects that involve the collecting of artifacts and writing of reflections that document their professional growth for others to see (selected excerpts of the teacher’s choosing) and benefit from. These professional projects include the development of professional teacher portfolios and other culminating documents that encourage thoughtful contemplation of professional practice that is data-driven and evidence-based. During June meetings, teachers partake in purposeful publication of their professional work product by sharing elements of it with their colleagues in order to demonstrate what they learned and how they grew during the course of the year.

These core principles, as carried out both in terms of classroom instruction and teacher evaluation, align with the core values that Atmosphere espouses for teachers (professional and pioneering), for students (globally aware and academically-minded), for school leaders (inspired and inspiring), and for the school as a whole (leadership and collaboration).

#### Danielson + 1 Framework for Teaching

Atmosphere’s evaluation framework includes *The Framework for Teaching—2013 Edition: Evaluation Instrument* by Charlotte Danielson. Danielson’s Framework for Teaching is a research-based evaluation approach that includes twenty-two components divided into four domains. Regardless of the tier the teacher is on, a rating is assigned by the supervisor and the teacher in each of the four domains plus an additional content area domain. In addition to these five domains, each teacher’s progress in realizing

the six goals set at the beginning of the year (three individual goals and three school-wide or shared goals) are also rated by the teacher and the supervisor. These goal ratings also contribute to each teacher’s overall rating.

Evidence, artifacts, reflections, and other content are used by supervisors and teachers to support and justify ratings of particular domains and particular goals. When evaluating teacher progress within domains of the Framework, evidence and narratives are directly tied to one or more components within that domain in order to explain how and why the rating is valid. In this way, the various professional development and supervisory activities and initiatives undertaken during the course of the year are organized into a coherent tapestry that directly addresses and aligns with the Framework for Teaching or the annual goals. The fact that Atmosphere allows for both supervisor ratings along with teacher ratings demonstrates the importance that Atmosphere puts on self-evaluation. Many schools and evaluation systems completed exclude the teacher from the process, reducing their sense of ownership of and responsibility for their teaching practice while also diminishing the validity of the evaluation process as a whole.

Below is the teacher rating scoring sheet that Atmosphere uses to resolve the overall score and overall rating for each teacher, which in turn determine if merit bonuses or pay are warranted:

Atmosphere Academy Teacher Evaluation Scoring Sheet				
Area of Evaluation	Points		Rating	
	Teacher Self-Evaluation	Supervisor Evaluation	Teacher Self-Evaluation	Supervisor Evaluation
Domain 1: Planning and Preparation	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Domain 2: The Classroom Environment	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Domain 3: Instruction	(out of 20 points)	(out of 20 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Domain 4: Professional Responsibilities	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Domain 5: Content Area	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Individual Goal 1	(out of 20 points)	(out of 20 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory

Individual Goal 2	(out of 20 points)	(out of 20 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Individual Goal 3	(out of 20 points)	(out of 20 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
School-Wide (Shared) Goal 1	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
School-Wide (Shared) Goal 2	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
School-Wide (Shared) Goal 3	(out of 10 points)	(out of 10 points)	Distinguished Proficient Basic Unsatisfactory	Distinguished Proficient Basic Unsatisfactory
Overall	(out of 300 points)		Distinguished Proficient Basic Unsatisfactory	

The conversion of scores to ratings is undertaken based on the percentage of points attained in a specific area of evaluation as well as overall:

- 90% to 100% of possible points = Distinguished
- 80% to 89% of possible points = Proficient
- 70% to 79% of possible points = Basic
- 69% or less of possible points = Unsatisfactory

This equates to the follow points systems:

*Domain or Goal Rating (out of 10 points)*

- 9 to 10 points = Distinguished
- 8 to 8.5 points = Proficient
- 7 to 7.5 points = Basic
- 6.5 points or fewer = Unsatisfactory

*Domain or Goal Rating (out of 20 points)*

- 18 to 20 points = Distinguished
- 16 to 17.5 points = Proficient
- 14 to 15.5 points = Basic
- 13.5 points or fewer = Unsatisfactory

*Overall Rating (out of 300 points)*

- 270 to 300 points = Distinguished

- 240 to 269.5 points = Proficient
- 210 to 239.5 points = Basic
- 209.5 points or fewer = Unsatisfactory

Supervisors and teachers can assign points in .5 increments (7.5 out of 10). Furthermore, points or ratings that are not supported with the required evidence, artifacts, reflections, and narratives automatically result in zero points and an unsatisfactory rating.

### Tiered Evaluation System

Teachers are placed within one of the three evaluation tiers based on their skill, experience, and performance. Previous evaluation ratings play a primary role in determining such placement. If no prior evaluation rating is available, then the teacher's resume, interview, demo lesson, and other relevant information are used.

The tiered evaluation system aims to prepare teachers for and ultimately place teachers in a professional learning community. The typical timeframe for doing so with a new and relevantly inexperienced teacher would be three years. Other teachers with an established past practice and pedigree of professional accomplishment could accomplish this goal in a shorter time period. This process of gaining and sustaining membership in a community of professional learners provides teachers with a sense of ongoing professional growth and achievement.

The tiers determine the nature of the kind of evaluation artifacts, evidence, narratives, and other work product that teachers and supervisors are required to generate and collect:

#### *Tier 1—Professional Teacher Reflection*

- A 50-50 evaluation form requires both supervisor and teacher to write reflections that detail accomplishments, shortcomings, and growth in the areas of evaluation (directly justifying scores and ratings).

#### *Tier 2—Professional Teacher Portfolio*

- A 50-50 portfolio requires both supervisor and teacher to collect artifacts (curriculum, lesson plans, student work, video, audio, etc.) that address the various areas of evaluation as well as necessitate that both parties write a narrative that speaks to how those artifacts reveal accomplishments, shortcomings, and growth in the areas of evaluation (directly justifying scores and ratings).

#### *Tier 3—Professional Teacher Community*

- Participation in a professional learning community (PLC) through close collaboration on a professional development, instructional, or curricular project or initiative that the supervisor, teacher, and other teachers or administrators agree to work on together during the course of the year for the betterment and improvement of the faculty and the school. The PLC project or initiative must be memorialized in writing and/or other media formats and, upon its completion, must be used within the school to improve instruction. The PLC project or initiative takes shape through participation in and contribution to teacher teams, inquiry teams, and other collaborative teams that goes beyond what is required of a typical teacher. While all teachers participate in these teams as part of their professional development, teachers that have graduated into the PLC spend additional time leading, planning, and driving the work that these

teams engage in. In this way, they are given the power to influence and shape aspects of Atmosphere’s professional development and instruction.

In each tier, the areas of evaluation and the scoring sheet remain the same, culminating in a final score and rating regardless of tier.

360 Survey

All employees partake in and are the subject of a 360 survey. For more information about the 360 survey process, please refer to the “Response 11 – Personnel” section of this charter application.

**9. School Culture and Discipline**

**(a) Explain how the school will establish and maintain a culture that supports learning and achievement, including;**

- **The school’s general approach to school culture and rationale for this approach;**
- **How the school will maintain a safe and orderly environment;**
- **The school’s approach to behavior management and discipline; and,**
- **If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.**

Atmosphere Academy’s school culture is designed to promote leadership and collaboration across the entire organization and among all stakeholders. This is accomplished by providing an “atmosphere” for learning and inculcating a correlating set of core values. In this way, Atmosphere approaches its teachers, staff, students, school leaders, parents, and other constituents as active lifelong learners that directly benefit from the welcoming, positive, and functional learning environment that Atmosphere creates. For students, Atmosphere is a hub of learning that they can rely on for the guidance, support, resources, and instruction they need to achieve and succeed. For parents and community members, Atmosphere is a place where they can contribute to student learning, expand their own learning opportunities, and extend the learning process into their homes. For Atmosphere employees, the school is a workplace where they can learn and grow as professionals. Atmosphere Academy’s learning “atmosphere” is comprised of 6 distinctive features:

- Supportive Learning Community
- Innovative Learning Community
- Collaborative Learning Community
- Inspired Learning Community
- Inspiring Learning Community
- Rigorous Learning Community

In order to reinforce and buttress these features, Atmosphere espouses the following core values that directly promote an “atmosphere” for learning:

- School Wide Core Values | Leadership and Collaboration
- Community and Parent Core Values | Informed and Involved
- Leadership Core Values | Inspired and Inspiring
- Faculty and Staff Core Values | Professional and Pioneering
- Student Core Values | Academic and Aware

Moreover, the integrity of the learning community is further sustained using a restorative justice approach to discipline, which shapes and defines the school’s response to student behavior that falls short of expectations. The goal is to not simply manage student behavior, but to foster proactive sustained change and improvement in behavior without resorting to an exclusively reactive and punitive system of harsh consequences.

Atmosphere’s Rapid Response to Intervention (RRTI) system also supports a school culture that is focused on learning by giving the Director of School Life, Principal, and other teachers and administrators the tools they need to conduct timely, data-driven, behavioral interventions that help to maintain a safe, orderly, and positive learning environment. The system is supported by the use of Pearson’s Review360 behavior tracking software, which captures all behavior infractions across the school environment, providing one centralized pool of data to act upon in a fair and judicious way. The Director of School Life leads all behavioral intervention efforts and aligns student misbehavior with the proper tiered response:

- Tier 1: Minor infractions
- Tier 2: Initial major infractions or repeat minor infractions
- Tier 3: Repeat major infractions

Another element of school culture that helps promote student learning and achievement is the school’s dress code, which helps to minimize distractions, ulterior agendas, and clothing competition between students. By having everyone adopt professional and respectful attire, attention is kept where it belongs, on the learning.

#### “Atmosphere” for Learning

Each feature of Atmosphere Academy’s learning “atmosphere” is described in detail below:

- **Supportive Learning Community:** Atmosphere believes that the prerequisite for all learning is a safe, secure, and supportive environment that helps students not only build academic skills and knowledge, but also ensures that each student’s social-emotional, behavioral, and developmental needs are addressed as well. More detail about Atmosphere’s support for students in these key areas is provided later in this response. Overall, Atmosphere sees academic progress as an unattainable goal if a student is consistently struggling behaviorally, socially, emotionally, or developmentally. In order to help all of Atmosphere’s stakeholders understand this relationship, these components of a healthy learning community have been placed within a continuum that helps to illustrate the flow and direction of support and security. Research shows that social-emotional health gives rise to behavior that is better aligned with expectations and norms, which in turn impacts the developmental stage that students are able to graduate into.<sup>1</sup> Below is a diagram of the Atmosphere Learning Community Continuum:

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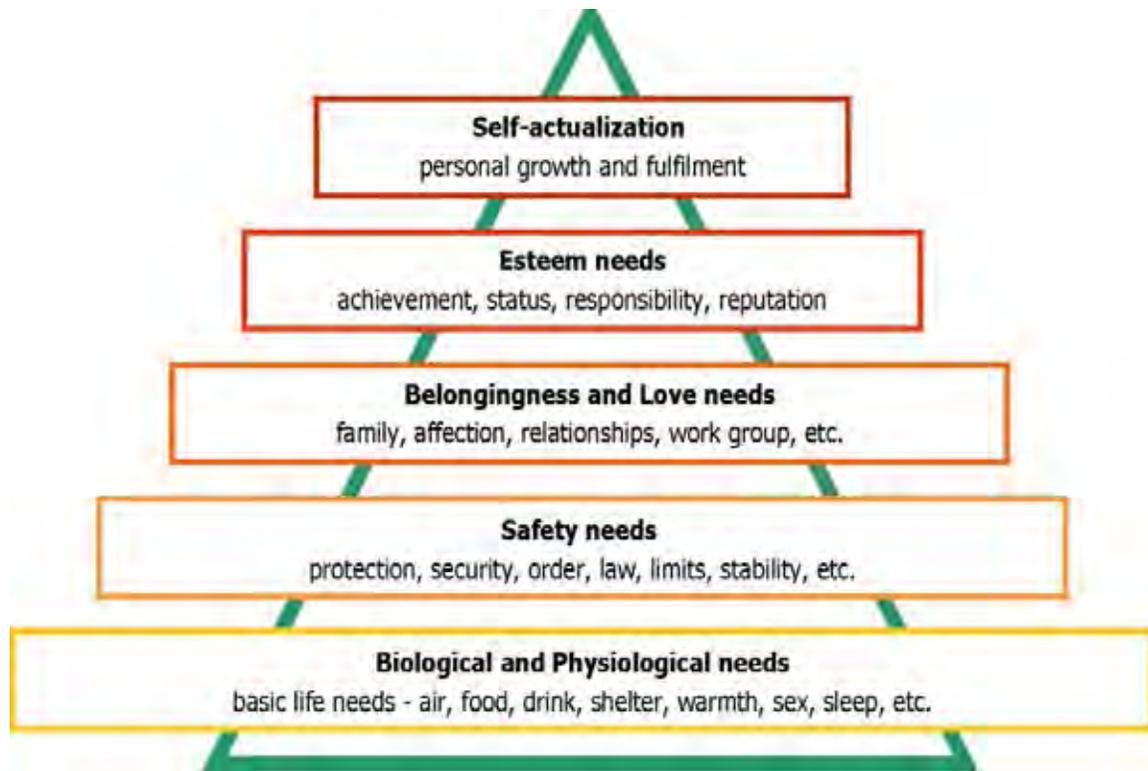
<sup>1</sup> Bastable, Susan B. & Dart, Michelle A. (2008). Developmental stages of the learner. *Nurse as educator*. Jones and Bartlett Publishers, LLC. pp. 147-175.



The Atmosphere Learning Community Continuum conforms with Maslow’s Hierarchy of Needs, which reveals how fulfilling a human being’s basic needs (hunger, personal safety, healthy relationships, sense of belonging, etc.) provides the foundation for student achievement and the satisfaction of other more sophisticated needs that add to self-confidence, self-esteem, and self-actualization<sup>2</sup>:

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<sup>2</sup> Maslow, Abraham. *A theory of human evolution*.



Beyond addressing basic needs like healthy relationships and safety for all its stakeholders, Atmosphere also provides for the most fundamental need of every student: hunger and proper nutrition. The school's food service program gives every Atmosphere student access to a nutritious breakfast, healthful lunch, and daily snack. More information about the food service program can be found in the "Response 17 – Food Services" section of this charter application.

- Innovative Learning Community:** Atmosphere believes that 21<sup>st</sup> Century schools cannot simply measure student achievement using scores on standardized tests (though, such scores are a valid metric for success). Additional measures of student success can be realized if a school is willing to commit itself to evaluating, disseminating, and elevating student work product across all classrooms. This approach is another ideal way (in concert with test scores and other metrics) to determine if students have the breadth of skills, strength of character, and depth of knowledge they need to succeed in college, career, and life. By designing challenging and rigorous assignments in middle school and high school, teachers can help students develop the independence, originality, and ingenuity that will be demanded of them moving forward. With a sustained school-wide effort to review, critique, and respond to the work product produced within and between classes, all stakeholders can benefit. Atmosphere seeks to provide venues and methods for supplying feedback to work product that may or may not be derived from the class that a student or teacher is a member of. As a regular focus of teacher professional development and a primary task for students to complete, working on the work is a priority at Atmosphere Academy. Teachers meet in teacher teams to review student work product and set common benchmarks for reading, writing, and mathematical success across the curriculum based on the Common Core Learning Standards and the manner in which Atmosphere students approach those standards. Students spend time reviewing, editing, and revising their own work as well as that of their peers. In this way, students and teachers share and participate in each other's successes and accomplishments. Moreover, the quality, creativity, and imagination of

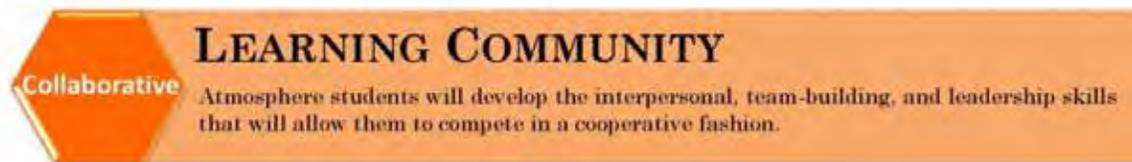
such work product is broadcast and distributed throughout the entire school community in a seamless manner so that all students can benefit. This process is defined by three core elements—applied learning, technology infusion, and purposeful publication:



- Applied Learning: In middle school, Atmosphere students engage in real world application of knowledge and skills when they partake in project-based learning. However, they are also challenged on assessments and assignments to apply what they have learning in abstract and asymmetrical ways. On the high school level, students are able to choose career-centered cohorts and participate in apprenticeships and internships that align with those careers. These experiences are enhanced by a college preparatory curriculum that provides students with college-ready skills.
- Technology Infusion: At Atmosphere Academy, technology is an everyday tool that is as ubiquitous as pen and paper. While technology is not a stated and overt theme of the school, technology is a staple that is embedded into every classroom and learning environment. Atmosphere students are asked to demonstrate of core knowledge and exhibit mastery of content-specific skills across various technology and traditional platforms. Favor is given to whichever platform is viewed as more appropriate or beneficial for a given learning activity. Through the use of no-cost collaborative technology (Google Docs, Prezi, RealTimeBoard, etc.) as well as traditional bulletin boards and hallway display screens, all stakeholders have the chance to view, review, and benefit from the work students and teachers are doing.
- Purposeful Publication: On a quarterly basis, all Atmosphere coursework culminates in portfolio production and publication for review by a larger school or community

audience. While Atmosphere values and emphasizes achievement on standardized tests, it also sees the benefit of having students articulate and defend their ideas in multiple mediums. Atmosphere’s academic classes require students to submit their work for review and publication in academic anthologies that are issued by each class (student portfolios), each grade level (scientific journals), and school-wide (literary magazine). These publications are produced and staffed by students (with advisement from faculty), which provides them with additional opportunities to work on the work. Moreover, with both competitive and inclusive selection processes, these publications give each student something to aspire to and feel proud of. In these ways, students have ample chances to share their work and respond to that of others.

- **Collaborative Learning Community:** Atmosphere blends healthy competition with close cooperation to create a collaborative learning community. By teaming students up to work together to develop innovative solutions to complex problems, Atmosphere is able to allow students to compete in a cooperative fashion:



**Collaborate** | *to work with others on a joint project*

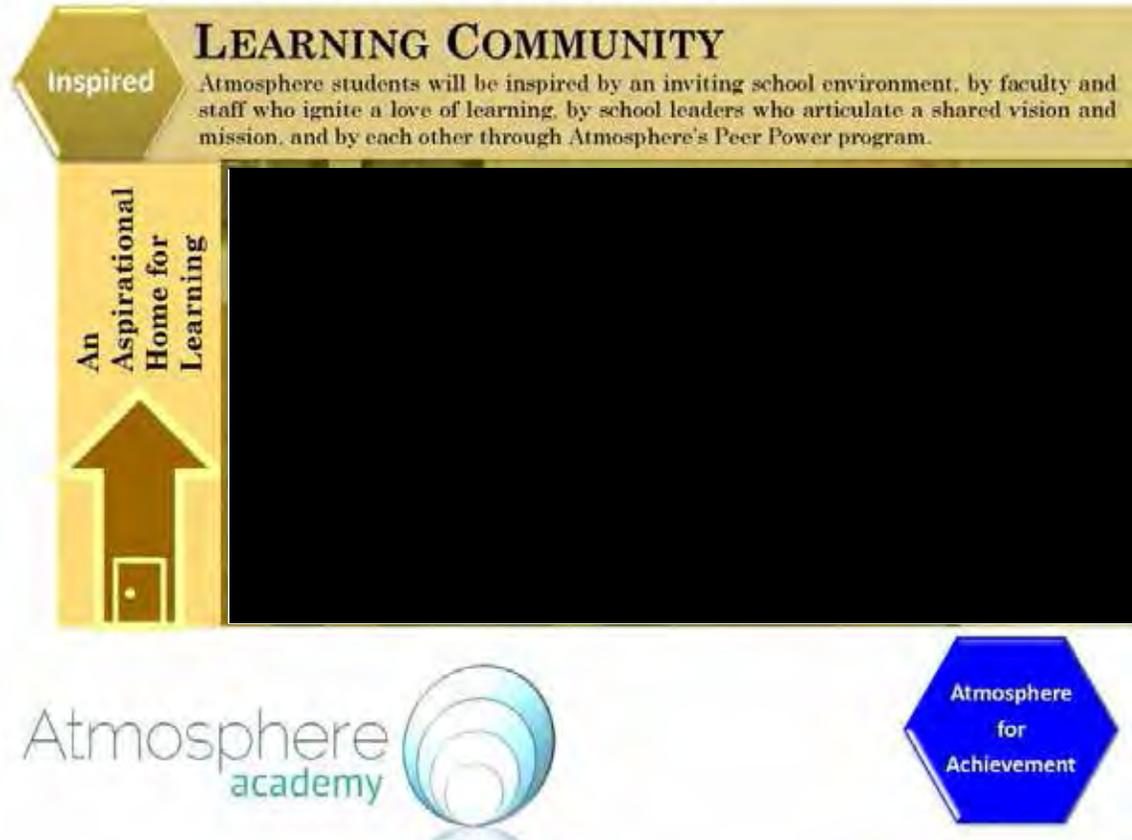


To support these efforts in the classroom, Atmosphere offers extensive character education in the form of:

- A daily Skills Advisory class that teaches the leadership skills, interpersonal skills, and other soft skills needed to collaborate effectively.
- 3 social workers (2 being Fordham interns) per grade level, who design and lead a full suite of assemblies, town halls, workshops, activities, and special events that focus on team building and character development for students.

This belief in collaboration informs the school's approach to all stakeholder groups (parents, teachers, school leaders, etc.) and ensures that there is an organization-wide appreciation for the importance of actively collaborating and the skills that determine the ultimate success of such collaboration.

- Inspired Learning Community:** Atmosphere students are inspired by an inviting school environment, by faculty and staff who ignite a love of learning, by school leaders who articulate a shared vision and mission, and by each other through Atmosphere's Peer Power program. Moreover, Atmosphere draws inspiration to improve as a school from a variety of sources inside and outside of the school (students, teachers, parents, other schools, other industries, etc.):

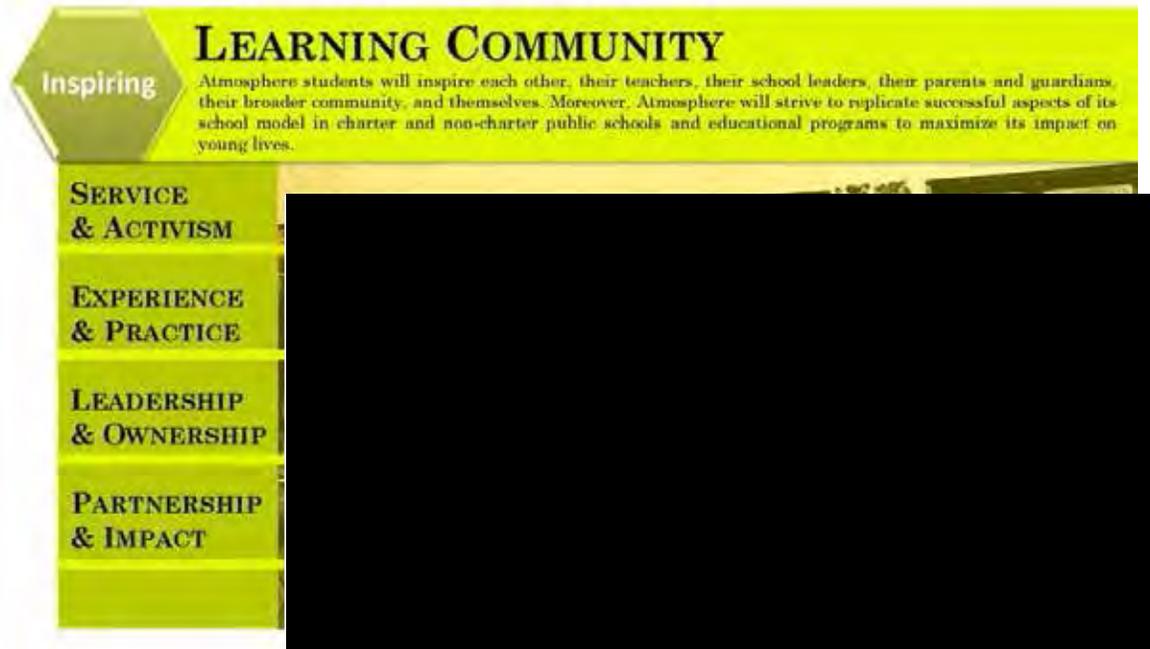


A direct derivative of such inspiration is a shared aspiration to grow and evolve. In this way, Atmosphere seeks to establish an aspirational home for learning where all stakeholders can aspire to be the best and to succeed both individually and collectively. In order to provide students with an educational environment in which they can accomplish great things, Atmosphere stresses the following elements:

- By cultivating a love of learning in students, Atmosphere seeks to intrinsically motivate them and help them to see the learning process as something to be celebrated, not ridiculed. The school works to maximize students' sense of engagement in and ownership of the learning process through a student-centered instructional approach as well as a comprehensive system for assessing and ameliorating students' attitudes and feelings toward their learning throughout the educational process. This later goal is accomplished as part of Atmosphere's discipline and classroom management system

that uses a variety of behavioral monitoring, feedback, and intervention tools, which are detailed later in this response.

- By fostering an inviting school setting, Atmosphere transforms school into a place that students want to be in and seek out on their own. This is accomplished by first ensuring the physical and psychological safety and security of all. Once a safe learning environment is established, Atmosphere works to implement other initiatives to make school more attractive and enticing to students. One example of such an initiative would be the school’s ongoing efforts to incentivize learning in an equitable way that gives all students the chance to earn reasonable rewards.
- Establishing a shared mission and vision is critical to the culture of any institution. Students, parents, teachers, and school leaders must understand what the goals are and why they should care about them. At Atmosphere, this is initially accomplished through Atmosphere’s mandatory summer academy that disseminates and reiterates the mission and vision to both incoming and returning students and parents while also providing activities that compel them to apply their burgeoning, working knowledge of the mission and vision of the school. This approach is sustained throughout the years via refresher workshops for students within the daily Skills Advisory class, for parents during key outreach events like Report Card Night, and for faculty and staff during occasional meetings and professional development events.
- Empowering peers to bolster each other and create their own subculture of success is essential. No matter how strong a school’s culture is, it must always be cognizant of the fact that peer pressure and peer influence have the greatest impact on young people. Atmosphere has developed a Peer Power program that it intends to use within its daily Skills Advisory class as well as in grade level town halls, assemblies, and team-building workshops. The Peer Power program is detailed in the description of the daily Skills Advisory class in the “Response 05 – Curriculum and Instruction” section of this charter application.
- **Inspiring Learning Community:** While Atmosphere seeks out inspiration from others, it also seeks to provide inspiration to others. The school is intended as a model for others to learn from, just as Atmosphere hopes to learn from them. In this sense, Atmosphere expects to not only encourage leadership and collaboration within its organization, but to promote leadership and collaboration across organizations by seeking out partnerships that are focused on building and sharing best practices:



- Service and Activism: Atmosphere takes its role as a member of the Northwest Bronx community seriously and seeks out ways to bring the school into the community as well as bring the community into the school. This is accomplished through the service learning projects that are part of the Skills Advisory class as well as through countless school-sponsored events, including street fairs, community cleanup days, visiting elderly care and child care centers, and other activities. Moreover, volunteerism and service are internal practices as well. During weekly Skills Advisory classes, older students mentor younger students under the close guidance of Atmosphere’s social workers and through the direct facilitation of the advisors.
- Experience and Practice: The importance of doing cannot be underestimated. In this sense, Atmosphere intends to put its high school students in a position to experience and practice the tasks and responsibilities of various career paths. This is accomplished through close partnership with a variety of corporations and businesses to ensure students’ access to a variety of internships and apprenticeships in a variety of fields.
- Leadership and Ownership: Putting students in a position to lead and own their own learning is a critical step in developing the kind of self-sufficiency needed to sustain educational progress through middle school, high school, and beyond. Atmosphere attempts to give students a greater sense of educational proprietorship by convening Shared Decision Making Teams (SDMTs) that include student representatives, developing a fully-realized student government with grade-level and cohort-level officers, imbuing an element of choice into every assignment that allows students to customize how they approach the assigned work (choosing between two equally

rigorous essay prompts, etc.), and instilling student-led discovery into every lesson and classroom setting.

- Partnership and Impact: In order to accomplish all of these goals, Atmosphere has already forged a variety of partnerships and affiliations, including Columbia University (enrichment programs like Legal Outreach, Double Discovery, etc.) and Fordham University (social worker interns). Moving forward, additional partnerships and relationships with local organizations and schools will be pursued in order to expand the reach of Atmosphere’s impact.
- **Rigorous Learning Community:** The final and perhaps most important aspect of any successful “atmosphere” for learning is its ability to help students build the knowledge and master the skills needed to realize strong and sustained student achievement over time:

**Rigorous** **LEARNING COMMUNITY**

Atmosphere students will be challenged to ameliorate deficits in prior learning, meet standards at grade level, and strive for skills that will prepare them for future academic and career opportunities.

*Remediation*  
*Preparation*  
*Acceleration*

**BELOW GRADE LEVEL**

- Life Skills & Student Skills Mini-Courses
- Foundational Skills Remediation
- ELL & Special Education Support

**AT GRADE LEVEL**

- Common Core-Aligned Curriculum
- Two English Classes
- Reading and Writing Across Curriculum

**ABOVE GRADE LEVEL**

- High School and College Preparatory Skills
- 21<sup>st</sup> Century Skills Mini-Course
- Bard Early College Program



- Below Grade Level: For students in need of remediation, Atmosphere offers a variety of supports and scaffolds that help to increase foundational skills for all and provide for the maximum degree of inclusion possible. Based on the current needs CSD 10 students, the school assumes that the vast majority of the students enrolled at Atmosphere require such assistance. The aid that Atmosphere provides to struggling learners includes, but is not limited to a full-service ELL program, a full-service special education program (inclusion and self-contained options), a data-driven RTI system, utilization of the SIOP model to help ELLs and all struggling students, extended day and year to provide more time on task, additional English and math classes, and after school academic support.

- At Grade Level: To address grade appropriate learning objectives, Atmosphere has adopted the Common Core Learning Standards and has developed a rigorous curriculum in each content area.
- Above Grade Level: Atmosphere offers a variety of programs for gifted and talented students that give them to opportunity to pursue advancement and development in a variety of areas. The structures that Atmosphere has put in place to benefit gifted and talented learners includes, but is not limited to summer classes that allow students to earn credits and take qualifying state tests at an accelerated pace, an early college program in the high school, access to college and career preparation or enrichment programs through Atmosphere’s partnerships with Columbia University and Mosholu Montefiore Community Center. While these program are designed for students that demonstrate advanced skill and ability, all students are encouraged to participate when they exhibit the prerequisites necessary for success in such advanced academic settings.

### Core Values

Atmosphere’s core values spell out the outcomes that Atmosphere seeks to achieve both as a school and with regard to each stakeholder group. School-wide, Atmosphere cultivates a culture that is defined by a close adherence to the core values of leadership and collaboration. In every aspect of the school’s design and structure, collaborative leadership has been considered and incorporated. From the organizational management of the school to its curricular choices, Atmosphere consistently and continuously seeks out ways to put its teachers, students, staff, parents, and school leaders in a position to take the initiative and work together to realize shared goals.

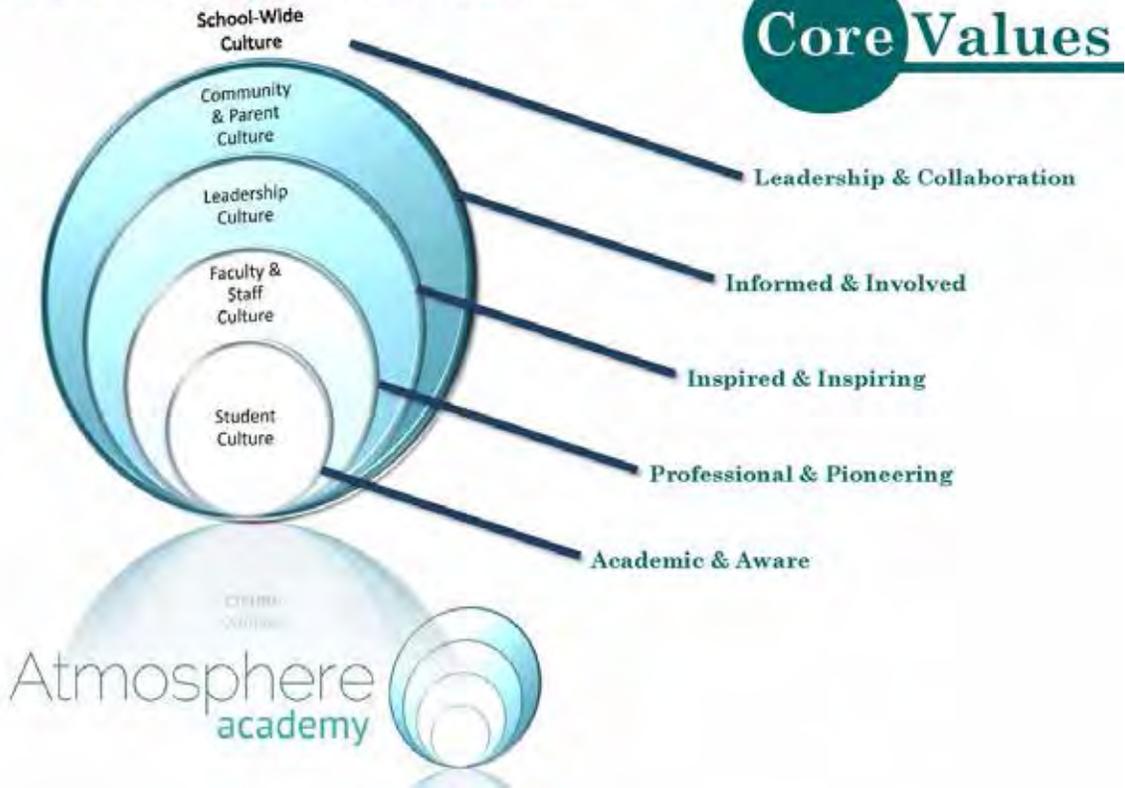
In promoting leadership and collaboration among such a diverse group of stakeholders (school leaders, parents, students, teachers, staff, etc.), the dynamics are often distinct and unique to the specific stakeholder group in question. In this manner, successfully cultivating collaborative student leaders may look somewhat different from how the school manifests leadership and collaboration amongst its faculty members.

Atmosphere’s efforts to realize this outcome are encapsulated in the core values Atmosphere promotes across each constituent and stakeholder group. Those values include the promotion of:

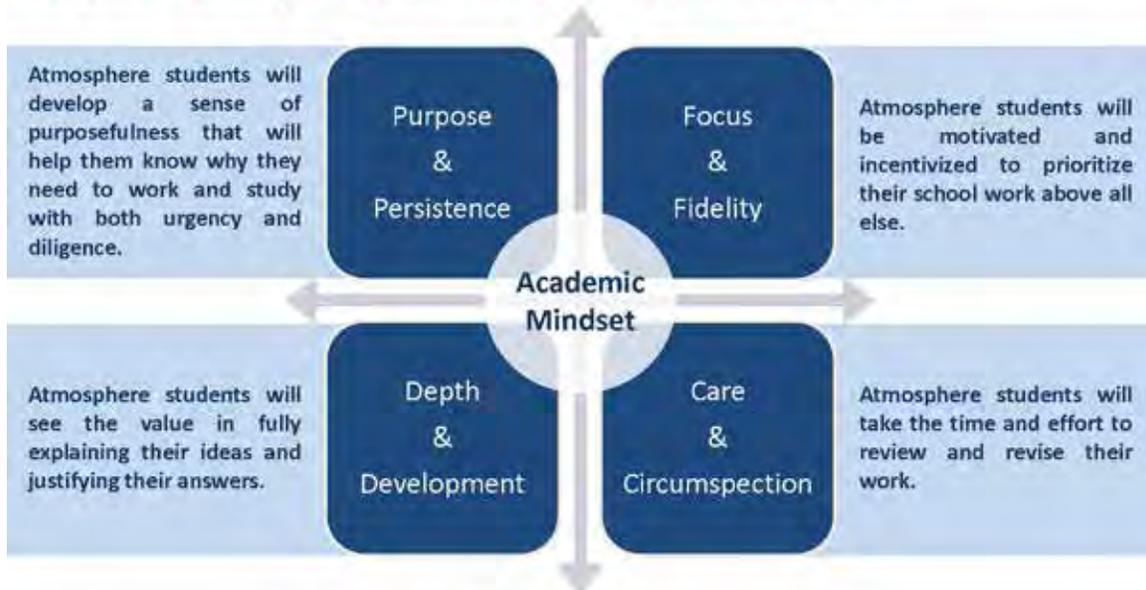
- A school culture that values and cultivates leadership and collaboration.
- A community and parent culture that is informed and involved.
- A leadership culture that is inspired and inspiring.
- A faculty and staff culture that is professional and pioneering.
- A student culture that is academic and aware.

Below are graphics that explain each pair of values in greater depth:

# CULTURE | CORE VALUES



## CULTURE | CORE VALUES | STUDENTS



## CULTURE | CORE VALUES | STUDENTS



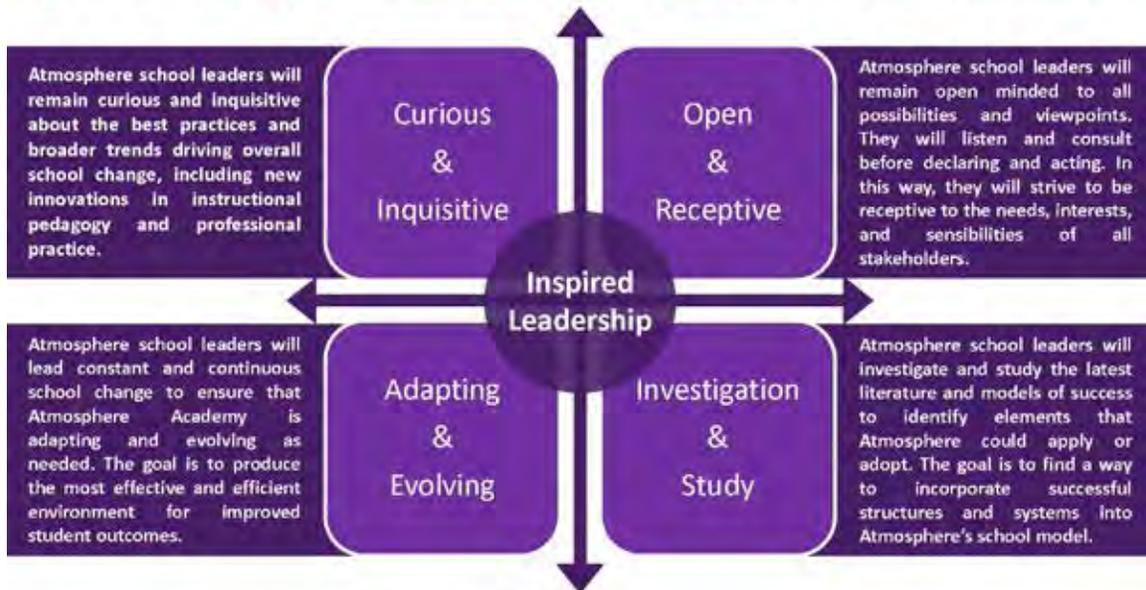
## CULTURE | CORE VALUES | TEACHERS



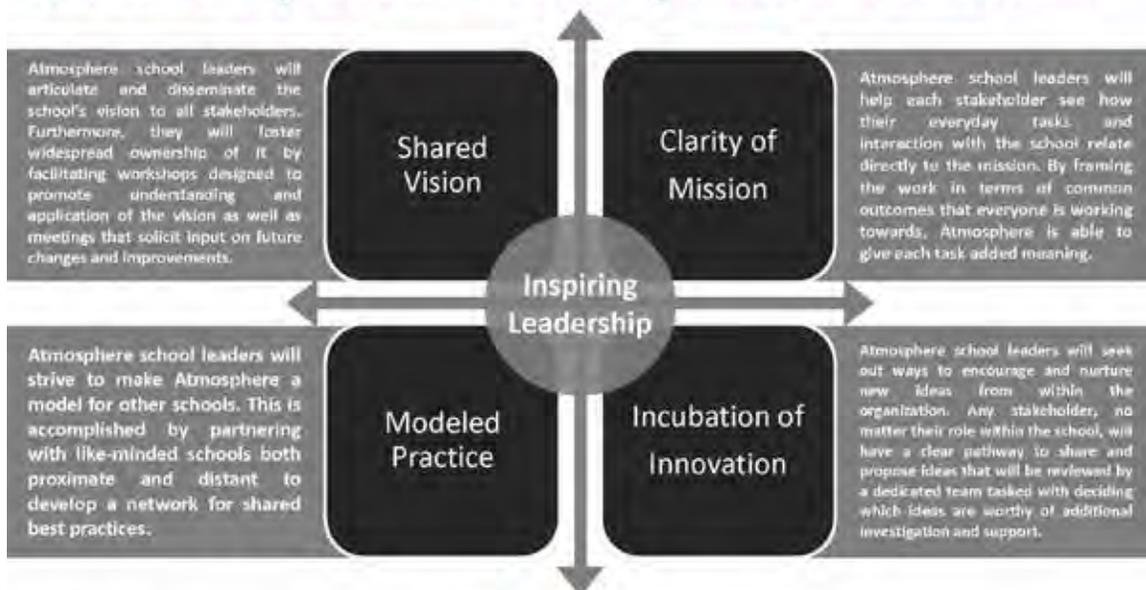
## CULTURE | CORE VALUES | TEACHERS



## CULTURE | CORE VALUES | SCHOOL LEADERS



## CULTURE | CORE VALUES | SCHOOL LEADERS



## CULTURE | CORE VALUES | PARENT & COMMUNITY

Atmosphere will focus on facilitating parent and community involvement through participation in and contribution to a variety of school events and opportunities. Parents and community members will be called upon to inform and influence the shape and direction of the school.

Involved  
Community

Atmosphere will focus on engaging parents and the broader community in the education of each student. Moreover, Atmosphere will seek to have each student reach out to and work with parents and the broader community.

Engaged  
Community



## CULTURE | CORE VALUES | SCHOOL

Atmosphere will focus on developing and promoting school-wide collaboration in every learning environment and learning community regardless of the stakeholders involved.

School of  
Collaborators

Atmosphere will focus on building school-wide capacity to lead, self-initiate, and problem solve. The degree to which leadership is distributed throughout the organization to all stakeholder groups will determine Atmosphere's success in preparing its students for the 21<sup>st</sup> century.

School of  
Leaders



### Discipline

The philosophy driving Atmosphere’s disciplinary decisions is the belief that a safe and orderly school environment directly benefits and maximizes student learning. To achieve this outcome, Atmosphere has adopted a restorative justice approach to discipline, which has the ability to provide for the social, emotional, and physical security, growth, and well-being of all stakeholders.

Atmosphere’s disciplinary approach is distinguished by guiding principles that are reflected and embedded in restorative methodology:

- Modeling proper behavior
- Building social skills
- Focusing on personal growth
- Outcomes that are shaped and accepted by all

Some of the key design elements of Atmosphere’s restorative justice discipline system include:

- Restorative Chats
- Restorative Circles
- Mediation Conferences
- Peer Councils

These restorative elements are housed within Atmosphere’s Rapid Response to Intervention (RRTI) hierarchy:

- Tier 1 intervention (in-class or informal) for minor infractions or ongoing preemptive
  - Classroom Management
  - Restorative Chats
  - Restorative Circles
- Tier 2 intervention (out-of-class or formal) for repeat minor infractions or initial major infractions
  - Mediation Conferences
- Tier 2 intervention (out-of-class or formal) for repeat major infractions
  - Peer Councils

### *Restorative Justice Overview*

Restorative justice is a transformative system that has the ability to change student behavior over time by viewing misconduct as a violation against people and damaging to relationships in the school and throughout the community. With this fundamental understanding in place, schools respond by involving a wide range of people in the restorative justice process, including those who were socially, emotionally, or physically injured (faculty, staff, bystanders, students) as well as other members of the school community. A school rule violation may produce individuals who were harmed directly or indirectly.

In practical sense, this process helps to recast discipline policy violations as injurious to the school as a whole as well as to specific members of the school community, including the violator him or herself. For instance, a student who fails to do his or her assignments may appear to have not clearly victimized anyone, but teachers and other students are affected when members of the shared learning community continually shirk their responsibilities. School leaders can apply restorative justice principles to move beyond responding to minute violations of school rules and address the larger issue at play here.<sup>3</sup>

Below is a table that compares and contrasts traditional discipline approaches to the restorative approach:

**A comparison of punitive and restorative justice responses in schools**

Punitive	Restorative
Misbehavior defined as breaking school rules or letting the school down.	Misbehavior defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with the power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation, with everyone involved in the communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

As the table reveals, restorative justice strategies provide ways to both prevent future conflict before it begins and react to ongoing or past conflict before it escalates further. The table speaks to how restorative practice is defined by the following core beliefs:

- Infractions are seen as inflicting harm on members of the school community and on the school as a whole.

<sup>3</sup> Ashley, Jessica & Burke, Kimberly. (2013). Implementing restorative justice: A guide for schools. Illinois Criminal Justice Information Authority.

- The harm must be repaired in order to ensure the health and viability of the shared learning environment moving forward.
- There is a consistent emphasis on developing conflict-resolution skills in all stakeholders to help preempt and minimize future disruptions and misbehavior.
- Interpersonal and communication skills are built and sustained during the resolution and restitution process.
- Relationships are the glue that hold the learning community together.
- The process of restoring the community is inclusive and shared.
- Accountability and personal responsibility drives the action.

The way in which restorative justice stresses the values of empathy, respect, honesty, acceptance, responsibility, and accountability benefits the entire school by:

- Providing ways to effectively address behavior and other complex school issues.
- Offering a supportive environment that can improve learning.
- Improving safety by preventing future harm.
- Supplying alternatives to suspension and expulsion.

#### *Restorative Justice Structures*

Atmosphere employs four key structures within its restorative justice system. These structures serve to anticipate and resolve every stage of conflict (before, during, and after) with the intended goal to reduce and minimize angst, strife, and disruption. The structures that Atmosphere implements for the benefit of all stakeholders include:

- **Restorative Chats:** Atmosphere’s Advisors meet with their advisees individually by appointment each month (during lunch, after school, or before school) to discuss progress and challenges in a variety of areas including socialization and behavior. These chats are intended to improve the flow of information between students and faculty as well as to give Advisors the chance to help their advisees build and practice conflict resolution and other important social skills by role playing and discussing scenarios in depth.
- **Restorative Circles:** Atmosphere’s Advisors lead weekly or monthly meetings during the Skills Advisory period or other dedicated times to help students speak to and with each other about ongoing behavioral trends and interpersonal dynamics that impact their ability to build functional, positive relationships. These circles are intended to give students an outlet and way to address and resolve issues before they spiral out of control by bringing students together to discuss the issues that underlie and create most fissures in the fabric of the school community. The Advisor serves as a trained facilitator, encouraging participants to share information, points of view, and personal feelings. As facilitator, the Advisor uses various methods for maintaining a functional and orderly exchange, including using strategies for allowing speakers to share ideas and impressions without interruption. Others in the circle are encouraged to remain silent and listen to what is being shared. On occasion, students take on the role of the facilitator with proper guidance and support from the Advisor. By offering opportunities for safe and open communication, circles help resolve conflict, strengthen relationships between participants, emphasize respect and understanding, and empower all parties involved. From time to time,

circle facilitators invite family and community members to participate with appropriate permission from the Director of School Life, who oversees and is responsible for all discipline and social-emotional services in the school. Atmosphere's circles include the following important components: 1) practice giving and receiving meaningful compliments and criticisms, 2) create a student-generated agenda, 3) foster good communication skills, 4) learn, understand, and respect differences, 5) explore reasons for why people do what they do, 6) practice role-playing and brainstorming to solve problems, 7) focus on non-punitive solutions, and 8) ensure confidentiality among participants.

- **Mediation Conferences:** Mediation and conferences are often defined differently. Mediation in schools typically resolves disputes between two students, while conferencing opens the process to other students, staff, and teachers. However, Atmosphere uses one structure (mediation conferences) that is inclusive of both concepts. All Atmosphere mediation conferences are reserved for infractions that can be resolved through direct intervention and arbitration between the involved parties (2 or more). They are often led by an Atmosphere Social Worker or other qualified faculty or staff member and can involve other stakeholders, if warranted. These mediation conferences are designed to bring together affected parties to develop an appropriate response to the conflict. In doing so, the goal is to teach students how to peacefully resolve conflict, hash out misunderstandings, and prevent further conflict. Such mediation helps to keep minor incidents from escalating into more serious ones. More importantly, peer mediation gives students a set of skills that can be applied to future conflicts. When appropriate such adult-led mediation conferences are transformed into peer mediation conferences that are led by trained student mediators, who assist their peers in settling disputes. Such student leaders are taught mediation strategies and restorative problem-solving techniques that they can apply during the conferences.
- **Peer Councils:** Atmosphere peer councils are overseen by an adult coordinator, but are mostly comprised of students. On occasion, the councils can include parents, teachers, and school leaders, who serve in various roles to ensure a fair, equitable, and informed outcome. The peer council is intended to be a formal forum that hears and collectively negotiates cases that involve a pattern of misbehavior that has seriously injured the school community. Students trained as council members meet with the student referred by the Director of School Life for a hearing. Together, council members offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student in order to repair harm. In this sense, the council is tasked with helping the student and his family (and other advocates) put in place a road map for successfully returning the student to the larger school community. The council often accomplishes this goal by connecting referred students to Atmosphere's vast network of psychological, social, and emotion resources and healthcare services, including those provided by Fordham University and Montefiore Medical Center. This approach is intended to help address root causes of the behavior and identify positive solutions. Students that volunteer or are selected to serve on the council need not be exemplary students, but they are representative of Atmosphere's student body. In fact, Atmosphere seeks to have students that were previously referred to a peer council later join the program as a council member themselves.

Together these structures form a comprehensive web of support that catches students when they fall short of expectations and serves to provide ongoing and continuous buttressing that helps to keep students on the correct path even when they have not acted out inappropriately. Moreover, these restorative strategies align with and help to provide for the realization of Atmosphere's mission and

vision of developing collaborative leadership in all of its students and stakeholders. Overall, these structures consistently place students in a position to lead the restorative process and to take ownership for cultivating a safe and secure learning environment for all under the proper direction and supervision of Atmosphere’s faculty and staff.

In order to ensure the seamless implementation of the restorative justice model, a wide range of preparation and development is provided to all relevant faculty and staff as well as to parents and students both prior to the start of the year and during the course of the year. While such efforts sometimes require bringing in professional development expertise from outside of the organization, the primary focus remains on building internal proficiency and competence that is then spread exponentially throughout the organization through teach-backs, trainings, and other means. Since the Director of School Life is the one primarily responsible for the discipline system, it is the Director’s primary mission to familiarize all stakeholders with the core tenets and practices of restorative justice that Atmosphere employs in order to avoid confusion later on. In addition, Atmosphere’s social workers take a primary role in training specific groups (advisors, peer council members, etc.) on how best to meet their responsibilities as practitioners of restorative justice.

#### *Restorative Justice Research Base*

Restorative justice enjoys a significant base of research that has validated it as an effective tool for dealing with student misbehavior. Atmosphere’s restorative justice approach to discipline has been informed by the best practices delineated in this research.

According to Ashley and Burke (2013)<sup>4</sup>, restorative justice enjoys a rich history of changing outcomes for students that are most likely to misbehave in school:

- “A study of 19 schools in the United Kingdom found restorative practices improved the school environment and enhanced the learning and development of young people. A study of 18 Scottish schools concluded that restorative practices offer a strong cohesive framework and allow students to feel safe and respected, and have positive relationships with others. Three schools in Pennsylvania experienced reductions in disruptive behavior and disciplinary actions after implementing restorative practices. In addition to referred students, student volunteers benefit from restorative justice programs. Student volunteers make new friends, help peers, and feel empowered and more connected to their schools. Skills gained from restorative programs, such as conflict resolution and critical thinking, can also be valuable for students as they enter college and/or seek employment.”
- “The criminalization of certain kinds of misconduct in schools has created what is referred to as the ‘school-to-prison pipeline’ or ‘school-to-jailhouse track.’ Common adolescent misbehavior is often handled as criminal behavior by the police rather than by schools through traditional disciplinary procedures. Research has shown that police are summoned to schools for behavior that is not necessarily criminal. A study found that of more than 8,000 students were arrested in Chicago public schools in 2003, 40 percent were for simple assaults or batteries with no serious injuries or weapons.”
- “Restorative justice practices and policies can offer an alternative to other more punitive responses used by schools. Students are often unaware of the harmful impact of their behavior

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<sup>4</sup> Ashley, Jessica & Burke, Kimberly. (2013). Implementing restorative justice: A guide for schools. Illinois Criminal Justice Information Authority.

on themselves and others. Handling conflict and misbehavior in a restorative way allows students and staff to actively make amends and repair harm. In addition, restorative practices in schools can promote positive feelings, rather than resentment and alienation within the school setting. The American Psychological Association’s Zero Tolerance Task Force endorsed restorative justice as a promising alternative to zero tolerance.”

- “Restorative discipline can provide opportunities to socialize youth and teach them how to be productive members of society. The discipline process includes learning how to control impulses and honing proper social skills. Disciplinary responses to misbehavior may employ varying levels of support and control. McCold and Watchel described four general approaches to school discipline—neglectful, permissive, punitive, and restorative. Restorative discipline combines strict control and strong support of youth, and approaches wrongdoing in a way that is not punitive, neglectful, or permissive. Inclusion in the disciplinary process is a basic tenet of restorative justice. Students, as well as teachers, should be included as members of the school community. Restorative disciplinary practices within schools are more supportive, inclusive, and educational than other approaches.”
- “In reaching the goals of restorative discipline, experts recommend: 1) creating caring climates to support healthy communities, 2) understanding the harm and developing empathy for both the harmed and the harmer, 3) listening and responding to the needs of the person harmed and the person who harmed, 4) encouraging accountability and responsibility through personal reflection within a collaborative environment, 5) reintegrating the harmer into the community as a valuable, contributing member of society, and 6) changing the system when it contributes to harm.”
- “Restorative practices involve youth and promote awareness, understanding, sharing, and learning. Classroom discussions may be held to set behavior standards. Rather than a teacher prescribing rules of conduct, students are given the opportunity to explore and determine how to create a positive community. Routine classroom meetings allow students to share their feelings, discuss classroom issues, and learn how to solve problems in a democratic setting.”
- “Good restorative practices in schools include...1) fostering awareness on how all have been affected by behavior and encourage expression of feelings, 2) avoiding scolding or lecturing and allowing individuals to share with each other, 3) actively involving students, 4) accepting ambiguity as fault and responsibility may be unclear, 5) separating the deed from the doer, recognize students’ worth and disapprove of their wrongdoing, and 6) seeing every instance of wrongdoing and conflict as an opportunity for learning, which has the power to turn negative incidents into constructive ones by building empathy and a sense of community.”
- “Youth can be included in all aspects of discipline, including preventing and dealing with conflict. Classroom problem-solving that incorporates restorative practices may include: 1) developing trusting and caring relationships between adults and students, 2) fostering skills to resolve conflict, such as listening, empathy, critical thinking, and self-control, 3) determining what has happened and why by asking questions and listening to the answers, 4) maximizing student involvement in deciding how to resolve problems, 5) resolving problems with open-ended questions, exploring different responses, reflecting on motives, and allowing for disagreement, 6) assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing, 7) following up to determine whether the problem was solved and or more work needs to be done, 8) encouraging reflection, 9) allowing flexibility for

different students, needs, and situations, and 9) minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.”

- “Restorative discipline is related to conflict resolution. As defined by the Conflict Resolution Education Network (CREnet), conflict resolution is a learning process that helps individuals understand conflict dynamics, empowers them to use communication and creative thinking to build relationships, and to fairly and peacefully manage and resolve conflict. Typically, a curriculum is used to teach conflict resolution skills. CREnet estimates that 10 percent of U.S. public schools offer conflict resolution education.”
- “Restorative practices can be used to facilitate a dialogue on salient issues in schools, such as drugs and bullying. The UpFront Program in Oakland High School in California provides drug education through discussions emphasizing sharing, trust, and respect. The program director says the program ‘demonstrates interactive drug education, and encourages young people to participate in setting the agenda, openly share their experiences, feel free to ask any questions, and to take responsibility for making the process a success.’”
- “Restorative justice can be applied in many creative ways. For example, schools are adopting student-led conferences which include the parent and the child, rather than traditional parent-teacher conferences which exclude youth. Student-led conferences are gaining ground at elementary and middle schools nationwide including several in central Illinois.”
- “Restorative justice programs in schools typically operate under formal guidelines and incorporate trained individuals to deal with conflict and violations of school rules. These school programs exclude students who commit violent offenses. Restorative justice programs allow for the reparation of harm. They have the potential to influence school climate and strengthen positive social connections between students and staff. Common elements to school restorative justice programs include: 1) student referrals at the discretion of teachers, administrators, or other students, 2) involving students who are willing to accept some responsibility for their actions, 3) involving victims and others in the process, with voluntary participation, and 4) keeping proceedings confidential.”
- “Programs can offer elements of Braithwaite’s reintegrative shaming which focuses on condemning the actions of the person, rather than condemning the person who did wrong. The referred student is welcomed or reintegrated back into the school community after being confronted with and acknowledging his or her wrongdoing, understanding the harm caused by his or her actions, and expressing remorse.”
- “The following program models bring affected parties together to resolve conflict. These programs have shown promise and have been replicated by schools in many communities, nationally and internationally. This is not an exhaustive list and program variations may exist that still adhere to the principles of restorative justice.”
- “A study focusing on the implementation of restorative justice initiatives in the South St. Paul School District in Minnesota found that students in several schools experienced fewer suspensions, fewer expulsions, fewer behavioral referrals, and greater overall attendance. Schools in Peoria, Ill., implemented circles and experienced a 35 percent drop in referrals to detention, and a 43 percent drop in detention referrals of black students, who are often disproportionately given detention. One Pennsylvania school uses circles weekly in classrooms to build community and enhance communication. Circles also may be used more informally as a forum to discuss issues such as attendance, drugs, and bullying.”

- “A study of eight Canadian high schools found that peer mediators can peacefully resolve conflicts, are trusted by students, and are exemplary student leaders. Furthermore, peer mediation teaches life skills, provides leadership, and provides an alternative to suspension.”
- “Peer juries represent one of Chicago Public School’s few non-punitive, alternative, disciplinary processes. These programs allow cases of low-level school misconduct, ranging from cell phone use and tardiness to gambling and fighting, to be heard. By 2009, 45 Chicago high schools had implemented peer jury programs. In the 2007-2008 school year, 90 percent of peer jury agreements were completed. An evaluation found that from academic years 2005 to 2007, CPS peer juries helped avoid more than 1,000 days of suspension.”
- “A study of more than 100 Australian schools found conferencing was highly effective in dealing with incidents of serious harm at schools.”

In April of 2013, The New York Times published an article about restorative justice in schools that included the following observations and facts<sup>5</sup>:

- “Restorative justice, a program increasingly offered in schools seeking an alternative to ‘zero tolerance’ policies like suspension and expulsion,... [is an] approach now taking root in 21 Oakland schools, and in Chicago, Denver and Portland, Oregon...[Restorative justice] tries to nip problems and violence in the bud by forging closer, franker relationships among students, teachers and administrators. It encourages young people to come up with meaningful reparations for their wrongdoing while challenging them to develop empathy for one another through ‘talking circles’ led by facilitators.”
- “Restorative justice adopts some techniques of the circle practice that is a way of life for indigenous cultures, fostering collaboration. Students speak without interruption, for example, to show mutual respect.”
- “Oakland expanded the program after an initial success six years ago. Since then, the need for an alternative discipline has become more urgent: Last year, the district faced a Department of Education civil rights investigation into high suspension and expulsion rates, particularly among African-American boys.”
- “A report by the Urban Strategies Council, a research and policy organization in Oakland, showed that African-American boys made up 17 percent of the district’s enrollment but 42 percent of all suspensions, and were six times more likely to be suspended than their white male classmates. Many disciplinary actions were for ‘defiance’ — nonviolent infractions like texting in class or using profanity with a teacher.”
- “A body of research indicates that lost class time due to suspension and expulsion results in alienation and often early involvement with the juvenile justice system, said Nancy Riestenberg, of the Minnesota Department of Education, an early adopter of restorative justice. Being on ‘high alert’ for violence is not conducive to learning, she added.”
- “Many studies have concluded that zero-tolerance policies do not make schools safer.”
- “Since the program started, the school reduced its overall suspension rate to 8 percent in 2012 from 12 percent in 2011.”

Atmosphere’s restorative justice methods and tactics are further informed by the following texts:

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<sup>5</sup> Brown, Patricia Leigh. (April 3, 2013). Opening up, students transform a vicious cycle. *The New York Times*.

- “Restorative Justice: A Working Guide for Our Schools” by Jon Kidde and Rita Alfred (Alameda County School Health Services Coalition)
- *Just Schools: A Whole School Approach to Restorative Justice* by Belinda Hopkins
- *The School Leader’s Guide to Restorative School Discipline* by Luanna H. Meyer and Ian M. Evans
- *The Teacher’s Guide to Restorative Classroom Discipline* by Luanna H. Meyer and Ian M. Evans
- *Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities* by Peta Blood and Margaret Thorsborne
- *Restorative Circles in Schools: Building Community and Enhancing Learning* by Bob Costello, Joshua Wachtel, and Ted Wachtel

### *Rapid Response to Intervention*

In order to properly and fairly administer its restorative justice approach to discipline, Atmosphere intends to track and interpret discipline data in real time. To help in this regard, Atmosphere has selected Pearson’s Review360 as its student behavior management system. Review360 is endorsed by the Council of Administrators of Special Education and serves as an ideal solution to help Atmosphere’s staff:

- Minimize or eliminate student suspensions or expulsions by providing opportunities for early and ongoing intervention and behavior modification beyond those already provided for in the Advisory class and other standard venues throughout the school day and year.
- Implement Atmosphere’s Rapid Response to Intervention (RRTI) system for behavior modification in alignment with the school’s restorative justice approach to discipline and generally improve the school climate.

Review360 is a multi-tiered software system that provides for these outcomes by offering<sup>6</sup>:

- Positive Behavioral Interventions and Supports (PBIS)-aligned professional development.
- Best practices approaches for common behavioral issues.
- Teacher-friendly program implementation support.
- Ability to track and monitor inclusion rates.
- Progress monitoring to assess student improvement and program effectiveness.

The foundation of Review360 includes five steps along the path to better student behavior: track, aggregate, analyze, intervene, and communicate. This approach helps to<sup>7</sup>:

- Improve outcomes for students with behavioral problems.
- Promote consistent implementation of behavioral practices and responses.
- Simplify and systemize collection of referral data and student behavior progress data.
- Provide legally defensible behavioral data for use within Atmosphere’s restorative process.

<sup>6</sup> <http://www.pearsonclinical.com/education/products/100000732/review360-behavior-matters.html#details>

<sup>7</sup> <http://r360.psiwaresolutions.com/>

- Provide timely online professional development for teachers and administrators in the area of classroom and school-wide behavior management.
- Recommend and model implementation procedures for behavior intervention strategies associated with designated behavioral objective.
- Address important concerns, including bullying and disproportionality, in and out of school placements, suspensions, and expulsions.
- Track for additional behavior intervention determination.
- Facilitate frequent communication by generating daily and summary behavior progress reports for parents and other stakeholders.
- Create and assure compliance and accountability of behavior intervention plans.

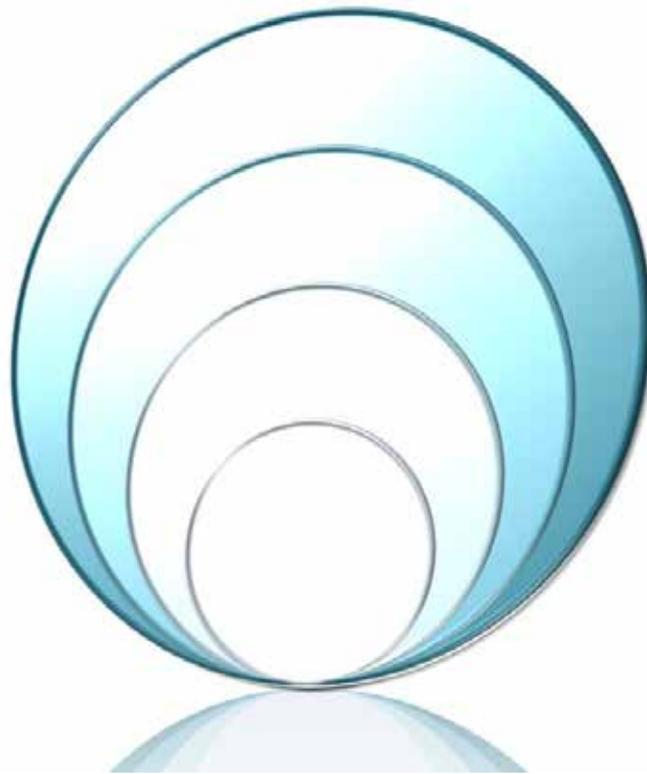
The key design features of Review360 that align with Atmosphere’s use of RRTI include:

- Tier 1 intervention support includes access to online classroom management professional development modules and resources that address:
  - Research-based school-wide and classroom management practices.
  - Research-based strategies for frequently identified behavioral issues.
  - Developing and implementing classroom expectations, procedures, and routines.
  - Establishing reinforcements.
  - Designing positive classroom interactions.
  - Correcting misbehavior.
  - Analyzing chronic misbehavior.
  - Structuring the classroom environment.
- Tiers 2 and 3 – Strategies for Targeted Students
  - Research-based behavioral interventions.
  - Individualized student behavioral plans aligned with Atmosphere’s RRTI and restorative processes.
- Behavioral Data System
  - Automates incident reporting process (office referral, restraint, bullying)
  - Collects and analyzes student behavioral data
  - Tracks student progress
  - Aggregates behavior progress
  - Produces useful reports for communicating progress

The expense for Review360 is detailed in the Memorandum of Understanding between Pearson and Atmosphere Academy that is contained in the “Response 24(b) – Supplemental Docs” section of this charter application. Moreover, this expense has already been accounted for in the “Response 22(e) – Budget Template” section of this charter application (tab “5 YR Adjusted Budget & Cash Flow Adj.”, rows “128”).

(b) Discipline Policy (for general education students)

# Atmosphere academy



## **Discipline Policy** **2015-2016**

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Cumulative Behavior Incidents  
Detention  
Student / Parent Discipline Policy Acknowledgment Form

## INTRODUCTION

Atmosphere Academy Public Charter School is committed to core values that align with the realization of its mission and vision. The school community continually strives to translate these core values into specific, positive practices and behaviors. A clearly stated Discipline Policy helps to establish and sustain Atmosphere's core values as the foundation for shared success.

The design and scope of the Atmosphere Academy Discipline Policy involves ongoing and extensive discussion with and involvement of parents, students, and staff. The whole school community determines the essential and expected student behaviors that foster a positive learning environment and maximize student achievement.

Everyone wants a safe, orderly, and inviting school -- an atmosphere in which teachers can teach and students can learn. Everyone wants to know the standards, rules, and expectations of discipline. Discipline is a process that teaches and self-discipline can be learned from firm, but gentle, discipline policies and procedures.

The ultimate goal of the Atmosphere Academy Discipline Policy is to foster self-control and responsibility in each child. Following these rules creates a desirable climate for learning throughout the school. Students are more likely to conform to these rules when they fully understand the need for them and the responsibility to follow them. When a substantial number of students are housed in one building it is obligatory to have a Discipline Policy.

The Atmosphere Academy Discipline Policy is divided into sections defining required general conduct, necessary conduct in specific areas, and natural consequences for misbehavior. There are normally a range of consequences that will be consistently and fairly enforced for each infraction or misconduct. The specific consequences from the options are determined by the severity of misbehavior or the frequency of misconduct. From the range of consequences, students are able to identify inevitable, predictable, and natural consequences possible for each infraction or misbehavior.

Every student has the right to learn and the right to be free from harassment or fear. Moreover, students should be aware of their rights and responsibilities:

- Students have a right to participate in school activities unless properly suspended from participation pursuant to the school's Discipline Policy.
- Pursuant to Education Law 3214, students have due process rights that must be observed before a suspension from school.
- Students have the right to present their versions of the facts and circumstances leading to the imposition of disciplinary sanctions by appropriate staff members.

In certain cases, it should be noted that suspension or expulsion may be applied to students committing egregious offenses. Potential suspendible or expellable offenses include, but are not limited to:

- Selling, using or possessing tobacco, alcohol, drugs, other controlled substances, or drug paraphernalia on school property.
- Selling, using, or possessing dangerous materials or instruments including weapons, fireworks, lighters, and matches (unless such materials are part of the instructional program) on school property.

- Creating a hazardous situation which endangers others. This includes, but is not limited to, setting false alarms and reporting bomb scares on school property.
- Fighting, violent behavior, or activities that endanger the health and safety of students on school property.
- Damage to or destruction of student, staff or school property.
- Insubordination that threatens the health and safety of students or others or disrupts the educational process.
- Gambling on school property.

It is essential that all stakeholders responsible for maintenance of the Atmosphere Academy Discipline Policy be fully aware of the rules and guidelines in this booklet. The Discipline Policy is reviewed on various occasions during the course of the school year with all students and parents.

When all stakeholders adhere to the Discipline Policy, everyone benefits from an orderly school and an enjoyable learning environment.

**Please review the Discipline Policy as a family and return the acknowledgment form.**

## **RESPONSIBILITIES OF STAKEHOLDERS**

It is the ultimate goal of Atmosphere Academy to provide an environment that is conducive to learning. This will be achieved by a staff that provides guidance and a friendly atmosphere. The staff's commitment to a philosophy regarding the rights, procedures and responsibilities of the students is an integral part of Atmosphere Academy. All staff members have an obligation to set fair and reasonable standards of behavior for students and to take the necessary steps to maintain these standards.

The Atmosphere Academy Discipline Policy consists of reasonable rules based upon respect to produce a positive learning environment. These rules will be systematically emphasized and consistently enforced. All stakeholders are responsible for good discipline.

## **RESPONSIBILITIES OF STUDENTS**

To achieve academic and social success, the students of Atmosphere Academy should familiarize themselves with the following responsibilities:

- Be respectful of others at all times.
- Accept full responsibility for your behavior and actions.
- Use good judgment when stating opinions or giving ideas.
- Obey the rules and regulations without expecting special consideration.
- Be honest in dealing with others.
- Be prepared for class, seek help when needed, and be responsible for making up all missed work and tests during absence or tardiness.
- Avoid missing school for unimportant and avoidable reasons.
- Respect school property and exert influence on others to do the same.
- Use the power to vote wisely.
- Make the best use of time and contribute willingly to group activities.

## **RESPONSIBILITIES OF PARENTS**

- Become familiar with and support the implementation of the Atmosphere Academy Discipline Policy enthusiastically.
- Be objective and supportive of the school's decision when rules and consequences affect your child.
- Accept responsibility for your child's behavior and learning.
- Encourage respect for school property.
- Encourage and model respect for all school personnel.
- Schedule all medical appointments and other appointments after school hours when possible.
- Encourage attendance at school.
- Make all arrangements for after school activities before the child leaves for school.

## **RESPONSIBILITIES OF ADMINISTRATORS**

- Communicate the Discipline Policy to students, staff, parents and the community.
- Support all stakeholders in the proper implementation of the Discipline Policy.
- Enforce the consequences as determined by the Discipline Policy.
- Be role models for all stakeholders and promote dignity and respect at all times.

- Set aside designated days for supervised administrative detention.

### **RESPONSIBILITIES OF STAFF**

- Uphold Atmosphere Academy’s core values.
- Treat each other and students with dignity.
- Act as a role model for students by practicing courtesy, promptness, and professionalism in dealing with students, colleagues and parents.
- Accept responsibility for upholding the Discipline Policy.
- Monitor behavior in classrooms, hallways, or group meeting areas.
- Apply the appropriate consequence for infractions.
- Support each other in upholding the Discipline Policy.

### **SUGGESTED RESPONSIBILITIES TO PREVENT CYBERBULLYING**

#### **Responsibilities of Students**

- Be respectful of others while using the Internet and online communication sites.
- Be active participants in school-based cyberbullying awareness programs.
- Inform an adult of any inappropriate online communication pertaining to yourself or others.
- Be supportive of peers who are victims of cyberbullying.

#### **Responsibilities of Parents**

Cyberbullying research strongly encourages parents to take the following proactive steps at home:

- Keep computer in a common area in the home where monitoring of use is easily accessible.
- Smartphones, laptops, and other electronic devices should be kept outside of child’s bedroom at night.
- Know your child’s online passwords.
- Monitor child’s Internet and phone activity as well as frequency of use.
- Acceptance of administrative consequences for a child’s participation in cyberbullying.

#### **Responsibilities of Administrators**

- Assess instances of cyberbullying
- Enforce appropriate discipline and consequences as determined by the Discipline Policy
- Direct staff as needed to monitor students who have engaged in cyberbullying and/or who have been victimized by such activity
- Support PTSA in cyberbullying educational parent programs
- Provide educational directives to teachers and staff to support programs that are implemented throughout the year
- Maintain documentation of cyberbullying instances

#### **Responsibilities of Staff**

- Participate in designing appropriate educational programs to address cyberbullying behavior
- Report student concerns surrounding cyberbullying to counselors, parents, and administrators
- Monitor social interactions among students both in and outside of the classroom
- Provide support to victims of cyberbullying
- Maintain documentation of cyberbullying instances

**Responsibilities of Community**

- Aid in investigation and possible consequences in cyberbullying cases
- Work collaboratively with school personnel on cyberbullying programs
- Work with PTSA to provide an educational component for parents

## RESTORATIVE JUSTICE

Restorative justice is a transformative system that has the ability to change student behavior over time by viewing misconduct as a violation against people and damaging to relationships in the school and throughout the community. With this fundamental understanding in place, schools respond by involving a wide range of people in the restorative justice process, including those who were socially, emotionally, or physically injured (faculty, staff, bystanders, students) as well as other members of the school community. A school rule violation may produce individuals who were harmed directly or indirectly.

Atmosphere employs four key structures within its restorative justice system. These structures serve to anticipate and resolve every stage of conflict (before, during, and after) with the intended goal to reduce and minimize angst, strife, and disruption. The structures that Atmosphere implements for the benefit of all stakeholders include:

- **Restorative Chats:** Atmosphere's Advisors meet with their advisees individually by appointment each month (during lunch, after school, or before school) to discuss progress and challenges in a variety of areas including socialization and behavior. These chats are intended to improve the flow of information between students and faculty as well as to give Advisors the chance to help their advisees build and practice conflict resolution and other important social skills by role playing and discussing scenarios in depth.
- **Restorative Circles:** Atmosphere's Advisors lead weekly or monthly meetings during the Skills Advisory period or other dedicated times to help students speak to and with each other about ongoing behavioral trends and interpersonal dynamics that impact their ability to build functional, positive relationships. These circles are intended to give students an outlet and way to address and resolve issues before they spiral out of control by bringing students together to discuss the issues that underlie and create most fissures in the fabric of the school community. The Advisor serves as a trained facilitator, encouraging participants to share information, points of view, and personal feelings. As facilitator, the Advisor uses various methods for maintaining a functional and orderly exchange, including using strategies for allowing speakers to share ideas and impressions without interruption. Others in the circle are encouraged to remain silent and listen to what is being shared. On occasion, students take on the role of the facilitator with proper guidance and support from the Advisor. By offering opportunities for safe and open communication, circles help resolve conflict, strengthen relationships between participants, emphasize respect and understanding, and empower all parties involved. From time to time, circle facilitators invite family and community members to participate with appropriate permission from the Director of School Life, who oversees and is responsible for all discipline and social-emotional services in the school. Atmosphere's circles include the following important components:
  1. practice giving and receiving meaningful compliments and criticisms,
  2. create a student-generated agenda,
  3. foster good communication skills,
  4. learn, understand, and respect differences,
  5. explore reasons for why people do what they do,
  6. practice role-playing and brainstorming to solve problems,
  7. focus on non-punitive solutions, and
  8. ensure confidentiality among participants.

- **Mediation Conferences:** Mediation and conferences are often defined differently. Mediation in schools typically resolves disputes between two students, while conferencing opens the process to other students, staff, and teachers. However, Atmosphere uses one structure (mediation conferences) that is inclusive of both concepts. All Atmosphere mediation conferences are reserved for infractions that can be resolved through direct intervention and arbitration between the involved parties (2 or more). They are often led by an Atmosphere Social Worker or other qualified faculty or staff member and can involve other stakeholders, if warranted. These mediation conferences are designed to bring together affected parties to develop an appropriate response to the conflict. In doing so, the goal is to teach students how to peacefully resolve conflict, hash out misunderstandings, and prevent further conflict. Such mediation helps to keep minor incidents from escalating into more serious ones. More importantly, peer mediation gives students a set of skills that can be applied to future conflicts. When appropriate such adult-led mediation conferences are transformed into peer mediation conferences that are led by trained student mediators, who assist their peers in settling disputes. Such student leaders are taught mediation strategies and restorative problem-solving techniques that they can apply during the conferences.
- **Peer Councils:** Atmosphere peer councils are overseen by an adult coordinator, but are mostly comprised of students. On occasion, the councils can include parents, teachers, and school leaders, who serve in various roles to ensure a fair, equitable, and informed outcome. The peer council is intended to be a formal forum that hears and collectively negotiates cases that involve a pattern of misbehavior that has seriously injured the school community. Students trained as council members meet with the student referred by the Director of School Life for a hearing. Together, council members offer guidance and support to the referred student and develop an agreement that outlines actions needed by the student in order to repair harm. In this sense, the council is tasked with helping the student and his family (and other advocates) put in place a road map for successfully returning the student to the larger school community. The council often accomplishes this goal by connecting referred students to Atmosphere's vast network of psychological, social, and emotion resources and healthcare services, including those provided by Fordham University and Montefiore Medical Center. This approach is intended to help address root causes of the behavior and identify positive solutions. Students that volunteer or are selected to serve on the council need not be exemplary students, but they are representative of Atmosphere's student body. In fact, Atmosphere seeks to have students that were previously referred to a peer council later join the program as a council member themselves.

## GENERAL CONDUCT

Atmosphere Academy provides quality instruction, guidance, and experiences to enhance the academic and social development of students. Adhering to the rules of general conduct will assist students to develop positive discipline habits for life.

## ATTENDANCE AND TARDINESS

Regular attendance and promptness are essential for success in school.

<u>Conduct</u>	<u>Consequence</u>
<p>Students are expected to attend school every day unless they are ill. After an absence, a student should present a note, signed and dated by a parent, explaining the absence. Students who are absent from school are not to be on school grounds, and may not attend after school activities on the day of the absence.</p> <p>Students are expected to arrive at school on time. Students should not be dropped off at school before 7:20 a.m. unless they have an appointment with a teacher for extra help. Students are to be in school at 7:30 in order to receive breakfast (or computer lab access, if open). Morning circle begins promptly at 8:00 a.m. and includes attendance and announcements. If a student arrives after 8:00 a.m. he or she should report to the main office with a note signed and dated by a parent explaining the tardiness. A tardy pass will be given to the student before reporting to morning circle. The student will not be admitted to circle without a tardy pass.</p> <p>Students are expected to attend all of their classes while in school.</p> <p>Students are expected to be in classes within 3 minutes after the ending bell of the previous class.</p>	<p>An unexplained absence will be followed up with a telephone call to the home by the attendance officer.</p> <p>Unexcused tardiness will result in detention. Persistent tardiness will be referred to administration, and a parent conference will be held. Detention will be assigned for excessive tardiness. All class work missed as a result of tardiness must be completed.</p> <p><b><u>Parents will be notified and detention will be given for each class that has been cut.</u></b> Repeated cutting of classes will require a parent conference, detentions to make up class work, and guidance intervention.</p> <p><b><u>A verbal reprimand and detention will be given for lateness without a pass. Repeated tardiness</u></b></p>

	<b><u>to class will result in a parental conference and detentions.</u></b>
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**CHEATING - PLAGIARISM - FORGERY**

Students are expected to complete homework, class work or projects without copying or cheating. Deliberate plagiarism will not be tolerated. Students must not represent the work or ideas of others as their own.

<p><b><u>Conduct</u></b> Students are expected to complete tests, homework, and projects honestly and independently.</p> <p>Students are not to engage in forgery of parental signatures.</p>	<p><b><u>Consequence</u></b> <b><u>Disciplinary action by the teacher, parental notification, or possible suspension depending on circumstances may occur.</u></b></p> <p><b><u>Disciplinary action by the teacher, parental notification, or possible suspension depending on circumstances may occur.</u></b></p>
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**DRESS**

Atmosphere Academy students are expected to exercise sound judgment and good taste in determining what to wear to school.

<p><b><u>Conduct</u></b> The wearing of hats in the school building is prohibited.</p> <p>Clothing and other items which are distracting or revealing are not permitted. These include, but are not limited to, clothing that is extremely tight or form-fitting, clothing that has inappropriate rips or tears, clothing that does not cover the midriff, and clothing that contains inappropriate sayings or graphics. Specific items that are not acceptable in a school setting include short shorts (if shorts are worn to school, it is recommended they be knee length), half or three quarter length T-shirts, mesh shirts, strapless tops, thin strapped shirts and halter tops that do not fully cover the shoulders and back, visible displays of Bandeau undergarments. The wearing of such footwear as high heels and clogs is discouraged for safety reasons. Teachers and other staff should</p>	<p><b><u>Consequence</u></b> Hats will be confiscated for 24 hours. Repeated offense will result in parental notification, detention, and possible suspension.</p> <p>Students who report to school in attire that is not appropriate will have their parents contacted to arrange for a change of clothing, or be asked to wear clothing provided by the school, if available, for the school day. Students who are frequently spoken to regarding attire may be assigned detention.</p>
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exemplify and reinforce acceptable dress and help students develop an understanding of appropriate appearance in a school setting.	
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**ELECTRONIC DEVICES**

The possession of unnecessary electronic devices in the school disrupts the orderly conduct of school educational programs or activities.

<p><b><u>Conduct</u></b></p> <p>Students are strongly discouraged from bringing personal electronic devices to schools to prevent disruptions. The display and/or use by students of cellular phones, pagers, and 2-way communication systems and/or other electronic devices shall be prohibited during the school day.</p>	<p><b><u>Consequence</u></b></p> <p><b><u>Temporary confiscation of electronic devices will occur. Repeated offenses will result in parental notification and parental retrieval of electronic devices.</u></b></p>
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**FIELD TRIPS**

The Atmosphere Academy Discipline Policy determines the behavior of students while on field trips.

<p><b><u>Conduct</u></b></p> <p>The school sponsors several worthwhile educational field trips involving entire classes throughout the year. Students and parents are expected to read and sign the behavior codes for specific trips, and students are responsible for proper conduct and behavior.</p>	<p><b><u>Consequence</u></b></p> <p>Violation of the Discipline Policy while on a field trip may result in disciplinary action, including the possibility of being sent home with a chaperone at the parents' expense and possible suspension from school.</p>
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If a student has cumulative behavior incidents during a school year, the student may be excluded from participation in any or all field trips.

**FIGHTING AND EXCESSIVELY ROUGH PLAY**

Fighting, violent behavior or activities which endanger the health and safety of students or others are prohibited.

<p><b><u>Conduct</u></b></p> <p><b><u>Students are expected to not fight or engage in any rough behaviors that can endanger the safety of others.</u></b></p>	<p><b><u>Consequence</u></b></p> <p><b><u>Students caught engaging in fighting or excessively rough play will be subject to parental notification, detention, or possible suspension.</u></b></p>
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**LANGUAGE**

Atmosphere Academy students are expected to communicate in a respectful manner.

<p><b><u>Conduct</u></b></p> <p>Students are expected to use appropriate and respectful language. Abusive or obscene language or gestures are prohibited, including threats, cursing, and slurs.</p>	<p><b><u>Consequence</u></b></p> <p><b><u>A verbal reprimand and/or apology will be given or required depending on the severity of the incident.</u></b> Repeated offenses will result in parental notification, detention, and possible suspension. Major or serious obscene language or disrespect will result in parental notification and suspension.</p>
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**INTIMIDATION**

Any conduct that endangers the safety, morals, health, or welfare of others is prohibited. Intimidation is prohibited, whether physical, oral, written or electronic, including, without limitation: (a) threatening to assault, injure, or harm another person; (b) threatening to damage, destroy, or misappropriate public or private property without authorization; (c) abusing any person through the use of “fighting words,” profanity, or terms of abuse based upon race, ethnicity, religion, national origin, gender identification, gender orientation or disability; and (d) words or conduct which, by their nature, create a reasonable possibility of leading to violence or disruption of school activities.

<p><b><u>Conduct</u></b></p> <p>“Bullying” occurs when a person is repeatedly and over time exposed to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself. Bullying is aggressive behavior that involves unwanted, negative actions involving a pattern of behavior repeated over time.</p> <p>“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being. “Harassment” includes, but is not limited to, sexual harassment and harassment based on race, creed, national origin, sexual orientation and/or gender identification, disability, perceived disability, religion, religious practice and or ethnic group.</p>	<p><b><u>Consequence</u></b></p> <p><b><u>Students who are found to be engaging in or assisting in any act of bullying will be subject to parental notification, apology, detention, or possible suspension.</u></b></p> <p><b><u>Students who are found to be engaging in or assisting in any act of harassment will be subject to parental notification, apology, detention, or possible suspension.</u></b></p>
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**THEFT - GAMBLING – EXTORTION**

The harassment or coercion of any person at Atmosphere Academy is prohibited.

<u>Conduct</u>	<u>Consequence</u>
<p>The use of threats and intimidation to extort money or favors from any individuals is prohibited.</p> <p>Theft of any personal property will not be tolerated.</p> <p>Gambling will not be tolerated.</p>	<p><u>Students participating in the use of extortion will be subject to parental notification, detention, possible suspension and possible notification of appropriate law enforcement agencies.</u></p> <p><u>Students engaging in theft will be subject to parental notification, detention, possible suspension and possible notification of appropriate law enforcement agencies.</u></p> <p><u>Students engaging in gambling will be subject to parental notification, detention, mandatory suspension and possible notification of appropriate law enforcement agencies.</u></p>

**ILLEGAL SUBSTANCES AND DANGEROUS ITEMS**

<u>Conduct</u>	<u>Consequence</u>
<p>Students are expected to come to school without illegal substances, including alcohol and other drugs.</p> <p>Students are expected to come to school without tobacco.</p> <p>Students are expected to come to school without dangerous materials such as weapons, fireworks, matches or lighters.</p> <p>Students are expected to come to school without nuisance materials that detract from the school environment such as stink bombs, water pistols, disappearing ink, gag toys, etc.</p>	<p><u>Students found to be in possession, use, or under the influence of illegal substances will be subject to confiscation, parent notification, immediate suspension from school, and notification of appropriate law enforcement agencies.</u></p> <p><u>Students found to be in possession or use of tobacco will be subject to confiscation, parental notification, and possible suspension from school.</u></p> <p><u>Students found to be in possession or use of dangerous materials will be subject to Confiscation, parent notification, suspension from school and notification of appropriate law enforcement agencies.</u></p> <p><u>Students found to be in possession or use of nuisance materials will be subject to confiscation, parent notification, detention and possible suspension from school.</u></p>

## HALLWAYS

Controlled voices and walking in hallways are essential for safety and efficient passage to and from classes, as well as before or after school.

<p><b><u>Conduct</u></b></p> <p>Students are expected to speak quietly and to walk in the hallways keeping to the right to avoid congestion.</p> <p>No student is permitted to walk through the hallways without a pass while classes are in session. During lunchtime students must have a pass for specific areas other than the intramural and recess areas.</p>	<p><b><u>Consequence</u></b></p> <p><b><u>A verbal reprimand or detention will be given depending on severity of incident.</u></b></p> <p><b><u>A detention for each infraction will be issued for any student walking the hallways without a pass.</u></b></p>
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## RESPECT

Respect for fellow students and all school employees is a core value that should permeate the entire school. Students are expected to demonstrate respect for people and property. Students will show respect by:

- Being honest, courteous, and polite.
- Accepting the rights of others to their own opinion.
- Settling differences peacefully.
- Displaying good sportsmanship.
- Participating in the maintenance and cleanliness of the school.
- Honoring the property of others.

### RESPECT FOR SCHOOL PERSONNEL

<p><b><u>Conduct</u></b></p> <p>Students are expected to demonstrate respect towards all school personnel at all times. Rudeness, insolence, and insubordination directed toward school employees will not be tolerated.</p>	<p><b><u>Consequence</u></b></p> <p><b><u>Students showing disrespect to school personnel will be subject to parental notification, apology, detention and possible suspension.</u></b></p>
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### RESPECT FOR SCHOOL PROPERTY

Students are to respect school property and develop feelings of pride in our community institutions.

<p><b><u>Conduct</u></b></p> <p>Students are expected to care for their own property, school property entrusted to them, and the property of others, including but not limited</p>	<p><b><u>Consequence</u></b></p> <p><b><u>Parental notification, detention, restitution, and possible suspension will occur for any student found damaging property in or around school.</u></b></p>
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<p>to textbooks, science equipment, furniture, supplies, projects, etc.</p> <p>Defacement of school property or vandalism will not be tolerated.</p> <p>Littering in school will not be tolerated.</p> <p>Gum chewing is prohibited in school at all times to keep school property clean.</p>	<p><b><u>Parental notification, restitution, and possible suspension will occur for any student found vandalizing school property.</u></b></p> <p><b><u>A verbal reprimand, mandatory school service and possible detention will occur for any student found littering on school property.</u></b></p> <p><b><u>Verbal reprimand, mandatory school service, and possible detention for repeated infraction will occur for any student found chewing gum in school.</u></b></p>
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### **SPECTATOR CONDUCT**

Spectators are an important part of athletic competition, extracurricular activities, and other school functions. Spectators should conform to accepted standards of good sportsmanship and conduct at all times. Respect and consideration should be shown toward officials, coaches, players, advisers, performers, chaperones and fellow spectators.

<b><u>Conduct</u></b>	<b><u>Consequence</u></b>
<p>At assemblies students are expected to sit in assigned seats and demonstrate courteous, appropriate behavior. Whistling, shouting, and stamping of feet are inappropriate. A designated signal will be used to notify students that the program will begin and all talking must cease.</p>	<p><b><u>Students found to display inappropriate conduct will be subject to removal from assembly and parental notification.</u></b> Repeated offenses will result in detention and/or denial of participation in future assembly programs.</p>
<p>At athletic events students are expected to demonstrate courteous and appropriate conduct. Posted rules and regulations must be obeyed.</p>	<p><b><u>Students found to display inappropriate conduct will be subject to removal from assembly and parental notification. If offenses are repeated, denial of participation will occur.</u></b></p>
<p>At socials students are to follow the Discipline Policy drawn up by the Student Council.</p>	<p><b><u>Students found to display inappropriate conduct will be subject to removal from assembly and parental notification. Depending on severity of offense, denial of participation in future events may occur.</u></b></p>

### **SKATEBOARDS AND ROLLERBLADES**

<b><u>Conduct</u></b>	<b><u>Consequence</u></b>
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Students should not bring skateboards or rollerblades or shoes with rolling devices to school or ride them on school property.	<b><u>Students found in possession of these items will be subject to confiscation, parental notification, and parental retrieval of items.</u></b>
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### **DISCIPLINE POLICY FOR SPECIFIC AREAS AND TIMES**

During the school day at specific times and in specific places, it is necessary to have clearly defined rules and regulations because large groups of students are living and working together.

Appropriate conduct based upon respect and consideration will result in a pleasant environment in these areas. Infraction of the rules will result in a verbal reprimand, parental notification, detention, or possible suspension depending on the incident.

### **CAFETERIA CONDUCT**

The following rules for cafeteria conduct will promote a safe, orderly and pleasant environment for students to enjoy their noontime meals:

- Students are to report to the cafeteria, walking in an orderly fashion.
- Entry into the serving area will be guided by an adult. Students are required to wait quietly in line.
- Students bringing lunch from home may purchase milk in a designated area.
- Stealing from the cafeteria service will be considered grounds for suspension from school.
- Food may not be taken from the cafeteria.
- Cafeteria staff are to be respected and obeyed by students at all times.
- Students are to sit and eat at tables of their choice. This privilege carries the student responsibilities of remaining seated and behaving in an appropriate manner.
- Talking should be conducted at a normal conversational level. Loud talking, yelling or shouting is not permitted.
- Throwing of food, containers or objects of any kind will be considered a serious disciplinary matter; offenders may be suspended from school during lunch periods.
- Students are responsible for cleaning their own dining areas.
- Students must obtain a pass to leave the cafeteria during a meal.
- Students who continually violate cafeteria rules may have lunch privileges suspended.

### **HEALTH OFFICE**

No food or drinks are allowed in the Health Office unless necessary for medical purposes.

Students are not to go to the Health Office without a pass except in the case of severe injury or illness.

Students are not to go to the Health Office between classes.

Students are not to go to the Health Office toward the end of a period unless absolutely necessary. They should wait and get a pass from their next period teacher so that teachers know where they are.

## RECESS CONDUCT

The following rules have been established to ensure the safety and security of all individuals:

- Students must remain in designated areas at all times.
- Those students who are to meet with a teacher during recess must have a written, dated pass from that teacher. This pass must be presented to any teacher or aide requesting it.
- If a child is hurt while outside, he or she is to inform a staff member. As necessary, the staff member will assist or direct the student to the nurse's office.
- Excessively rough play, such as wrestling, arm/wrist wrestling, pushing or tripping is not permitted.
- The throwing of rocks, acorns, snow, ice or other objects is strictly prohibited.
- Ball playing will be in designated areas only. Only soft playground balls may be used.
- Recess equipment provided by the school is to be used properly and safely. Students are reminded to share the equipment. Please be sure to return the equipment at the end of the recess period.
- When the signal is given, students are to line up immediately and re-enter the building.
- Students must respect and obey teachers and staff at all times.

## EMERGENCY EXIT PROCEDURES

School emergencies are handled best when students understand the serious meaning of a fire drill. Surviving an actual disaster is often the difference between a well-rehearsed student and an unpracticed one. Panic is avoided when students cooperate while following the proper fire drill procedures.

A few rules will help:

- When the alarm sounds, stop working immediately and move toward the assigned exit in an orderly fashion.
- In each room there is a notice indicating which exit to use to vacate the building. **Your teachers will acquaint you with these directions during the first few days of school.**
- **If an exit that is customarily used has been blocked, proceed to the nearest usable exit, listen for instructions from your teacher, and walk quietly in a single, orderly line to the designated location.**

### \*\*ABSOLUTE SILENCE IS NECESSARY\*\*

- When outside, proceed until the group is away from the building. A teacher will take attendance. Permission to go back into the building will be given by the teacher in charge.
- Follow the directions of your teacher **AT ALL TIMES**.

## **INTERNET**

Students will have access to the computer network for the Internet. To gain access to the Internet, all students must obtain parental permission, and must sign an agreement to comply with the rules established in the Acceptable Use Policy. Violations may result in a loss of access as well as other disciplinary or legal action.

## **LOCKERS**

Hall lockers are assigned to students at the beginning of the year. Lockers are used to store and safeguard books and personal property. The following regulations should guide student use of hall lockers:

- Students are expected to keep lockers clean and organized at all times.
- Students should keep their lockers locked at all times.
- Students should not disclose their locker combination to other students.
- The only times that students are permitted to go to their lockers without permission from a teacher are directly before/after lunch periods or at the beginning/end of the school day.
- Students should not write on lockers or place stickers on or inside lockers.
- Students should never force, kick, slam or damage lockers in any way. If there is a problem with a locker, the student should notify the office. Under no circumstances should students tamper with or open a locker other than their own. Students should not leave money or other valuables such as jewelry in their lockers.
- Lockers are the property of the school and subject to search without notification.

## **OFFICE BEHAVIOR**

The offices of the school are places where visitors receive their first impression of Atmosphere Academy. These are places where our core values are to be shown to all staff and visitors who are conducting business there.

Students are expected to exhibit good manners and courtesy at all times when visiting any office whether running an errand or waiting to meet with staff.

Good office manners include the following behavior:

- Patience in waiting your turn
- Sitting quietly
- Not socializing with other students

## DIGNITY FOR ALL STUDENTS ACT (DASA)

Atmosphere Academy's Discipline Policy adheres to New York State's Dignity for All Students Act (DASA). The school will promptly address all incidents of harassment and/or discrimination of students that impede students' ability to learn, including any form of bullying, taunting or intimidation. No student shall be subjected to harassment by employees or students on school property or at a school function and Atmosphere Academy reserves the right to discipline students, consistent with this Discipline Policy, who engage in harassment of students off of school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment that materially and substantially disrupts the work and discipline of the school and/or which school leaders reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

- **Dignity Act Coordinator:** Atmosphere designates the Director of School Life as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and employees for consultation and advice.
- **Reporting and Investigating:** All Atmosphere staff members are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to their Principal. A staff member who witnesses harassment or who receives a report of harassment shall inform the Principal. The Principal shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the school to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.
- **Retaliation:** Atmosphere Academy prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

## SUSPENSION AND EXPULSION PROCEDURES

Atmosphere Academy is committed to restorative justice to minimize disruptions to learning for all students. For most infractions students will have an opportunity to restore themselves to a productive state of mind and the school to an atmosphere conducive to learning. For some issues, parents may be notified and/or a conference requested to assist in resolving the situation. However, some more serious issues may ultimately require the removal of the student from participation in the school. Parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. In all cases, students have a right to due process, which is described below.

### **Due Process for Short Term Suspensions**

A short-term suspension is defined as an in-school or out-of-school suspension of five (5) days or less. The Principal or a designee may impose short-term suspension for serious cause to prevent immediate harm to the student and to the school atmosphere. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include:

- the reason(s) for the proposed suspension,
- the proposed duration of the suspension, and
- whether the proposed suspension will be in-school or out-of-school.

The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or a translation will be made.

### **Due Process for Long Term Suspensions and/or Expulsions**

**Suspension:** When a suspension longer than five (5) consecutive days is the appropriate response to the student's behavior, the student and his/her parent/guardian have certain rights. These rights are:

- To be given written notice as to the charges pending against the student
- To be represented by counsel
- To be afforded a hearing by the Principal or a hearing officer designated by the Principal
- To present witnesses and other evidence in his/her own behalf and to cross-examine witnesses against him/her
- To appeal the decision after the hearing to the Board of Trustees;
- To appeal the decision from the Board of Trustees to the school's authorizer; and
- To appeal the decision from the school's authorizer to the Commissioner of Education of the State of New York

When the Principal decides that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended short-term and is being considered for a long-term suspension and state the reasons for such actions. The parent/guardian will

then be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include:

- the reason(s) for the proposed suspension,
- the proposed duration of the suspension, and
- the date, time and location of the suspension hearing

The written notice will be provided in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that the student will have the right to be represented by counsel at the formal hearing, present and question witnesses, and present and challenge evidence. The Principal or his or her designee will conduct the hearing; after the hearing the Principal or his or her designee will issue a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

**Expulsion:** When an expulsion is the appropriate response to the student's behavior, the student and his/her parent/guardian have certain rights. These rights are:

- To be given written notice as to the charges pending against the student
- To be represented by counsel
- To be afforded a hearing by a committee comprised of members of the school's Board of Trustees
- To present witnesses and other evidence in his/her own behalf and to cross-examine witnesses against him/her
- To appeal the recommendation of the Board committee that conducted to the hearing to the full Board of Trustees;
- To appeal the decision from the Board of Trustees to the school's authorizer; and
- To appeal the decision from the school's authorizer to the Commissioner of Education of the State of New York

When the Principal decides that a student's action warrants a possible expulsion, the Principal shall verbally inform the student that he or she is being suspended short-term and is being considered for an expulsion and state the reasons for such actions. The parent/guardian will then be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include:

- the reason(s) for the proposed expulsion, and
- the date, time and location of the expulsion hearing

The written notice will be provided in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that the student will have the right to be represented by counsel at the formal hearing, present and question witnesses, and present and challenge evidence. A committee comprised of at least three board members will conduct the hearing; after the hearing the committee will issue a recommendation to the full board, which will be sent to the parent/guardian with the date and time of the board meeting at which the full Board of Trustees will vote to accept or modify the recommendation. The parent/guardian and student will have an opportunity to verbally respond to the recommendation at the board meeting at which the Board considers the recommendation. The Board will then vote to accept or modify the recommendation after which it will issue a written decision to be sent to the student, the parent/guardian, and the student's permanent record.

If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

### **Appealing Suspensions and Expulsions**

Parents have the right to appeal decisions regarding short- and long-term suspensions and expulsions to the Board of Trustees. An appeal must be made within ten (10) days of the suspension or expulsion determination, and the Board must reply within 48 hours. If the Board of Trustees upholds the suspension or expulsion determination, an appeal may be made to the school's authorizer and then to the Commissioner of Education.

### **Provision of Services to Student while Suspended or Expelled**

- Alternate instruction will be offered during all suspensions by qualified staff; it will be offered within 24 hours of any suspension and at a reasonable location and time of the school's choosing. Alternative instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.
- Students suspended from school must attend alternative instruction as assigned by the school or receive an unexcused absence for each day alternative instruction is not attended.
- Students are allowed to complete assignments while on suspension. In order to receive credit for them, students must submit the assignments to their teachers upon readmission to the school.
- Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension (e.g., sports practice and games, field trips, clubs, special programs, etc.), except to attend alternative instruction.
- The school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.
- For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law.

## **DEFINITIONS**

**SUSPENSION** - Students who are suspended from school are in the custody of their parents and are prohibited from school grounds, all sports, and after school activities on the day (s) of the suspension.

Students who are suspended from school are responsible for all academic work missed. The work should be completed during the day(s) of the suspension and submitted to the appropriate teachers upon return.

When returning to school from a suspension, a meeting will take place that includes the student, parent and administrator. At this time, the infraction and strategy for remediation will be discussed. Additional meetings/sessions will be held between guidance counselor and student upon his/her return to school.

**CUMULATIVE BEHAVIOR INCIDENTS** - Students exhibiting consistently poor behavior, which has resulted in multiple documented infractions of the Atmosphere Academy Discipline Policy, may be prohibited from participation in sports, extracurricular activities, and school trips.

**DETENTION** - Students will be required to serve detention during lunch or after school for the following reasons:

1. Breaking rules where detention is listed as a consequence in the Discipline Policy handbook.
2. Continually not upholding academic responsibilities (homework, assignments, etc.).
3. Any other infraction of the rules that does not support our core value and interferes with the safety and learning of other students.

Parents and students will be given twenty-four hour notice prior to detention in order to make arrangements.

Detention is from 5:00 – 5:30 p.m. Lunch time detention with a teacher begins after the first 15 minutes of lunch.

**ATMOSPHERE ACADEMY**

**STUDENT / PARENT DISCIPLINE POLICY ACKNOWLEDGMENT FORM**

We have read and discussed the ramifications of the Discipline Policy outlined in this manual.

\_\_\_\_\_  
Student Name (Please Print)    Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

**This signed form must be returned to your child’s language arts teacher on the first day of school.**

**Note:**

**Please feel free to contribute suggestions for the improvement of this manual at any time during the school year.**

(c) **Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA))**

## **Atmosphere Academy Public Charter School Special Education Discipline Policy**

### Expectations

Students with disabilities, defined as having an Individual Education Program (IEP) or in the process of being evaluated for disability, have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Students with disabilities will be held to the same academic and behavioral expectations as other students to the extent allowed by requirements of the student's IEP. Students for whom the IEP does not include a specific behavior intervention plan may be disciplined in accordance with standard school policy relating to each infraction. However, if behavior is deemed a manifestation of a student's disability, no penalty may be imposed, and the school will work with the Committee on Special Education (CSE) to consider a possible program modification.

### Discipline Process

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

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

A student whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears to be ineffective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the CSE for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will immediately contact the relevant CSE for reconsideration of the student's educational placement. Such student shall not be suspended for a total of more than ten (10) 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.

Atmosphere Academy will work with the CSE to ensure that it meets within seven days of notification of any of the following:

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

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

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

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described for students without disabilities and include notification of the CSE. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The CSE shall determine an appropriate Interim Alternative Educational Setting (IAES), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Parents/guardians may request a hearing to challenge the manifestation determination. If a parent/guardian requests a hearing or an appeal regarding a disciplinary action relation to weapons or

drugs to challenge the interim alternative educational setting or the manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parents and school agree otherwise.

#### Alternative Education

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. The school will assign staff to provide alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

9. School Culture and Discipline  
 (d) Dress Code Policy

## Atmosphere Academy Public Charter School Dress Code Policy

Atmosphere Academy is predicated on providing an “atmosphere” for learning. As such, a distinctive uniform is a key factor within our school community that signifies a sense of purpose, belonging, and unity. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and one’s responsibility to that group. Uniforms also minimize the time it takes to get ready for school and minimize learning distractions in the school.

The school will identify an inexpensive uniform provider. The school will purchase each their initial uniform so that no student will be denied access to the school because of an inability to purchase the school uniform. After the schools initial purchase, Atmosphere believes replacement uniforms to be cost effective and manageable for parents. The school will keep reserves on hand to assist families who cannot afford the uniform.

The Atmosphere Academy uniform will consist of the following items:

Boys	Girls
<ul style="list-style-type: none"> <li>• Atmosphere Academy polo shirt with logo</li> <li>• Slacks with black belt</li> <li>• Crew socks</li> <li>• V-neck pullover or cardigan</li> </ul>	<ul style="list-style-type: none"> <li>• Atmosphere Academy polo shirt with logo</li> <li>• Slacks with black belt or skirt</li> <li>• Crew Socks or opaque tights</li> <li>• V-neck pullover or cardigan</li> </ul>

The following dress code guidelines apply to all students:

1. Students are to wear the Atmosphere Academy uniform every day.
2. All Atmosphere Academy shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Students shall not be permitted to wear attire which features offensive and/or vulgar words, pictures, or drawings, including naming advertising, or promoting sexually related products or activities.
5. Students shall not be permitted to wear attire which names, advertise, or promotes products that are illegal for minors, including items related to drugs, alcohol, and tobacco.
6. Pants may not be excessively baggy and may not cover the shoes.

7. Students may not wear jeans, jogging pants, sweat pants or shorts. Shorts are permitted if the weather is above 85 degrees and must be of appropriate length.
8. Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
9. Students may not wear inappropriately tight clothing.
10. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees).
11. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
12. For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). Students are permitted one bracelet and one ring to be worn in school. One necklace may be worn but must remain tucked in at all times.
13. Students may not wear makeup, colored contacts, and hair with color, sparkles or glitter. Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use.
14. Students cannot wear shoes that show their toes or heels.
15. Students may not use nail polish or fake fingernail tips.

9. School Culture and Discipline  
(d) Dress Code Policy

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1. Students are to wear the Atmosphere Academy uniform every day.
2. All Atmosphere Academy shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Students shall not be permitted to wear attire which features offensive and/or vulgar words, pictures, or drawings, including naming advertising, or promoting sexually related products or activities.
5. Students shall not be permitted to wear attire which names, advertise, or promotes products that are illegal for minors, including items related to drugs, alcohol, and tobacco.
6. Pants may not be excessively baggy and may not cover the shoes.

7. Students may not wear jeans, jogging pants, sweat pants or shorts. Shorts are permitted if the weather is above 85 degrees and must be of appropriate length.
8. Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
9. Students may not wear inappropriately tight clothing.
10. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees).
11. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
12. For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). Students are permitted one bracelet and one ring to be worn in school. One necklace may be worn but must remain tucked in at all times.
13. Students may not wear makeup, colored contacts, and hair with color, sparkles or glitter. Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use.
14. Students cannot wear shoes that show their toes or heels.
15. Students may not use nail polish or fake fingernail tips.

## 11. Personnel

## (a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for the staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESOL teachers, as well as any other specialty teachers.

Atmosphere Staffing Plan

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Grades Served:</b>	6	6-7	6-8	6-9	6-10
<b>Enrollment:</b>	120	234	342	462	576
Principal	1.00	1.00	1.00	2.00	2.00
Director of Finance and Operations	1.00	1.00	1.00	1.00	1.00
Director of STEM	1.00	1.00	1.00	1.00	2.00
Director of Literacy	1.00	1.00	1.00	1.00	2.00
Director of Student Learning	1.00	1.00	1.00	1.00	1.00
Director of Language (ESL/ELL/LOTE)	1.00	1.00	1.00	1.00	1.00
Director of School Life (dean, lead guidance counselor, lead social worker)	1.00	1.00	1.00	2.00	2.00
History Teacher	1.00	2.00	3.00	5.00	6.00
ELA-Critical Reading Teacher	1.00	2.00	3.00	3.00	4.00
ELA-Critical Writing Teacher	1.00	2.00	3.00	3.00	4.00
ELA-Critical Reading/Writing Teacher	1.00	2.00	3.00	3.00	4.00
Math Teacher	1.00	2.00	3.50	5.00	6.00
Science Teacher	1.00	2.00	3.00	4.00	5.00
LOTE Teacher	0.50	1.50	2.00	3.00	4.00
Physical Education Teacher	0.50	1.00	2.00	2.00	3.00
Art Teacher	0.50	1.00	1.50	2.00	2.50
Learning Specialist (special education teacher)	2.00	2.00	4.00	6.00	8.00
ELL Specialist	1.00	2.00	3.00	4.00	5.00
Teaching Assistant	0.00	2.00	4.00	6.00	8.00
Office Manager	1.00	1.00	1.50	2.00	2.00
Nurse*	1.00	1.00	1.00	1.00	1.00
Guidance Counselor	0.00	1.00	2.00	3.00	3.00
Social Worker (augmented by Fordham interns in each year)	0.00	1.00	2.00	3.00	4.00
School Psychologist (augmented by Fordham interns in each year)	0.00	0.00	1.00	1.00	1.00
Executive Director	0.00	0.00	0.00	1.00	1.00

Director of Data	0.00	1.00	1.00	1.00	1.00
Finance/Operations Assistant	0.00	0.00	0.50	1.00	1.00
Technology Teacher	0.00	0.00	0.50	1.00	1.50
<b>Total</b>	<b>18.5</b>	<b>32.5</b>	<b>50.5</b>	<b>68.0</b>	<b>85.0</b>

\* Provided by DOH (not counted in total)

In its first three years as a middle school, Atmosphere will be led by a Principal, who will be responsible for day-to-day operations of the school and report directly to the Board of Trustees. Using the distributed leadership model described below and in Response 8 – Instructional Leadership, the Principal will supervise a set of Directors who are responsible for specific function areas within the school. Most Directors will also have some teaching responsibilities in order to maintain their connections to teaching and learning and the students.

**Atmosphere Distributed Leadership Model**

	<b>Function Area</b>	<b>Department</b>
Director of Finance and Operations	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Operations</li> <li>• Procurement</li> <li>• Transportation</li> <li>• Food Services</li> <li>• Health Services</li> <li>• Technology</li> <li>• Vendor Relations (e.g., CSBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Finance/Operations Assistant</li> </ul>
Director of STEM	<ul style="list-style-type: none"> <li>• Math Education</li> <li>• Science Education</li> <li>• Technology Education</li> </ul>	<ul style="list-style-type: none"> <li>• Math Teachers</li> <li>• Science Teachers</li> </ul>
Director of Literacy	<ul style="list-style-type: none"> <li>• English Language Arts Education</li> <li>• History Education</li> </ul>	<ul style="list-style-type: none"> <li>• English Teachers</li> <li>• History Teachers</li> </ul>
Director of Language	<ul style="list-style-type: none"> <li>• ELL Services</li> <li>• Language Other Than English Education</li> </ul>	<ul style="list-style-type: none"> <li>• ELL Specialists</li> <li>• LOTE Teachers</li> </ul>
Director of Student Learning	<ul style="list-style-type: none"> <li>• Special Education</li> <li>• RRTI</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Specialists</li> <li>• Teaching Assistants</li> </ul>
Director of School Life	<ul style="list-style-type: none"> <li>• School Culture and Discipline</li> <li>• Social Work</li> <li>• Advisory</li> <li>• Wraparound Services</li> <li>• Arts and Physical Education</li> <li>• Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Social Workers</li> <li>• Social Work Interns</li> <li>• Nurse</li> <li>• Arts Teachers</li> <li>• PE Teachers</li> <li>• Psychologist</li> </ul>

Staffing for Growth

Atmosphere intends to add a grade each year and has designed a deliberate staffing plan to ensure the school has adequate operational and instructional capacity each year as the school grows.

- **Year 1 (Grade 6):** Atmosphere will open with a Principal, a full set of Directors as listed above, and an Office Manager. The Director of School Life will be a trained social worker and able to provide counseling. The Director of Finance and Operations will be supported by Charter Schools Business Management in establishing and managing the school's finance and operations systems. The teaching faculty will include three ELA teachers, one history teacher, one science teacher, one math teacher, two learning specialists and one ELL specialists as well as part-time art and physical education teachers.
- **Year 2 (Grades 6-7):** The school will add a social worker, guidance counselor and the Director of Data. The number of teachers in each discipline will double and the LOTE faculty will increase to 1.5 FTE. The school will also add one more Learning Specialist and ELL Specialist and two teacher assistants.
- **Year 3 (Grades 6-8):** The school will add an additional history, science and physical education position, three ELA positions, 1.5 math positions, and .5 LOTE and art positions. Two more Learning Specialists and one ELL Specialists will join the faculty. An additional social worker and a school psychologist and guidance counselor will be hired as well as two more teacher assistants. Finally, the school will add a part-time technology teacher and part-time finance/operations assistant and add .5 FTE to the office staff.
- **Year 4 (Grades 6-9):** Atmosphere will open its high school program in Year 4. An Executive Director will be appointed and a second Principal and Director of School Life will join the high school. One science, two history, 1.5 math and .5 art positions will be added to the faculty. Two more Learning Specialists and one ELL Specialists will be hired as well as an additional guidance counselor, social worker and two teacher assistants. The technology teacher and finance/operations assistant positions will both become full-time.
- **Year 5 (Grades 6-10):** A second Director of STEM and Director of Literacy will be appointed to support the high school program. One math, history, science, physical education and LOTE teacher each will be hired as well as three additional ELA teachers and another .5 art teacher position. Two more Learning Specialists and another ELL Specialist and two teacher assistants will also be added. The school will add another social worker and a .5 technology teacher position.

- (b) Provide a list of qualifications and responsibilities for each staff position (instructional and non-instructional)

**Responsibilities and Qualifications:** Atmosphere Academy will use the following qualifications and responsibilities to recruit and select candidates for employment.

**Executive Director**

**Qualifications:**

- Absolute commitment to the mission and vision of the school
- Middle and/or high school administrative experience
- Demonstrated success in raising student achievement
- High expectations for themselves, staff and students
- Skill in fostering collaboration to accomplish specific goals
- Experience hiring, managing and evaluating employees
- Experience working with and reporting to a governing board
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary written and oral communication skills
- Strong recommendations from prior employers, colleagues and employees

**Responsibilities:**

- Serve as school leader accountable for all academic, organizational and financial aspects of the school
- Serve as external face of the school to board, authorizer, partners and the public
- Implement all school policies and procedures established by the Board of Trustees
- Coordinate strategic planning that establishes clear priorities, goals, and benchmarks
- Regularly report to the board on progress towards goals and needs of the school
- Manage operations leadership to ensure organizational and financial health of the school
- Manage academic leadership to ensure academic success of the school
- Approve all hiring decisions
- Conduct evaluation of subordinate leadership positions and approve evaluations of all other staff by subordinates
- Coordinate implementation of development plan
- Ensure compliance with the school's charter agreement and all applicable federal, state and local laws and regulations
- Respond to grievances by parents and staff
- Evaluate school programs and recommend policy changes and resource allocation

**Principal**

**Qualifications:**

- Absolute commitment to the mission and vision of the school
- Middle and/or high school teaching and instructional leadership experience
- Demonstrated success in raising student achievement

- High expectations for themselves, staff and students
- Skill in fostering collaboration to accomplish specific goals
- Skill in fostering a data-driven professional culture
- Experience hiring, managing and evaluating employees
- Experience with the curriculum programs, instructional methods and/or assessment systems utilized by the school
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary written and oral communication skills
- Fluency in Spanish preferred
- Strong recommendations from prior employers, colleagues and employees

**Responsibilities:**

- Implement the middle or high school academic program with fidelity to the charter
- Recruit and hire instructional staff
- Ensure the development and regular review and revision of a cohesive curriculum that is aligned to state standards
- Ensure implementation of a comprehensive assessment system that provides actionable data to students, teachers, parents, and administrators
- Guide teachers in developing individual professional development goals
- Oversee regular needs assessment of teachers and coordinate relevant pre-and in-service professional development
- Provide teachers with individual support and coaching through lesson plan review and classroom observations and formative feedback
- Establish a strong school culture and provide a safe learning environment
- Facilitate and encourage parent involvement
- Handle serious discipline issues, including suspensions and expulsions

**Director of Finance and Operations****Qualifications:**

- At least five years relevant professional work experience, ideally in a charter school or other K-12 education organization
- Business or accounting degree preferred
- At least 1 year direct experience successfully managing and developing staff
- Demonstrated success providing superior customer service
- Quantitative skills and experience with accounting, budgets, and financial management
- Experience with relevant business and finance software
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Strong communication, writing, and presentation skills
- Strong organizational skills with attention to detail
- Relentless determination to do whatever it takes to help our students succeed
- Proactive and creative problem-solver
- Values input and feedback
- Team-player capable of working both collaboratively and independently
- Strong recommendations from prior employers, colleagues and employees

**Responsibilities:**

- Oversee all day-to-day operational activities of the school in collaboration with Principals and Executive Director
- Manage a team of back office personnel, including Office Manager and Finance/Operations Assistant
- Manage major academic-related systems and activities, including student recruitment and lottery, student information systems, and reporting
- Liaison with Charter School Business Management, Inc.
- Coordinate human resource activities, including payroll and benefits, and maintain employment records
- Oversee procurement process and conduct accurate and timely billing to ensure adequate cash flow
- Manage facility, including maintenance, renovations and upgrades
- Coordinate food services and transportation
  
- Coordinate staffing and resources for health services
- Plan logistics for school-wide events for students, staff and families
- Manage technology, including needs assessments and implementation
- Prepare annual budget and support the annual auditing process
- Provide regular reporting of financial status to school leadership and the Board
- Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations.
- Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc.

**Directors of STEM and Literacy****Qualifications:**

- Commitment to the Atmosphere mission and vision
- Demonstrable experience raising student performance in their subject area
- Experience with curriculum development and instructional planning
- Experience teaching and developing adults
- Experience working with Atmosphere’s target student population
- Collaborative style, effect team member
- A “whatever it takes” attitude

**Responsibilities:**

- Teach courses in subject area
- Manage a subject area department
- Coordinate the curriculum development process within the department and across departments.
- Provide guidance and direction to faculty
- Provide ongoing observation and feedback, coaching and mentoring to faculty
- Participate in and contribute to the Instructional Leadership Team

**Director of Student Learning (Special Education)****Qualifications:**

- Commitment to the Atmosphere mission and vision
- Special Education certification
- Demonstrated success raising the achievement level of at-risk students
- Experience supervising and evaluating intervention staff
- Commitment to data-driven instruction
- Knowledgeable about best practices in special education and urban education
- Knowledgeable about CSE and IEP referral and development process
- Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building
- Demonstrated respect and concern for children and their parents and a passion for education

**Responsibilities:**

- Manage the school's Response to Intervention process
- Serve as liaison to the district Committee on Special Education (CSE)
- Provide information to and obtain information from CSE as needed throughout the year
- Review student records and identify students entering with IEPs
- Work with CSE and parents to develop or modify IEPs and maintain secure records of students with IEPs
- Manage 504 process
- Ensure that all services are provided in accordance with each student's IEP
- Coordinate assessments and accommodations for students with disabilities
- Monitor progress of students with disabilities, including achievement of IEP goals
- Coordinate all external service providers
- Provide parents with information about special education rights and regulations
- Ensure that all compliance and reporting requirements are satisfied
- Train instructional staff on effective methods for educating at-risk students
- Ensure FERPA requirements as they relate to student record privacy
- Evaluate special education services and suggest improvements
- Participate in and contribute to the Instructional Leadership Team

**Director of Language (ESL/ELL/LOTE)****Qualifications:**

- Commitment to the Atmosphere mission and vision
- ESL certification (preferred)
- Demonstrated success raising the achievement level of at-risk students
- Experience supervising and evaluating intervention staff
- Commitment to data-driven instruction
- Knowledgeable about best practices in teaching second languages, including SIOP
- Knowledgeable about ELL identification process and service requirements
- Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building

- Demonstrated respect and concern for children and their parents and a passion for education

**Responsibilities:**

- Manage the school’s Response to Intervention process
- Review student records and identify entering ELL students
- Coordinate assessments and accommodations for ELL students
- Coordinate all external service providers
- Provide parents with information about ELL rights and regulations
- Ensure that all compliance and reporting requirements are satisfied
- Train instructional staff on effective methods for educating at-risk students
- Coordinate assessments and accommodations for students with disabilities
- Monitor progress of ELL students
- Monitor the performance of students who have tested out of ELL status
- Evaluate ELL services and suggest improvements
- Participate in and contribute to the Instructional Leadership Team

**Director of School Life**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- Social Work or Counseling Degree
- Experience working with and counseling urban students and their families
- Excellent communication skills
- Speaks Spanish preferred
- Skilled in facilitating collaborative projects and work
- Superb organizational and self-management skills and ability to handle multiple responsibilities effectively
- Experience with PBIS or restorative justice preferred

**Responsibilities:**

- Create and maintain school culture consistent with Atmosphere mission and vision
- Supervise social workers and social work interns to provide comprehensive counseling and support services
- Provide counseling as needed
- Coordinate the Atmosphere Advisory program
- Establish and instill school-wide routines, procedures and events that promote the culture and sustain the school’s values.
- Serve as school’s Dignity Act Coordinator to address all incidents of harassment or discrimination under the Dignity for Students All (DASA) Act
- Train teachers and staff in effective behavior management techniques using positive reinforcement and restorative justice approaches
- Coordinate response to minor discipline incidents and refer to Principal for more serious incidents
- Participate in Rapid Response to Intervention (RTTI) teams to address behavior issues
- Supervise and support arts and physical education teachers

- Coordinate wraparound services with partner organizations and refer families to community resources
- Participate in and contribute to the Instructional Leadership Team
- Participate in and contribute to the School Leadership Team

**Teachers**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- High expectations for learning and behavior
- Demonstrated success raising achievement of at-risk students
- Certification in subject area preferred
- Experience with curriculum development, lesson planning, assessment, data-driven instruction
- Familiarity with Gradual Release of Responsibility (GRR), Sheltered Observation Instruction Protocol (SIOP) and Response to Intervention (RTI) preferred
- Experience integrating digital resources into teaching and learning
- Strong classroom management skills
- Reflective and open to feedback with the desire to continuously improve
- A team player who is not deterred by a fast-paced, constantly changing environment

**Responsibilities:**

- Develop and plan curriculum aligned to standards
- Collaborate with Learning and ESL Specialists
- Prepare rigorous and engaging lessons for classes of up to 30 students
- Regularly assess student learning against measurable benchmarks and provide students with useful feedback
- Identify students in need of assistance and participate in Rapid Response to Intervention (RRTI) process
- Contribute to the professional community by identifying needs and developing solutions
- Demonstrate the school's values and integrate character education into instruction

**Learning and ELL Specialists**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- Appropriate certification (special education, ESL)
- Speaks Spanish preferred
- Demonstrated success raising achievement of at-risk students
- Excellent communication skills
- Ability to work effectively in collaborative environment

**Responsibilities:**

- Develop and plan curriculum aligned to standards
- Provide direct services and interventions to students

- Push-in to general education classrooms to support at-risk students
- Pull small groups or individuals for targeted intervention
- Team teach with general education teachers in inclusion setting
- Team teach with general education teachers in resource setting
- Monitor student progress towards goals in IEPs and learning plans
- Conduct specialized assessment as needed
- Assist with modification of lessons to meet the needs of all students
- Participate in all required IEP meetings and reviews
- Identify students in need of assistance and participate in Rapid Response to Intervention (RRTI) process

**Teaching Assistant**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- Experience working with children
- High expectations for adult and student behavior
- Ability to work in a collaborative environment
- Willingness to accept feedback and improve practice
- Speaks Spanish preferred

**Responsibilities:**

- Support teachers in core content classes
- Provide targeted support to small groups or individual students
- Assist with lesson preparation
- Conduct targeted assessments of students
- Support classroom management

**Office Manager**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- Experience working in a school or non-profit organization
- Oral and written proficiency in Spanish strongly preferred
- Proficiency with productivity software
- Experience with effective office procedures, including filing, answering the telephone professionally, photocopying, greeting visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills
- Relentless results orientation
- Professional initiative and a desire to learn

**Responsibilities:**

- Greet all visitors to the school and direct them to the appropriate place or person

- Serve as primary contact for all school communication via phone
- Maintain records in accordance with legal requirements and audit guidelines
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community
- Type, translate, and distribute school correspondence
- Maintain and ensure the accuracy of students' daily attendance
- Update data in student information system
- Assist in ordering and receiving materials
- Provide administrative support
- Check and summarize all voice messages and respond to general inquiries
- Sort and route mail
- Manage inventory and order office supplies
- Update school calendar

### **Social Workers**

#### **Qualifications:**

- Commitment to the Atmosphere mission and vision
- MSW or counseling degree
- Counseling experience with middle school students preferred
- Excellent interpersonal skills
- Excellent communication skills
- Experience working with individuals and groups
- Knowledge of community resources
- Ability to coordinate activities from many sources for the benefit of an individual student, and to make arrangements for groups of students
- Ability to aid in program development;
- Skills in supervising and motivating school social work interns

#### **Responsibilities:**

- Identifies and assesses academic problems through analysis of factors in students' home, school, and community.
- Determines and implements appropriate therapeutic strategies to effect changes in behavioral–social interactions of students and their families.
- Provides individual and group counseling to students and their families
- Develops curriculum and teaches Advisory classes
- Provides parent/guardian educational workshops
- Collaborates with school staff in implementing strategies to promote student learning.
- Participate RRTI team meetings and CST as needed
- Provides crisis intervention services.
- Provides social work case management for students and families.
- Provides staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process.
- Conducts staff development on issues related to social-emotional factors that impact learning.
- Maintains required clinical

- Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues.
- Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders.
- Locates and mobilizes community resources to support the educational program.

**Guidance Counselor**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- MA in Counseling or Guidance
- Speaks Spanish preferred
- Experience with urban middle and high school students
- College prep mindset
- Excellent interpersonal skills
- Excellent communication skills
- Experience working with individuals and groups
- Knowledge of community resources

**Responsibilities:**

- Assist with scheduling and programming students
- Provides direct support services to individual students, small groups, and classrooms
- Provide counseling to small groups and individual students
- Coordinate restorative justice activities
- Organize and conduct college awareness and readiness activities
- Completes assessments, referrals, and counseling with students and families
- Serves as a member of the family support team and other school based teams
- Address students having difficulty being successful in class
- Observe students and teachers to provide feedback on classroom management practices
- Conduct professional development trainings for teachers
- Assist students with college planning and applications
- Conduct college planning and financing workshops for parents

**Director of Data**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- Experience with education assessments
- Experience with data collection, analysis, and action planning
- Experience with data-driven instruction preferred
- Ability to teach and support adults
- Demonstrable analytic skills
- Detail oriented

**Responsibilities:**

- Coordinate assessment administration
- Conduct data analyses and provide useful reports to teachers and school leaders
- Facilitate data discussions with teachers
- Assist with action planning
- Conduct trainings for teachers regarding use of data-driven instruction

**Nurse**

**Qualifications:**

- Commitment to the Atmosphere mission and vision
- Nursing degree
- Experience with school-based nursing
- Excellent interpersonal skills
- Excellent communication skills
- Ability to collaborate with school and community-based partners

**Responsibilities:**

- Maintain medical records
- Provide information on health to students and families
- Address minor health issues
- Refer students and families to appropriate care-givers for serious health issues
- Administer medications
- Contribute to development of health and Advisory curricula
- Coordinate with partner organizations to develop school-based health program.

**(c) School Leadership and Management Structure**

**Explain the management structure of the school, including;**

- **Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
- **If the education corporation would work with a management organization, an explanation of the relationship between employees of the education corporation and that organization; and,**
- **Evaluation procedures and processes for staff in management positions.**

**Management Practices and Procedures:** Atmosphere’s leader will initially be the Principal and eventually the Executive Director when the school grows large enough to sustain a principal each for the middle and high school programs. The initial Principal will be responsible for all aspects of the school and report directly to the board of trustees; he or she will have the authority to hire all other staff in the school.

The Atmosphere leadership structure is based on a distributed leadership model. To this end, lead teachers serve as hybrid teacher-administrators, which yields the following benefits:

- Promotes and encourages shared ownership of and accountability for student achievement and student outcomes by all faculty and staff.
- Reduces or eliminates school administrators and leaders who do not interact with students, teachers, and the learning environment on a daily basis.
- Ensures that funding and resources are focused on and directed to the point of service by having every employee (that is qualified to do so) involved in educating students as their schedules allow.
- Delineates clear roles and responsibilities for critical tasks and responsibilities by assigning specific individuals to head specific departments and other core work.
- Gives teachers a greater sense of ownership of the school and its intended outcomes or deliverables.
- Redefines the traditional teacher career trajectory and pathway by creating new leadership roles for teachers that will allow them to innovate and apply their working knowledge of educational best practices

Lead teachers teach two to three classes, oversee key departments or functions of the school, and are given Director titles indicative of their increased responsibility. The goal is to change the trajectory of teachers’ thinking and function, giving them the motivation and impetus to serve students in myriad ways that break the traditional mold of the teaching profession. Teachers who are not yet lead teachers can aspire to become lead teachers. Lead teachers have already begun to step into the administrative world without completely eschewing their time in the classroom, keeping talented educators both serving students and supporting other educators.

In keeping with the distributed leadership model, every administrator will teach at least one class per week. For example, though their schedules will preclude them teaching a core class that meets multiple times per week, the Principal, Director of School Life, and Director of Finance and Operations will each teach at least one elective class of their choosing per week. Without compromising their critical responsibilities, this will keep them in touch with the mission of the school by affording them the

opportunity to put into practice the strategies, methods, and resources that they helped to bring to Atmosphere Academy.

The leadership culture at Atmosphere Academy will be informed by two values that are opposite sides of the same coin; leadership will be “inspired” and “inspiring.” Leadership will be inspired by valid and reliable research, by evidence of success in other schools and programs and, most importantly, by input from school stakeholders, including professional peers, parents, students and other community members. Leadership will inspire by focusing on practices that have demonstrable impact on student achievement, school culture and community well-being. Thus leadership will be evaluated by the school community based on its evidence of positive influence on said community.

At the same time, while Atmosphere values the idea of broadening the leadership base and allocating a greater sense of purpose to all, it also believes that a hierarchy of authority must exist for efficient and functional operation of the school, especially when it comes to decision making. In keeping with this standard, the school leader (in consultation with and as empowered by the Board of Trustees) has final say and absolute authority on all school issues. Other non-instructional administrators and lead teachers are given the title of Director to reflect the vital role they will play in the daily functioning of the school. The Principal’s decisions are informed by:

- **School Leadership Team (SLT):** Comprised of the Principal, Director of Finance and Operations, and Director of School Life, the SLT meets weekly with an agenda set by the school leader to discuss high level issues and strategic planning.
- **Instructional Leadership Team (ILT):** Comprised of the Principal and the Directors of STEM, Literacy, Language, Student Learning, and School Life, this team will meet weekly to discuss issues pertaining to curriculum, instruction, assessment, interventions and student performance.
- **Departments:** As the school grows departments will evolve around content and function areas and be led by Directors. For example, in addition to subject area departments led by the Directors of Literacy and STEM, the Director of Student Life will head a department that includes the Social Workers, Guidance Counselors, Psychologist and School Nurse. Similarly, the Directors of Student Learning and Language will have separate departments comprised of the Learning Specialists and ELL Specialists, respectively. Finally, the Director of Finance and Operation will supervise the Office Manager and, beginning in Year 3, an Finance/Operations Assistant, and this department will manage all non-academic domains, including food and health services, transportation, procurement, technology and accounting. The Principal will attend one meeting in each department at least once per month.
- **Shared Decision Making Team (SDMT):** The school has a permanent Shared Decision Making Team (SDMT) that includes representatives of all major stakeholders (parents, teachers, students, staff, school leaders, etc.) and meet regularly. Decisions made by the SDMT are not absolute, but are used to inform the decisions made by school leaders. Significant weight is given to the input and counsel provided by the SDMT. Additional SDMTs may be convened with a different compliment of members to focus on specific issues that require additional inquiry and expertise. These SDMTs are seated for a designated term or period at the end of which they issue their findings and are disbanded or dissolved. The permanent SDMT does not have such a term or period assigned to it, but its members rotate on and off of the team at prescribed increments to foster the broadest possible base of leadership.

**Management Organizations:** Atmosphere Academic will not work with a charter management organization. It will, however, contract with experienced businesses and organizations to provide specific services through a client-vendor relationship. These are likely to include:

- CSBM, Inc. for operations and finance support, which will be overseen by the Atmosphere Academy Director of Finance and Operations.
- Red Rabbit for food services, which will be overseen by the Atmosphere Academy Director of Finance and Operations
- Fordham University’s Graduate School of Education, specifically the Fordham Partnership Support Organization/Children First Network and the Fordham Center for Educational Partnerships, for professional development of teaching staff, which will be overseen by the Atmosphere Principals.
- NTN for math curriculum development and professional development.
- Pearson for curriculum, assessment and data collection and analysis products and professional development of teachers.
- Agencies and individuals for special education related services, such as speech, OT and PT. This may include the Montefiore School Health Program partnership.
- An Erate consultant to help with applications and reporting requirements.
- Technology consultants to assist with developing and implementing a technology plan.

**Management Evaluation:** The board of trustees will conduct the evaluation of the school leader. Leadership evaluation will reflect the Interstate School Leadership Licensure Consortium (ISLLC) Policy Standards developed by the Council of Chief State School Officers, which contain six domains for principal professional practice:

- Setting a widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to, and influencing the political, social, legal, and cultural context

Atmosphere will use a 360-degree or team evaluation approach to assessing the performance of all staff, including the school leader and other management personnel. (See Response 8 – Instructional Leadership for a detailed discussion.) In *Improving the Evaluation and Feedback Process for Principals*, Moore finds that “many principal evaluation processes contain only top-down appraisals from direct supervisors who usually have acquired little information or feedback from shareholders in the school’s community” and therefore the 360-degree feedback model is more suited to the complexities of school leadership than traditional, less-dimensional evaluation systems (2009). Citing the work of Fletcher and Baldry (2000), he notes that the 360-degree feedback model provides multiple benefits, including: a more accurate picture of performance that offers an overall assessment of the individual, not just a manager’s viewpoint, allowing teachers and staff an opportunity to provide feedback and influence the

way they are managed and led, and creation of a culture where individuals become more ready to commit themselves to seeking and accepting feedback. Edwards (1996) reported that using 360-degree feedback increases the leader's performance because it:

- Enhances information quality;
- Targets developmental areas;
- Provides strong motivation;
- Facilitates performance improvement;
- Allows measurement of training effectiveness;
- Enhances self-awareness;
- Supports continuous learning; and
- Improves the reliability and validity of performance information.

In practice, the board will select and/or develop 360-degree evaluation tools appropriate for various stakeholders that meet the following criteria:

- Provides an opportunity for self-evaluation by the person under consideration;
- Provides opportunities for evaluation by supervisors, peers and subordinates that allow for anonymity to increase honesty;
- Collects valid and reliable data that measure leadership abilities and behavior associated with how well students perform;
- Utilizes surveys of students, teachers, parents and other staff as well as metrics of school and student performance.
- Includes multiple rating categories to differentiate performance
- Provides results that can be easily interpreted and implemented into a leadership development plan.

Evaluation will be an iterative process, with goal setting based on results from prior evaluations. The Principal will conduct the evaluation of all Directors and may delegate evaluation responsibilities to Directors for their subordinates. A formal written evaluation will be conducted at least annually to inform hiring, retention and compensation decisions.

**(d) Staff Recruitment and Retention**

**Describe the qualifications required for the school leader, including;**

- **The process and criteria the school has, or will use, to select the school leader;**
- **Who has been, or will be involved in the selection process; and,**
- **The role of any CMO/EMO/ or partner organization (if any) in the selection process.**

**Describe how the school will recruit and retain all other staff, particularly high quality teachers, including;**

- **The process, policies and procedures to recruit and hire teachers and other staff; and,**
- **The strategies to retain high quality teachers.**

**School Leader Qualifications:** Atmosphere Academy will use a distributed leadership model and therefore requires a school leader with the capacity to share responsibility and at the same time hold individual staff members accountable for school and student performance. Qualifications for this post will include:

- Absolute commitment to the mission and vision of the school
- Middle and/or high school teaching and leadership experience
- Demonstrated success in raising student achievement
- Setting and instilling high expectations for him- or herself, staff and students
- Skill in fostering collaboration to accomplish specific goals
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary written and oral communication skills

**Selection Process:** The Atmosphere Academy Board of Trustees has identified Colin Greene as the leading candidate for Principal based on his experience as an administrator and teacher and his contributions to the development of the Atmosphere Academy model and application.

Mr. Greene has a long career as a teacher and administrator in New York and New Jersey. He has served as the Director of Curriculum and Instruction with Sponsors for Educational Opportunity (SEO) in New York City and Head of Academic Program with Link Community School (Link) in Newark, New Jersey. Mr. Greene has a MA in Teaching of English from Teachers College, Columbia University, an MS in Educational Leadership from Fordham University, and is currently working toward his Professional Diploma in School District Leadership from Fordham University. Moreover, he holds professional certification as a 7-12 ELA teacher and initial certification as a school building leader in New York State. Based upon these accomplishments, Mr. Greene qualifies as a teacher and administrator as required by the Act.

During his four years at SEO, Mr. Greene developed original and proprietary reading, writing, grammar, and vocabulary courses. In order to do so, Mr. Greene designed thousands of pages of dynamic curricular products, wrote student-centered lessons, hired instructors to teach those lessons, controlled the quality of instruction through close supervision and review, and served as the primary manager of the various academic sites where instruction took place (NYU Law School and NYU Poly). Under his leadership, SEO dramatically increased student SAT scores from an average opening score of 1469 to an average closing score of 1672. SEO also realized impressive placement rates in highly competitive

colleges and universities (91% of students placed in Barron’s top three tiers) for the at-risk, low-income students that they served.

At Link Community School, Mr. Greene and his teachers graduated 8th grade students with 9th grade equivalency scores in math, language use, and reading. He developed remediation and enrichment programs to support students at various ends of the learning spectrum. The Academic Intervention Program helped to ensure that students with failing grades and individualized education plans receive the services and treatment needed to put them on a glide path toward academic success. The enrichment program he put in place exposed students to entrepreneurship, boat building, STEM, and financial literacy courses that foster and hone 21st century skills.

Should Mr. Greene be unable to fill the leadership position at some point in the future, the school will use the following process to select a new school leader:

- Establish a search committee chaired by a board member and including board members, school staff and parents (once the school enrolls students).
- Create a thorough job description that details the position responsibilities and the qualifications sought in a desirable candidate.
- Disseminate the job descriptions widely through personal networks and online job posting sites, including those hosted by Gotham Schools, the New York City Charter School Center, and the National Alliance for Public Charter Schools.
- Solicit written letters of interest and resumes.
- Should the yield of qualified candidates not meet expectations, the school may consider hiring a search firm to assist with recruitment.
- Conduct interviews of top candidates involving multiple stakeholders, including school staff, parents and board members.
- Conduct reference and background checks.
- Search committee recommends up to three finalists to the board.
- Board conducts final interview with up to three finalists.
- Board vote to select one finalist.

**CMO/EMO/Partner Role:** No CMO, EMO or partner organization was or will be involved in the selection process, except to the extent that a representative of a partner organization, Fordham University, has a seat on the Atmosphere Academy Board of Trustees, which makes the final vote to appoint the school leader.

**Staff Recruitment and Selection:** All staff at Atmosphere Academy will be expected to demonstrate and contribute leadership; therefore, the recruitment and selection process will be geared to identifying not only expertise but the ability to develop that expertise in other people. Atmosphere Academy will seek adults sincerely interested in a collaborative environment where sharing ideas and seeking assistance are the norm. In addition, only candidates who believe that the high expectations set by the school are attainable will be pursued.

The school leader has the final authority to hire staff members, but may delegate recruitment and hiring of selected positions to other administrators or committees. All job applicants must fill out sign an application for employment, provide an up-to-date resume, and where required supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB). The hiring process for all staff will include:

- A phone screening with the Principal or his delegate(s).
- An interview with the Principal or his delegate(s)
- At least three reference checks with credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance;
- Background check utilizing online search and social media; and
- The candidate’s signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

The process for selecting teachers will typically involve a committee that includes school administrators and teachers. Teachers will be expected to conduct a demonstration lesson, either at Atmosphere Academy, the candidate’s current school, or another school (video of instruction may be substituted).

All staff at Atmosphere Academy will receive an offer letter describing their position, salary and benefits. All staff will be at-will employees and may be terminated at any time, with or without cause.

**Teacher Retention:** Atmosphere Academy will establish a professional culture that supports and retains its teachers. As the name suggests, the school atmosphere for teaching and learning will be deliberately designed to foster professional and personal satisfaction. Specific strategies for teacher retention include:

- **Respect for Expertise:** Atmosphere Academy will hire teachers for their expertise and rely on individual teachers to contribute their knowledge and skills to the ongoing development of curriculum in their subject areas. They will have a critical role to play in curriculum development, instructional delivery, assessment creation and administration, and data collection and analysis.
- **Valued Input:** At Atmosphere Academy teachers will be encouraged to provide input into critical decisions that affect not only their daily instruction but school culture as well. Teachers will be expected to vertically and horizontally align curriculum, breaking down barriers between grades and subjects.

- **Collaborative Process:** Through departments and teams, teachers will participate in the creation of common procedures and practices that affect the entire school.
- **Distributed Leadership:** By empowering teacher-leaders, the school will provide opportunities for growth that do not require teachers to abandon the classroom when they seek to expand the scope of their work.
- **Professional Development:** Atmosphere Academy will provide ongoing training and coaching for teachers committed to continuous improvement.
- **360-degree Evaluation:** The school's chosen evaluation system will provide teachers with much more nuanced feedback than traditional evaluation systems to assist them in meeting the school's high expectations.
- **Compensation and Benefits:** The school will offer competitive salaries and benefits to compensate teachers for high expectations and longer school days and years. Teachers' starting salaries will be between \$60,000 and \$70,000 and Directors will start at \$80,000. In addition to a full package of health, vision and dental insurance, the school will also provide a 5% match to contributions to a 403(b) plan.

Include the following in support of the narrative response:

(e) Personnel Policies

## ATMOSPHERE CHARTER SCHOOL PERSONNEL POLICIES

**Equal Opportunity Employer:** Atmosphere Charter School (Atmosphere) seeks and employs 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 policy governs all aspects of employment at Atmosphere , including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Atmosphere complies with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, Atmosphere is committed to:

- Recruit, hire and promote on the basis of an individual’s qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual’s right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the person responsible for hiring the position or his or her supervisor and request such an accommodation, specifying what accommodation he or she needs to perform the job.

**At-Will Employment:** Unless otherwise designated, all employees of Atmosphere are considered “at will” employees, and the employment relationship may be terminated at any time with or without cause or notice by Atmosphere or the employee. Other than the school’s Principal, no manager, supervisor or representative of Atmosphere has the authority to enter into an agreement for employment with an employee for any specified period of time or to make any agreement for employment other than at will.

**Hiring Process:** While the Principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment, and any misinformation presented in the application may be grounds for termination. In addition, all job applicants must provide:

- An up-to-date resume;

- Proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (for teacher applicants); and
- At least three professional references

The hiring process will include:

- An interview by the Principal or his or her delegate
- For teacher candidates, a demonstration of teaching or other relevant skills and qualifications, either in person or by video.
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance;
- At least two references checked, credentials verified, qualifications confirmed; and
- The candidate's signature on an offer letter confirming acceptance of the offered position and understanding it is an at-will position.

Refusal to comply with any of the above requirements or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded. Any misrepresentation, falsifications, or omissions of any information or data on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

**Employment Status:** Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff members who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Temporary employees hired for short-term periods are not eligible for benefits; similarly, independent contractors working under a consultancy agreement have no employee status and are not eligible for benefits. Atmosphere will verify that all of its employees are authorized for employment in the United States. All employees will complete an I-9 form.

Employees will be notified upon hire whether they are considered a non-exempt or exempt employee. The "exempt" category applies to certain administrative, professional, instructional, and executive staff. In general, non-exempt employees receive pay for overtime work. The categorization of an employee as exempt or non-exempt is entirely within the discretion of Atmosphere.

**Fingerprinting and Criminal Background Check:** All staff working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of Atmosphere to require fingerprinting and background checks on parent classroom volunteers for general community activities with students, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

**Drug-Free Workplace:** It is the policy of Atmosphere to create a drug-free workplace. The unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in school business off premises is prohibited. To maintain a safe and drug-free work environment, drug and/or alcohol testing may be required if the school has a reasonable suspicion an employee is under the influence of alcohol or other drugs in violation of this policy. The results of any test conducted under this policy will be treated in a confidential manner. Employees may be periodically required to attend information and training sessions regarding alcohol and illegal drug dangers, treatment resources, and workplace policy. Employees convicted of any controlled-substance-related violations, including pleas of *nolo contendere* (i.e. no contest), must inform Atmosphere within five calendar days of such conviction or plea. Employees who violate any aspect of this policy may be subject to disciplinary action up to and including termination. At its discretion, Atmosphere may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

**Smoke-Free Workplace:** All Atmosphere facilities will be smoke-free.

**Performance Evaluation:** Atmosphere will use a 360-degree or team evaluation approach to assessing the performance of all staff, including the school leader and other management personnel. Evaluation will be an iterative process, with goal setting based on results from prior evaluations. The Principal will conduct the evaluation of all Directors and may delegate evaluation responsibilities to Directors for their subordinates. A formal written evaluation will be conducted at least annually to inform hiring, retention and compensation decisions.

For teacher evaluation, Atmosphere uses a “Danielson + 1” teacher evaluation rubric that incorporates the four domains of Charlotte Danielson’s *Framework for Teaching Evaluation Instrument* as well as an added content area domain that is specific to the teacher’s discipline:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
- Domain 5: Content Area

In support of this rubric, Atmosphere employs a tiered evaluation system that graduates teachers to a professional learning community and provides a sense of professional growth. Teachers are placed within one of three evaluation tiers based on their skill, experience, and performance. Previous evaluation ratings play a primary role in determining such placement. If no prior evaluation rating is available, then the teacher’s resume, interview, demo lesson, and other relevant information are used.

- **Tier 1—Professional Teacher Reflection:** A 50-50 evaluation form requires both supervisor and teacher to write reflections that detail accomplishments, shortcomings, and growth in the areas of evaluation (directly justifying scores and ratings).
- **Tier 2—Professional Teacher Portfolio:** A 50-50 portfolio requires both supervisor and teacher to collect artifacts (curriculum, lesson plans, student work, video, audio, etc.) that address the various areas of evaluation as well as necessitate that both parties write a narrative that speaks

to how those artifacts reveal accomplishments, shortcomings, and growth in the areas of evaluation (directly justifying scores and ratings).

- **Tier 3—Professional Teacher Community:** Participation in a professional learning community (PLC) through close collaboration on a professional development, instructional, or curricular project or initiative that the supervisor, teacher, and other teachers or administrators agree to work on together during the course of the year for the betterment and improvement of the faculty and the school. The PLC project or initiative must be memorialized in writing and/or other media formats and, upon its completion, must be used within the school to improve instruction. The PLC project or initiative takes shape through participation in and contribution to teacher teams, inquiry teams, and other collaborative teams that goes beyond what is required of a typical teacher. While all teachers participate in these teams as part of their professional development, teachers that have graduated into the PLC spend additional time leading, planning, and driving the work that these teams engage in. In this way, they are given the power to influence and shape aspects of Atmosphere’s professional development and instruction.

The tiered evaluation system aims to prepare teachers for and ultimately place teachers in a professional learning community. The typical timeframe for doing so with a new and relevantly inexperienced teacher would be three years. Other teachers with an established past practice and pedigree of professional accomplishment could accomplish this goal in a shorter time period. The tiers determine the nature of the kind of evaluation artifacts, evidence, narratives, and other work product that teachers and supervisors are required to generate and collect to evaluate their performance against the school’s rubric.

In practice, the school employs a 360-degree approach that allows all stakeholders an opportunity to provide evidence for each employee’s evaluation. This evidence may take the form of survey results, work products, and assessment and other data.

**Termination:** Each employee will be employed on an “at will” basis. The school has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

1. Poor job performance.
2. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
3. Falsifying or altering records.
4. Theft of school property or sabotaging or willfully damaging school equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.

10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Undermining the Atmosphere values or code of ethics.

**Final Pay:** Employees who leave the service of Atmosphere for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including laptop and office materials and supplies, in such employee's possession to the Principal. Failure to return items will result in delay in payment of final pay until all Atmosphere property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at Atmosphere and shall not be construed as the date upon which the employee receives his or her final pay.
5. Appropriate severance pay may be awarded with the consent of the Principal.

**Exit Interviews:** All departing employees are strongly encouraged to participate in an exit interview.

**Attendance, Leave and Absences:** In addition to paid days off, Atmosphere will grant staff members an annual number of Leave Days as approved by the Board of Trustees. Atmosphere does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Director of Operations the use of Leave Days, giving advance notice whenever possible.

All absences and lateness must be reported directly to the supervisor by telephone by 6:30 a.m. When staff members can anticipate Leave Days in advance, they are responsible for working with their supervisor to assist in planning appropriately for their absence. Employees who are absent for three (3) or more days and have not contacted their supervisor will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with Atmosphere. Staff with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for termination. Failure to notify a supervisor may be considered an unexcused absence and subject to disciplinary action up to and including termination.

**Handling Emergencies:** All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school

phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Person’s name and age; and
- Person’s condition and what if anything happened to cause the condition

Do not allow the person to be left unattended by an adult. The person who answers the office phone will contact 911 and the Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Office Manager will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Office Manager also will notify the student’s family as soon as possible. Their contact information can be found on the Emergency Contact Form.

**Reporting Responsibilities:** As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a student is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of “Red Flags” should be reported to the Director of School Life immediately:

- A student who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation.
- A student who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a student is being abused or maltreated you should contact the Director of School Life in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is the staff member’s responsibility to report the suspicion to the Association of Children’s Services (ASC) with consultation of the Director of School Life. Do not let a student that you suspect may be a victim of abuse leave school at the end of the day without first talking to the Director of School Life, or in the Director of School Life’s absence, the Principal. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Director of School Life. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Director of School Life should be notified of any such concerns and will complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

**Confidentiality Policy:** School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records

maintained in the central school office as well as in other school premises or offices must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only staff members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

**School Calendar and Holidays:** Each year the school will establish a year-round school calendar that complies with the New York State Education Law relating to compulsory attendance. Atmosphere has discretion with regard to the dates of attendance. Unless taking Leave in accordance with policy or exempted by the Principal or Director of Finance and Operations, all full time staff are expected to be in attendance on all days indicated by the school calendar.

**Weather Days and Other Closings:** The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the New York City School District cancels school due to inclement weather. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to the school calendar.

**Military Leave:** Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

12. Partner Organizations

(a) Partner Information

Describe any partner organizations that will have a significant relationship with the proposed school, including;

- Name of the partner organization(s);
- Description of the nature and purpose of the proposed school’s relationship with the organization(s); and,
- Name of a contact person for the partner organization(s), along with the address, phone number, and e-mail of such contact person for the partner organization.

The Institute may at its sole discretion, determine that the partner organization must submit Business Plan <http://www.newyorkcharters.org/openAppKit.htm>. Please contact the Institute with any questions related to this request.

While Atmosphere does not contract with any charter management organizations (CMOs) or other educational service providers (ESPs), the school does benefit from key relationships, affiliations, and partnerships with the following organizations and institutions that play an important, but limited role in the school:

Name of Affiliated Organization	Contact
<p style="text-align: center;"><u>Atmosphere Foundation</u></p>	<p style="text-align: center;">Jesse Greene</p> <div style="background-color: black; width: 150px; height: 50px; margin: 0 auto;"></div>
Nature of Proposed Relationship	
<p>Colin Greene, Atmosphere Academy’s Founder, and Jesse Greene, Esq., Atmosphere Academy’s Board Chair, have incorporated Atmosphere Foundation in New York State in conjunction with Alan Dillon, Esq. and Ira Finkelstein, Esq., who also serve as Directors on the Board of Atmosphere Foundation.</p> <p><i>Corporation Type</i></p> <p>Atmosphere Foundation was incorporated as a type C nonprofit corporation. However, this initial incorporation is being amended to change the corporation from type C to type B. The reason for this change can be found in the distinction New York State makes between these types<sup>1</sup>:</p> <ul style="list-style-type: none"> <li>• “Type B - A not-for-profit corporation of this type may be formed for any one or more of the following non-business purposes: charitable, educational, religious, scientific, literary, cultural or for the prevention of cruelty to children or animals.”</li> </ul>	

<sup>1</sup> <http://codes.lp.findlaw.com/nycode/NPC/2/201>

- “Type C - A not-for-profit corporation of this type may be formed for any lawful business purpose to achieve a lawful public or quasi-public objective.”

*Mission and Purpose*

While the Certificate of Incorporation and other documents pertaining to the Foundation’s purpose are included in the “Response 24(b) – Supplemental Docs” section of this charter application, it is important to highlight the following language within those documents:

Document	Language	Meaning
Certificate of Incorporation	Atmosphere Foundation, Inc. will endeavor to financially support the formation and operation of charter schools (including but not limited to the yet-to-be-authorized, planned formation of the Atmosphere Academy Charter Schools) exclusively through fund raising.	With the prior approval of Atmosphere Academy’s Board of Trustees, Atmosphere Foundation will support Atmosphere Academy financially.
Certificate of Incorporation	The Foundation will also seek to develop and operate an out-of-school enrichment program that offers participants the opportunity to gain knowledge of and experience in activities that have significant barriers to entry and general lack of access due to the high cost of the activity or the logistics involved.	With the prior approval of Atmosphere Academy’s Board of Trustees, Atmosphere Foundation will provide donated enrichment services at no cost to the school.
Certificate of Incorporation	The corporation does not intend to function as a charter school management company. Nothing herein shall authorize the corporation to operate, maintain, or manage a charter school, or to operate or maintain a nursery school, an elementary school, a secondary school, a college, university or to advertise or offer credit-bearing courses or degrees in New York State or elsewhere.	Atmosphere Foundation will not be a Charter Management Organization or in any way operate Atmosphere Academy.
Certificate of Amendment of the Certificate of Incorporation & Bylaws	ATMOSPHERE FOUNDATION, INC. is organized exclusively for educational purposes...including, for such purposes, (1) entering contracts and expending funds to assist prospective not-for-profit organizations, that are planned to qualify as 501(c)(3)	With the prior approval of Atmosphere Academy’s Board of Trustees, Atmosphere Foundation will pay for or provide services at no cost to the

	<p>organizations or other entities (private, governmental, or quasi-governmental) where contributions to such organizations will be tax deductible under 170(c)(1) or 170(c)(2) of the Internal Revenue Code,...with formation, and (2) making distributions to: i.) organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code), and ii.) other entities (private, governmental, or quasi-governmental) where contributions to such organizations will be tax deductible under 170(c)(1) or 170(c)(2) of the Internal Revenue Code.</p>	<p>school.</p>
<p>Bylaws</p>	<p>Atmosphere Foundation, Inc. may pay for goods and services to form a new or to support an existing charter school.</p>	<p>With the prior approval of Atmosphere Academy’s Board of Trustees, Atmosphere Foundation will pay for or provide services at no cost to the school.</p>

*Governance*

The formation of Atmosphere Foundation was done in accordance with the law. It was almost overseen and managed by Gerald Wrynn, a partner in the law firm Ferguson Cohen LLP. Moreover, the development of the Foundation was also informed by Atmosphere’s proposal advisers (Simeon Stolzberg and Charter School Business Management, among others).

Moving forward, the Directors of the Foundation and the Trustees of the Academy will continue to review the structure between the Foundation and the Academy on an ongoing basis to ensure that good governance, conflict of interest, and other important issues are addressed in a consistent and transparent manner.

The Foundation's focus will be to raise money for the Academy, provide donated services to the Academy, and assist the Academy with its enrichment programming when feasible. The Academy and the Foundation will not have a business relationship. Any services that the Foundation provides to the Academy (help with enrichment, etc.) would be free of charge and would be stipulated in a proposed contract or other document that would be voted on by Atmosphere Academy's Board of Trustees with proper recusal by any Trustee that also serves on the Foundation Board (currently only Jesse Greene).

While the Bylaws and other documents addressing the Foundation’s governance structure are included in the “Response 24(b) – Supplemental Docs” section of this charter application, it is important to emphasize the following language within those documents:

Document	Language	Meaning
<p>Certificate of Amendment of the Certificate of Incorporation                      &amp;                      Bylaws</p>	<p>ATMOSPHERE FOUNDATION, INC. is not organized and shall not be operated for the private gain of any person. The property of the corporation is irrevocably dedicated to its educational, religious, charitable purposes. No part of the receipts, or net earnings of the corporation shall inure to the benefit of, or be distributed to any individual. The corporation may, however, pay reasonable compensation for services rendered, and make other payments and distributions consistent with these Articles.</p>	<p>Atmosphere Foundation is bound to charitable work in pursuit of the public good and is not intended to benefit any one individual.</p>
<p>Certificate of Amendment of the Certificate of Incorporation                      &amp;                      Bylaws</p>	<p>No part of the net earnings of ATMOSPHERE FOUNDATION, INC, shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.</p>	<p>Atmosphere Foundation is bound to charitable work in pursuit of the public good and is not intended to benefit any one individual.</p>

Name of Affiliated Organization	Contact
<p style="text-align: center;"><b>Fordham University</b>                      Graduate School of Education                      Center for Educational Partnerships</p>	<p style="text-align: center;">Dr. Anita Batisti, Ph.D                      Associate Dean and Director</p> <div style="background-color: black; width: 150px; height: 40px; margin: 0 auto;"></div>
Nature of Proposed Relationship	
<p><u>Professional Development</u> (no cost)</p> <p>Fordham University's Graduate School of Education Center for Educational Partnerships' NYC Regional Bilingual ESL Resource Network (awarded by the New York State Education Department Office of Bilingual Education and Foreign Language Studies) is prepared to assist Atmosphere in creating a professional learning community centered on English language learner issues. To this end, Fordham RBE-RN can offer Atmosphere faculty, staff, and school leaders on-site and off-site professional development in the areas of:</p> <ul style="list-style-type: none"> <li>· literacy instruction</li> <li>· content area instruction</li> <li>· school improvement</li> <li>· compliance including program models and organization</li> </ul> <p>In addition, Atmosphere could benefit from Fordham RBE-RN's other initiatives, including:</p> <ul style="list-style-type: none"> <li>· Collaboration with education and advocacy organizations serving New York City teachers, administrators, students and families.</li> <li>· Institutes and seminars augmented by on-site school support and guided by the needs of the program's constituents across the city.</li> <li>· Participation in the collaborative accountability initiative.</li> <li>· Planned professional development customized for school concerns regarding the education of English language learners.</li> </ul> <p>Fordham University's Graduate School of Education believes in operationalizing their scholarship through hands-on involvement in schools. The Center for Educational Partnerships supports and seeks out school-based initiatives and believes in supporting and maintaining the unique character of the communities that comprise the city and state. Toward that end, the Fordham RBE-RN has offices in the Bronx, Brooklyn, Queens and Manhattan, which helps bring their expertise closer to their school partners. Each office provides meeting space and offers resource materials for their community. The RBE-RN staff of seven resource specialists, an executive director and a full-time clerical associate is supported by Fordham's Graduate School of Education faculty.</p> <p>RBE-RN team members are bilingual and are experienced in meeting academic, linguistic, and affective needs of English language learners. To ensure fidelity to the program's mission and contract as well as high-quality services, a principal investigator and evaluator work closely with Fordham RBE-RN.</p> <p><u>Professional Coaching</u> (fee-based)</p>	

Fordham also provides Atmosphere with ELL and literacy professional coaching programs that draw from over 170 years of experience in education using scientifically-based and time-tested methodologies to provide a wide spectrum of coaching and support services.

Fordham’s expert coaches use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue. Structured in 3 phases (pre-planning, observation, and debriefing/feedback), learning opportunities are maximized by developing critical reflection which leads to growth in content knowledge and skills. This work draws deeply from the Common Core State Standards and successful professional evaluation models, including Danielson’s Domains and Levels of Competency.

The main goal of the program is simple: make high quality and affordable professional development accessible to teachers by bringing it directly to their classrooms. Fordham Coaching demonstrates proven results, improving the skills of everybody in the classroom—both the teacher and the students they serve. Fordham University’s Center for Educational Partnerships serves the Metropolitan NY area including NYC, Nassau, Suffolk, Westchester, Rockland, Putnam and nearby counties.

#### *ELL Coaching*

Fordham University provides professional development for ELL teachers, coordinators of bilingual programs, content area teachers, and administrators in grades K-12 through a series of professional development sessions. Fordham’s ELL Institutes and workshops provide administrators and teachers with the most effective teaching strategies, so that they in turn, can provide coherent, rigorous ELL programs. All professional development is researched-based, field-tested and aligned with Federal, State and City guidelines.

The Common Core State Standards are the foundation and benchmark for all students. Fordham coaches provide differentiated support for teachers of mathematics, literacy and content areas as well as bilingual, ESL and foreign language teachers. Expertise in dual language programs, transitional bilingual classes and ESL classes is available. Fordham coaches also support teachers in self-contained ESL programs.

The institute sessions focus on:

- New York State English as a Second Language Achievement Test (NYSESLAT)
- Language Ability Battery-Revised (LAB-R)
- Academic Language and Vocabulary Development
- Teaching of Language Arts to ELLs
- Testing as a Genre in All Content Areas
- Math Teaching Strategies for ELLs

All sessions will include:

- Case studies of individual students at varied grade levels
- Analysis of each of the assessments
- Academic language in the content areas
- Language skills of ELLs at different proficiency levels
- Data-driven instructions
- Differentiated instruction

#### *Literacy Coaching*

Fordham Literacy coaches Explain, Model, Guide Practice, and Aid the application of five essential Literacy Learning skills and their application:

- Phonemic Awareness: Recognizing the intricate sounds of spoken language
- Phonics Instruction: Understanding dynamic approaches toward synthetic phonics, analytic phonics, analogy-based phonics, phonics through spelling, embedded phonics, and onset-rime phonics instruction
- Fluency: Supporting the teaching of independent silent reading, repeated and monitored oral reading, choral reading, tape-assisted reading, and partner reading
- Vocabulary: Developing strategies such as repeated exposure to words, direct vocabulary instruction, word-learning strategies, and indirect learning through conversations and reading activities
- Text Comprehension: Identifying comprehension using graphic/semantic organizers, using questions, facilitating active processing of text, teaching the identification of content categories, and learning to summarize and synthesize ideas using one's own words

The goal is to guide students to be individual readers with strong content knowledge who can comprehend and critique their readings. Learners adapt their verbal communication, both written and oral, to varied audiences and purposes and gain understanding of varied perspectives and cultures as benchmarked by the Common Core State Standards.

Name of Affiliated Organization	Contact
<p style="text-align: center;"><b>Fordham University</b> Graduate School of Social Service</p>	<p style="text-align: center;">Vincenza Corcoran, MS, LCSW Associate Director of Field Instruction</p> <div style="background-color: black; width: 100%; height: 40px; margin-top: 10px;"></div>
Nature of Proposed Relationship	
<p><u>Social Worker Interns</u></p> <p>Fordham University’s Graduate School of Social Service has agreed to place graduate students at Atmosphere Academy to complete their fieldwork. Interns follow one of the following placement schedules:</p> <ul style="list-style-type: none"> <li>· 21 hours per week, which usually entails three weekdays from 9:00 am to 5:00 pm. Placement begins in September and ends in early May.</li> <li>· 14 hours per week, in blocks of time tailored to your schedule, whenever possible. Placement begins in September and ends in early August.</li> <li>· All 14- and 21-hour students complete 600 hours of fieldwork during the course of the year.</li> <li>· Placements can include evening and weekend hours. However, interns must spend at least four consecutive hours per week at the internship. This allows them to participate in important learning experiences such as staff meetings and professional consultations.</li> </ul> <p><i>Fieldwork Overview</i></p> <p>The Field Instruction Office places almost 1,000 M.S.W. students in fieldwork every September. Fieldwork assignments reflect the tremendous diversity of social work fields of practice. Students intern in schools, hospitals, tiny storefront operations, or large multi-service community agencies. They serve infants, grandparents, and all ages in between; the homeless or the emotionally troubled; ethnic and racial minorities; or diverse oppressed sectors of the population, such as offenders or the victims of offenders. The services Fordham’s fieldwork agencies provide and the populations they serve represent the broad mix that characterizes the field of social work.</p> <p><i>Areas of Focus</i></p> <p>Fordham social worker interns collaborate closely with Atmosphere’s Director of School Life and are directly supervised by Atmosphere’s own staffed social workers. The programming areas and initiatives they work on during their internships include:</p> <ul style="list-style-type: none"> <li>· Restorative Justice Processes</li> <li>· Skills Advisory Class</li> <li>· Behavioral Rapid Response to Intervention (RRTI)</li> <li>· Parent Workshops</li> <li>· Student Assemblies</li> </ul>	

Name of Affiliated Organization	Contact
<p style="text-align: center;"><b><u>Montefiore Medical Center</u></b> School Health Program</p>	<p style="text-align: center;">Dr. David Appel, MD Director</p> 
Nature of Proposed Relationship	
<p><b><u>School Health Program</u></b>                      Montefiore’s School Health Program (MSHP) has committed to helping Atmosphere create a full-service school health program at the school. Montefiore is the perfect partner since it already provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx.</p> <p><i>Largest School-Based Health Program in America</i>                      Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and operates a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. MSHP has its own, well-developed mechanism to assure local input and community relevance for the programs reaching 65 schools at 21 locations: active school-based Advisory Committees and Wellness Councils whose members include principals, teachers, administrators, parents, students and representatives from community agencies.</p> <p><i>Benefits of choosing Montefiore School Health Program</i>                      Choosing Montefiore School Health Program means Atmosphere has access to Montefiore Medical Center and its extensive range of specialty services. Montefiore’s physicians are on the staff of Montefiore Medical Center, the University Hospital for Albert Einstein College of Medicine. They treat all major illnesses in a patient-centered, compassionate environment.</p>	

Name of Affiliated Organization	Contact
<p><b><u>Pearson</u></b></p>	<p>Laurie Lombard                      General Manager                      New York State                      Pearson                      [Redacted]                      [Redacted]</p>
Nature of Proposed Relationship	
<p><u>Curriculum and Instruction</u>                      Atmosphere’s instructional approach is designed to support all students, including English learners (ELs) and other at-risk student populations. Pearson’s solutions for ELs will form the foundation of Atmosphere’s ESL program. Pearson’s Sheltered Instruction Observation Protocol (SIOP) model is at the heart of Atmosphere’s instructional approach.</p> <p><u>Learning Assessments</u>                      In order to help further inform Atmosphere’s data-driven decisions, Pearson will provide Atmosphere with the Aimsweb formative assessment system for universal screening, progress monitoring, and data management; ACT Aspire summative assessments for achievement benchmarking; and the Stanford English Language Proficiency 2 (SELP2) testing system to help determine and measure progress with ELLs.</p> <p><u>Clinical Assessments</u>                      In order to address the diverse needs of Atmosphere’s special education student population, Pearson intends to provide the school with a wide range of clinical assessments that can be used to determine and monitor needs and progress.</p> <p><u>Behavior Tracking</u>                      Atmosphere will use Review360 as its behavior management system. This central clearinghouse for discipline information is an essential component of Atmosphere’s Rapid Response to Intervention system, giving the Director of School Life and other stakeholders the real time data they need to drive decision making and interventions that align with Atmosphere’s restorative justice disciplinary approach.</p>	

Name of Affiliated Organization	Contact
<p align="center"><b><u>Mosholu Montefiore Community Center</u></b></p>	<p align="center">Laurie Meltzer Bandremer                      Director of Development                      [REDACTED]                      [REDACTED]</p>
Nature of Proposed Relationship	
<p><u>After School Program</u></p> <p>Mosholu Montefiore Community Center (MMCC) will work with Atmosphere to create a satellite campus of its highly successful after school program. The staffing will likely be a blend of Atmosphere and MMCC staff. The full cost and parameters of these services is to be determined, but the funds will come from the enrichment line in the budget.</p> <p>Some key design elements of MMCC’s ongoing after school programming that it will seek to emulate in working with Atmosphere include:</p> <ul style="list-style-type: none"> <li>• One of MMCC’s after school programs is specifically designed for children with special needs, who are developmentally disabled. It is a fully mainstreamed program that serves young people, who demonstrate developmental delays or are limited in their social-emotional growth. MMCC provide services to children with classifications of Learning Disability, Speech and Language Disability, Asperger Syndrome, Pervasive Development Disorder (PDD-NOS), Autism (mild to moderate), Attention Deficit Disorder(ADD), Attention Deficit Hyperactivity Disorder (ADHD), Downs Syndrome, Intellectual Disability (mild to moderate). This inclusion special needs after school program is designed to address the needs of each student by providing close counselor to participant supervision. The children are integrated into the appropriate group setting and have the opportunity to participate in all program activities. MMCC works with parents and students to address and encourage social emotional goals. Children participate in an enriched curriculum of classes and clubs including arts &amp; crafts, drama, music, basketball, floor hockey, bowling, soccer, cooking, photography, homework help and more. Children must be capable of handling a mainstream experience with counselor support. An interview must be conducted and an IEP submitted prior to enrollment.</li> <li>• MMCC’s after school program runs from the end of the school day until 6:00 pm or 6:30 pm. This timeline aligns with Atmosphere’s school schedule, which ends at 5:00 pm, making it reasonable to expect most after school activities to end between 6:00 pm and 7:00 pm. The program would meet Monday to Friday and offer children an enriched program of sports, hobbies, and clubs as well as homework help. Atmosphere staff will offer additional RRTI interventions such as study hall and academic coaching.</li> <li>• MMCC after school programs can include all or some of the following:                         <ul style="list-style-type: none"> <li>• Literacy Programs</li> <li>• Tutoring</li> <li>• Homework Help</li> <li>• Financial Literacy/Planning</li> </ul> </li> </ul>	

- Computer Access
- Project-Based Learning Opportunities
- High School and College Prep
- Math Clubs
- Photography
- Digital Recording
- Recreational Activities – Dance, Wrestling, Boxing Conditioning, Soccer, Basketball, etc.
- Healthy Eating and Living
- Creative/Media Arts
- Computers
- Chess
- Martial Arts

These program offerings currently only serve students through 6<sup>th</sup> grade and would have to be adapted after the first year of operation to serve older students as well.

#### Other Programs

MMCC also offers a range of other programs that both organizations may :

- **College Bound Program:** The College Bound Program was designed to provide all students who are interested in going to college with access to the information needed to make informed choices. Counselors meet with students/parents for one-on-one sessions, typically lasting one hour each. Every year the College Bound Program serves over 1000 students and their families and sends 400 graduates to college. The program includes: college counseling, free college visits, low cost SAT preparation, college workshops, and college preparation courses.
- **ISY in School Youth:** This free program for Juniors and Seniors in High School operates year-round which includes: basic skills and general education tutoring, S.A.T. and Regents Prep and much more. The goal is to empower students academically in math and literacy as well as provide college tours, and guaranteed summer employment providing opportunities to increase their college readiness and work force exposure.
- **Immigration Family Initiatives Program:** The Child Development Center of the Mosholu Montefiore Community Center offers assistance to parents of ELL students in grades 6 through 8. The goal is to promote parental involvement and student academic success by bridging the gap between the school and parents through supportive services that include: referrals for healthcare, legal services, nutrition, adult ESL and civics classes, and much more at no cost. This program could benefit Atmosphere’s significant ELL student population and their parents.
- **Family Choice Program:** The Family Choice Program educates parents and students on middle school and high school choices in New York City. The Family Choice/Early Awareness Program provides information about smaller middle and theme-based high schools and charter schools in the five boroughs. This program also supports families as they navigate special education in New York City, the high school application process, charter school application process, preparation for school interviews and essays, workshops for families on topics related to choosing schools, individualized appointments for students and their families on their educational options, specialized high school test preparation, and early awareness for college activities. This program could benefit Atmosphere’s student recruitment and student retention efforts.

Attach the following in support of the narrative response:

(b) Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization’s involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the contract and include an explanation about how such services would be at or below fair market value.

Atmosphere Foundation

Below is the Certificate of Incorporation for Atmosphere Foundation that specifically mentions its intention to support Atmosphere Academy:

**STATE OF NEW YORK**

**DEPARTMENT OF STATE**

I hereby certify that the annexed copy has been compared with the original document in the custody of the Secretary of State and that the same is a true copy of said original.

WITNESS my hand and official seal of the Department of State, at the City of Albany, on January 16, 2014.



A handwritten signature in cursive script that reads "Anthony Giardina".

Anthony Giardina  
Executive Deputy Secretary of State

CSC 45  
DRAW DOWN

140115000 584

New York State Department of State  
Division of Corporations, State Records and Uniform Commercial Code  
One Commerce Plaza, 99 Washington Ave. Albany, NY 12231  
www.dos.ny.gov

CERTIFICATE OF INCORPORATION  
OF

Atmosphere Foundation, Inc.

*(Insert Corporation Name)*

Under Section 402 of the Not-for-Profit Corporation Law

FIRST: The name of the corporation is:

Atmosphere Foundation, Inc.

SECOND: The corporation is a corporation as defined in subparagraph (a)(5) of Section 102 (Definitions) of the Not-for-Profit Corporation Law.

THIRD-Part A: The purpose or purposes for which the corporation is formed are as follows:

Atmosphere Foundation, Inc. will endeavor to financially support the formation and operation of charter schools (including but not limited to the yet-to-be-authorized, planned formation of the Atmosphere Academy Charter Schools) exclusively through fund raising.

The Foundation will also seek to develop and operate an out-of-school enrichment program that offers participants the opportunity to gain knowledge of and experience in activities that have significant barriers to entry and general lack of access due to the high cost of the activity or the logistics involved. This program will be designed to supplement the standard educational process by incorporating academic and other topics (such as reading, writing, science, and history) into the activities.

The corporation does not intend to function as a charter school management company. Nothing herein shall authorize the corporation to operate, maintain, or manage a charter school, or to operate or maintain a nursery school, an elementary school, a secondary school, a college, university or to advertise or offer credit-bearing courses or degrees in New York State or elsewhere.

**THIRD-Part B:** If the corporation is a Type C corporation, the lawful public or quasi-public objective which each business purpose will achieve is:

The lawful public or quasi-public objective of Atmosphere Foundation's efforts is to improve educational opportunity for all public school students (enrolled in both charter schools and non-charter schools).

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**FOURTH:** The corporation shall be a Type A  Type B  Type C  Type D  corporation pursuant to Section 201 of the Not-for-Profit Corporation Law.

**FIFTH:** The office of the corporation is to be located in the County of Westchester, State of New York.

**SIXTH:** The names and addresses of the three initial directors of the corporation are:  
*(A minimum of three are required)*

Name: Colin J. Greene

Address: [REDACTED]

Name: Alan Dillion

Address: [REDACTED]

Name: Jesse J. Greene, Jr.

Address: [REDACTED]

**SEVENTH:** The Secretary of State is designated as agent of the corporation upon whom process against it may be served. The address to which the Secretary of State shall mail a copy of any process accepted on behalf of the corporation is:

[REDACTED]

**EIGHTH:** *(Optional - Corporations seeking tax exempt status may include language required by the Internal Revenue Service in this paragraph.)*

The following language relates to the corporation's tax exempt status and is not a statement of purposes and powers. Consequently, this language does not expand or alter the corporation's purposes or powers set forth in paragraph THIRD:

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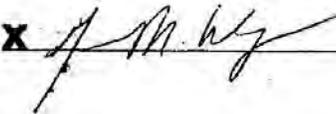
Incorporator Name: Gerard M. Wrynn

*(Type or Print)*

Address: 1 North Lexington Avenue, White Plains, New York 10601

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Signature



STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
Albany, New York

**CONSENT TO FILING WITH THE DEPARTMENT OF STATE  
(General Use)**

Consent is hereby given to the filing of the annexed certificate of incorporation  
of ATMOSPHERE FOUNDATION, INC.  
[name of entity]

pursuant to the applicable provisions of the Education Law, the Not-for-Profit Corporation Law,  
the Business Corporation Law, the Limited Liability Company Law or any other applicable  
statute.

This consent is issued solely for purposes of filing the annexed document by the  
Department of State and shall not be construed as approval by the Board of Regents, the  
Commissioner of Education or the State Education Department of the purposes or objects of such  
entity, nor shall it be construed as giving the officers or agents of such entity the right to use the  
name of the Board of Regents, the Commissioner of Education, the University of the State of  
New York or the State Education Department in its publications or advertising matter.

IN WITNESS WHEREOF this instrument is  
executed and the seal of the State Education  
Department is affixed.

JOHN B. KING, JR.  
Commissioner of Education

By: Kathleen Marinelli  
Kathleen Marinelli

Commissioner's authorized designee

Date 1/8/14

**THIS DOCUMENT IS NOT VALID WITHOUT THE SIGNATURE OF THE  
COMMISSIONER'S AUTHORIZED DESIGNEE AND THE OFFICIAL SEAL OF THE  
STATE EDUCATION DEPARTMENT.**



Fordham University - Graduate School of Education - Center for Educational Partnerships

Below is Fordham University's Graduate School of Education's Center for Educational Partnerships' Letter of Intent to provide Atmosphere with a range of professional development and coaching services:



# FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

ANITA BATTISTI, ASSOCIATE DEAN  
GRADUATE SCHOOL OF EDUCATION  
DIRECTOR - CENTER FOR EDUCATIONAL PARTNERSHIPS  
[Email-Abatisti@fordham.edu](mailto:Email-Abatisti@fordham.edu)

113 WEST 60<sup>TH</sup> STREET, ROOM 1109  
NEW YORK, NY 10025  
(212) 646-7009 FAX: (212) 639-6891

December 6, 2013

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

Dear SUNY Charter Schools Institute:

The Center for Educational Partnerships at Fordham University's Graduate School of Education supports the proposal to establish the Atmosphere Academy Public Charter School.

In September 2013, I met with Grant Grastorf and Jesse Greene, members of Atmosphere Academy's Board of Trustees, as well as Colin Greene the Founder of Atmosphere Academy. I was impressed by Atmosphere's leadership team vision and model. This letter outlines the range of support services that the Center for Educational Partnerships will offer to Atmosphere.

At **no cost** to the school:

**Professional Development Support –**

*English as a Second Language and English Language Learners*

Fordham will offer Atmosphere staff and faculty the opportunity to participate in deeply immersive, ongoing professional development by partnering in the following ways:

- **Regional Bilingual ESL Resource Network (RBE-RN)** – As the Regional Bilingual ESL Resource Network (RBE-RN) for New York City, Fordham can provide Atmosphere Academy faculty and staff with access to professional development opportunities in literacy instruction, content area instruction, school improvement, and compliance including program models and organization. In addition, Fordham RBE-RN's bilingual staff can pair Atmosphere Academy with education and advocacy organizations serving New York City teachers, administrators, students and families. Fordham RBE-RN's bilingual staff will seek to provide Atmosphere with hands-on involvement whenever possible. All of these activities will be geared toward the education of English language learners. Some examples of past RBE-RN conferences include: Teacher Institute Workshop, Awareness Sessions for Bilingual and ESL Teachers, ELL Shadowing as Catalyst for Change, Balancing Reading and Language Learning: Establishing

a Balanced Literacy Program for ELLs, and From Math Stores to Math Discourse for ELLS.

**Fee Based Services:**

**Coaching – Literacy, Math, ELL, and Science**

The Primary goal of Fordham's coaching program is to make high quality and affordable professional development accessible to teachers by bringing it directly to their classrooms. Fordham's culture of collegiality and collaboration will align perfectly with Atmosphere's core values for teachers (professional and pioneering). Fordham University's coaching program draws from over 179 years of experience in education using scientifically-based and time-tested methodologies to provide a wide spectrum of coaching and support services. Fordham's expert coaches use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue. Structured in 3 phases (*pre-planning, observation, and debriefing/feedback*), learning opportunities are maximized by developing critical reflection which leads to growth in content knowledge and skills. Fordham work draws deeply from the **Common Core State Standards** and successful professional evaluation models, including **Danielson's Domains and Levels of Competency**, both of which Atmosphere has fully adopted. Fordham coaching demonstrates proven results, improving the skills of everybody in the classroom- both the teacher and the students they serve. Fordham will contract with Atmosphere Academy to coach their teachers in the following areas:

- **ELL Coaching Program** – Fordham will provide on-site ELL coaching for all Atmosphere faculty members to help them better serve English Language Learners in their classes. Fordham coaches will model, demonstrate, and team teach with all Atmosphere teachers in order to scaffold and embed ELL best practices across the entire school.
- **Literacy Coaching Program** – Fordham will provide on-site coaching for all Atmosphere faculty members to help them better address reading and writing across the curriculum. Fordham coaches will model, demonstrate, and team teach with all Atmosphere teachers in order to scaffold and embed literacy best practices across the entire school.

**Fordham's presence as a NYC Partnership Support Network:**

**The Fordham Partnership Support Organization –**

- Fordham University, through the Center for Educational Partnerships, is proud to be one of only two institutions of higher education selected by the New York City Department of Education to serve as a Partnership Support Organization (PSO). Indeed, the Center for Educational Partnerships stands alone as the only university-based PSO providing services across the K-12 spectrum. The mission of the Fordham PSO collaboration with New York City schools is to help teachers and administrators drive academic achievement through a process of reflection, self-analysis, and the integration of perspectives gained from research into school-wide and classroom practice. The goal is to move each school toward the "tipping point" at which its culture becomes one of accountability and accomplishment. Currently the Fordham PSO (Children First Network 551) serves 19,000 students in 35 public K-12 schools throughout NYC; a number of which are in CSD 10 Bronx where Atmosphere will be located.

Please know that Fordham's Center for Educational Partnerships will work with Atmosphere Academy in realizing their vision and strategic goals.

Sincerely,



Dr. Anita Vazquez Batisti, Ph.D.  
Associate Dean and Director  
Center for Educational Partnerships  
Fordham University  
Graduate School of Education

Fordham has indicated that the fee-based services would be approximately \$950 per day for each coach. This fee is very competitive as NTN, one of Atmosphere's potential vendor partners, has quoted Atmosphere \$1,800 per day for similar professional coaching for its Math Teachers. Below is the email from Fordham explaining the costs involved:

Re: Letter of Support for Atmosphere Academy Inbox xAnita Batisti <[REDACTED]>  
to me ▾

12/12/13



Thank you. Glad all is going well. Our coaching fee is \$950 per day for 1 coach. The coach can see up to 5 teachers per day onsite in their classrooms. You can budget for as many days as you want. We usually recommend beginning with at least 10 days. Most schools do 20. You can do 10 days literacy, 10 days math, hope this helps

---

**From:** Colin Greene [mailto:[cgreene@atmosphereacademy.org](mailto:cgreene@atmosphereacademy.org)]

**Sent:** Thursday, December 12, 2013 09:39 AM

**To:** [REDACTED]

**Cc:** Grant G. Grastorf [REDACTED]

**Subject:** Letter of Support for Atmosphere Academy

Hi Anita,

Thank you for the letter in support of Atmosphere's application and for the recent SIOP training. We truly value your partnership and help in making Atmosphere a reality.

I wanted to inquire as to how I should budget for the coaching that Fordham will provide. Do you know what the costs would be per teacher that is coached or if the service is sold as a package? Just let me know what funds you think would be prudent to set aside between year 1 and year 5. We plan on adding 120 students per year and requisite faculty to teach them.

Thanks again!

Best,

Colin J. Greene  
Founder  
Atmosphere Academy Public Charter Schools  
[www.atmosphereacademy.org](http://www.atmosphereacademy.org)  
[cgreene@atmosphereacademy.org](mailto:cgreene@atmosphereacademy.org)  
(718) 775-5692  
PO Box 518  
Fordham Station  
Bronx, NY 10458-9998



In the first year of operations, Atmosphere has budgeted \$25,000 for Fordham coaching. 3 faculty members are scheduled to participate in this first phase of the program. During the course of the year, the school's ELL Specialist is slated to receive 9 days of ELL coaching, the Critical Reading Teacher is scheduled to receive 8 days of literacy coaching, and the Critical Writing Teacher is scheduled to receive 8 days of literacy coaching. A determination as to who continues in the program or enters the program each year thereafter is made based on data and context.

Specific teachers that take part in the coaching program are allotted time every week to either meet or work with their coach (in addition to any observations or co-teaching they might engage in). When Fordham coaches are not in the building, Atmosphere's faculty are expected to work independently or collaboratively on pedagogical and curricular strategies, plans, and initiatives they have discussed and developed with their coach. Each teacher that participates in the program transforms their classroom into a learning lab to more easily facilitate teaching back what has been learned to other faculty members, who are invited into the classroom on a regular basis to observe and discuss new practices.

Fordham University - Graduate School of Social Service

Below is Fordham University’s Graduate School of Social Service’s Letter of Intent to provide Atmosphere with social worker interns, which when combined with Atmosphere’s staffed social workers will give students access to 3 social workers per grade level:



FORDHAM UNIVERSITY  
THE JESUIT UNIVERSITY OF NEW YORK

GRADUATE SCHOOL  
OF SOCIAL SERVICE

January 8, 2014

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

Dear Suny Charter Schools Institute:

I am writing this letter on behalf of The Atmosphere Academy.

I am the Associate Director of Field Instruction for Fordham University Graduate School of Social Service at the Westchester Campus. I oversee the placement of our MSW students in their internships. All MSW students are required to complete 2 years of internship while matriculated in the MSW program.

I am quite enthused to have the possibility to place MSW interns at The Atmosphere Academy. We are always seeking new organizations for our students to complete their field work. Many of our interns come into the MSW program seeking to work with children in a school setting and pursue a career in school social work.

The fit between Fordham’s Graduate School of Social Service and The Atmosphere Academy will be strong based on the mission of both organizations. At the Graduate School of Social Service our MSW student’s learning is focused on the person in environment, cultural diversity, social justice and human rights. The Atmosphere Academy’s core values of cultural, social-emotional, socio-economic are in sync with our core curriculum.

I look forward to establishing a strong collaborative relationship between The Atmosphere Academy and The Graduate School of Social Service.

If you would like any further information, please feel free to contact me at [redacted] or email [redacted]

Sincerely,

Vincenza Corcoran MS, LCSW  
Associate Director of Field Instruction

Montefiore Medical Center – School Health Program

Below is the Letter of Support and Intent from Dr. David Appel, the Director of Montefiore Medical Center’s School Health Program:



Montefiore Medical Center  
 School Health Program  
 3380 Reservoir Oval  
 Bronx, New York 10467-2490  
 January 5, 2014

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

Dear SUNY Charter Schools Institute:

This letter is intended to convey Montefiore’s School Health Program’s (MSHP) intent to work with Atmosphere Academy (Atmosphere) to provide future health care services to its students and families.

Moreover, this letter is also submitted in support of Atmosphere’s charter application. MSHP’s partnership with Atmosphere is another example of the value Atmosphere places on the social, emotional, and physical health of its students and their families. Atmosphere and MSHP agree that student achievement must be built on a strong foundation of personal wellbeing. These extensive wraparound services buoy and support student success in the classroom in myriad ways.

On December 26, 2013, I met with Colin Greene and Jesse Greene in my office in the Bronx. I was impressed by Atmosphere’s school model and the foresight they showed in approaching Montefiore to address the health care needs of their stakeholders at this early stage. Together, we developed a short term and long term strategy that will allow Atmosphere to meet these needs starting on the very first day that the school opens.

**Background on MSHP**

MSHP provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. MSHP has its own, well-developed mechanism to assure local input and community relevance for the programs reaching 65 schools at 21 locations: active school-based Advisory Committees and Wellness Councils whose members include principals, teachers, administrators, parents, students and representatives from community agencies.

**School-Based Health Program**

One model that Montefiore currently uses at Columbus High School is one in which the school has hired a nurse practitioner, who carries out all of the traditional duties of a regular school nurse, but can also provide additional health services. Using this model as a template,

Atmosphere will hire a nurse practitioner instead of a registered nurse. The nurse practitioner would be associated with Montefiore and could provide most of the services associated with the school-based health program. A nurse practitioner has a master's level degree, can treat diseases like asthma and diabetes, and can prescribe medicine. This kind of program does not require a state license and can be in operation when the school opens.

Another model that has worked for schools of Atmosphere's initial size is a linked school health program. A minimum of 200 students would be needed to set up a linked school health program at Atmosphere. This would mean that such a program could not start at Atmosphere until its second year of operation. However, Atmosphere students with IEPs and 504 plans could receive services on day one from a NYC DOHMH School Nurse. Montefiore has a variety of current program sites that Atmosphere could link with in order to receive services. Each of these sites is in close proximity to Atmosphere's proposed location at 2512 Marion Avenue:

- Montefiore currently operates a very large comprehensive Family Health Center on 193<sup>rd</sup> Street that will be moving to 1 Fordham Plaza, which is about one block east of Atmosphere's primary facility option on Marion Avenue.
- Montefiore currently operates a school-based health program at P.S. 85, which is approximately one and a half blocks south of Atmosphere's primary facility option on Marion Avenue.
- Montefiore can also identify an affiliate in close proximity to Atmosphere's proposed location. One such affiliated organization is the Union Community Health Center operated by St. Barnabas Hospital, which operates two offices that are within 3 blocks of Atmosphere's primary facility option on Marion Avenue. One office is located at 260 East 188<sup>th</sup> Street, and the other is located at 470 East Fordham Road.

It is also possible that a blended model could be developed using the best aspects of each of the above models, ensuring students and families have access to elements of both.

#### **Health Care Services**

Atmosphere students will have access to MSHP's wide range of comprehensive primary care services:

- health maintenance examinations
- immunizations
- screening tests
- first aid for injuries and emergencies
- diagnosis and treatment of acute and chronic medical problems
- secondary and tertiary care referrals

Atmosphere's MSHP program will focus on improved asthma care as its first major initiative.

Future Atmosphere MSHP initiatives will include in whole or in part:

- **Adolescent Healthcare:** The high school centers offer comprehensive adolescent healthcare, including reproductive healthcare services such as pregnancy testing and prenatal care; options counseling; family planning; screening, diagnosis and treatment of sexually transmitted diseases including HIV counseling and testing; and routine Pap tests for sexually active girls.

- **Preventive Care:** MSHP’s preventive care measures include mental health services such as screening and risk assessment and referral services. Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues are available at each site. Dental services are also available at some sites. Physical education and nutrition initiatives combat childhood obesity.

With Montefiore’s support and guidance, Atmosphere will be able to put these key services in place for the direct benefit of Atmosphere’s students and families. Moving forward, Montefiore will work with Atmosphere to enhance and improve the program and the services it offers.

Should you have any questions or concerns, feel free to contact me at [REDACTED] or [REDACTED]

Sincerely,



Dr. David K. Appel, M.D.  
Director

Pearson

Below is Atmosphere’s Memorandum of Understanding (MOU) with Pearson describing the parameters of the vendor partnership between the two organizations and the associated costs:



Pearson  
 1 Lake Street  
 Upper Saddle River, New Jersey 07458  
 February 6, 2014

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

Dear SUNY Charter Schools Institute:

This memorandum of understanding (MOU) between Pearson Education (Pearson) and Atmosphere Academy Public Charter Schools (Atmosphere) establishes the range of products and scope of services that Pearson will provide to Atmosphere as well as the cost of those products and services.

Gary Winn, Pearson’s Measurement Specialist for New York, and Michael Grau, Pearson’s Clinical Assessment Specialist for New York, spoke with Atmosphere’s Founder, Colin Greene, by phone and video conference. On January 21, 2014, Gary, Mike, and the rest of the Pearson team presented to Atmosphere’s Board of Trustees. During these discussions, Atmosphere was able to investigate specific Pearson products that it had interest in, and Pearson was able to clarify how Atmosphere envision a possible relationship with Pearson. Through this shared discovery process, Atmosphere and Pearson identified the following areas where we intend to work together moving forward.

**Curriculum and Instruction**

Atmosphere’s instructional approach is designed to support all students, including English learners (ELs) and other at-risk student populations. Pearson’s solutions for ELs will form the foundation of Atmosphere’s ESL program.

*Sheltered Instruction Observation Protocol (SIOP)*

The Sheltered Instruction Observation Protocol (SIOP) model was developed to provide teachers with a practical model of sheltered instruction to facilitate high-quality instruction for English learners in content-area teaching. The only empirically validated model of instruction for English learners, SIOP helps teachers systematically, consistently, and concurrently teach grade-level academic content and academic language to English learners.

The SIOP model can be viewed as an umbrella under which other programs developed for improving instruction can reside. Administrators and teachers alike are bombarded with new approaches to instruction, reform efforts, and practices that sometimes seem to be in competition with one another. The SIOP model is a framework that can bring together a school’s instruction by organizing methods and techniques and ensuring that effective practices are implemented—and that they can be quantified.

Atmosphere has adopted the SIOP model and will work with both Fordham University and Pearson to implement the model in a seamless and effective way. Pearson is poised to provide enhanced professional development services that will add on to the SIOP-aligned coaching and other service that Fordham will offer Atmosphere.

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### *Longman Keystone*

Longman Keystone is a multi-level program designed for students whose academic achievement is two or more years below grade level. Through Keystone, students will quickly begin achieving academic success and be better prepared to transition to mainstream coursework across the curriculum.

The Keystone reading and language development program accelerates students' academic achievement through scaffolded, sustained instruction and language development strategies:

- Accelerates academic vocabulary acquisition through explicit instruction.
- Develops transferable, cross-curricular academic skills through connected learning opportunities.
- Provides an easy-to-use road map to academic success.

Keystone builds student capacity by focusing on both language proficiency and academic knowledge. Explicit lessons accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills.

Atmosphere's ELL Specialists will use the Keystone curriculum during sessions with English learners.

### **Learning Assessments**

In order to help further inform Atmosphere's data-driven decisions, Pearson will provide Atmosphere with the Aimsweb formative assessment system for universal screening, progress monitoring, and data management; ACT Aspire summative assessments for achievement benchmarking; the Stanford English Language Proficiency 2 (SELP2) testing system to help determine and measure progress with ELLs; the Group Reading Assessment and Diagnostic Evaluation (GRADE); and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE).

### *Aimsweb*

The Aimsweb formative assessment system provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment. It helps school administrators demonstrate tangible improvements and helps teachers become more effective and more efficient in the classroom. Aimsweb is a two-time "Best in Tech" winner from Scholastic Administrator magazine and received the highest ratings on eleven measures from the National Center on Intensive Intervention. The key features of the Aimsweb system include:

- Framework for Response to Intervention (RTI) programs and multi-tiered instruction.
- Aimsweb provides a full range of support, training, and professional development services to help schools like Atmosphere every step of the way.
- Curriculum-Based Measures (CBM) of reading and math performance produce data that are predictive of success on state tests.
- Assessments in Literacy, Reading, Numeracy, Mathematics, Spelling and Writing.
- Web-based scoring and test taking.
- Compatibility with the Common Core State Standards.

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- ELL report profiles provide more information about ELL student's academic performance and growth rate of improvement.
- Rate of Improvement (ROI) growth norms are percentile norms that indicate the percentage of students in the large, representative national norm sample who had ROIs equal to or smaller than a particular ROI.
- Common Core reporting, including strengths and weaknesses by Common Core domain.

#### *Group Reading Assessment and Diagnostic Evaluation (GRADE)*

The Group Reading Assessment and Diagnostic Evaluation (GRADE) is a diagnostic reading test that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention. GRADE recognizes that learning to read is not a singular, one-dimensional process. As students learn to read, they progress through a series of benchmarks, each representing different kinds of learning tasks. Though these tasks are generally sequential, they tend to overlap. To assess student progress in achieving these benchmarks, educators need to look at what is a developmentally appropriate activity for a student at each stage of the process. Each GRADE subtest will allow Atmosphere's educators to do just that and to determine where intervention is needed, recognizing students' differences so instruction can be more effective. Moreover, using the GRADE assessment, Atmosphere can better guide instruction that will ensure student success while helping deliver Adequate Yearly Progress (AYP) gains.

#### *Group Mathematics Assessment and Diagnostic Evaluation (GMADE)*

The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) is a diagnostic mathematics test that measures individual student skills in the main areas of math, and helps K-12 educators pinpoint areas where students need instruction. GMADE will provide Atmosphere the information needed to pinpoint areas where students require additional help in mathematics by measuring individual student skills in the core areas of math as identified by the National Council of Teachers of Mathematics. Atmosphere will use GMADE with tier 2 and 3 students to determine what math concepts they have mastered and where they need additional instruction, intervention, or enrichment. The GMADE assessment provides a broad sampling of appropriate mathematical tasks that are based on:

- state standards
- curriculum benchmarks
- scope and sequence plans of common math textbook series
- review of research on best-practice for teaching and learning math concepts and skills

#### *ACT Aspire*

ACT Aspire is a next generation, technology-enhanced assessment tool developed by ACT, Inc. and distributed by Pearson. The system was designed to help schools and students prepare to seize 21st century opportunities. ACT Aspire is the first digital, longitudinal assessment system to fully connect student performance from elementary grades through high school and provides educators and parents with the insights they need to help students get and stay on track by better connecting assessment to teaching and learning. ACT Aspire includes summative assessments that measure how much students have learned over time, as well as aligned classroom-based assessments that help educators better understand students' learning needs in individual classes throughout the school year. The aligned assessments will inform teachers about students' progress toward specific learning

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standards, so they can better tailor their instruction and resources to help students learn. The key features of the ACT Aspire tool include:

- Vertically articulated, standards-based system of assessments to monitor progress toward college and career readiness from elementary school to high school
- Longitudinal assessment data tied to readiness for middle school, high school, and college
- Aligned summative and classroom-based assessments
- Content areas of English, math, reading, and science with direct writing at all grades
- Alignment with Common Core State Standards and ACT College Readiness Benchmarks
- Multiple question types including multiple choice, constructed response and technology-enhanced items to better assess student knowledge, improve test experiences, and provide more meaningful insights
- A multidimensional approach that measures other critical areas needed for success after high school, such as providing insights on science skills, critical thinking, and the ability to understand complex text
- Online delivery of assessments using state-of-the-art technology to enhance effectiveness and support multiple devices, while also offering paper-and-pencil options

#### *Stanford English Language Proficiency 2 (SELP-2) Test*

SELP-2 is part of the Pearson English Learning System, a complete assessment, curricular, and instructional solution for helping address the needs of non-native English speakers, so that they are better able to learn across all academic areas—an important aspect of TESOL standards as well. SELP-2 helps teachers evaluate the listening, reading, writing, and speaking skills of ELLs and assess English proficiency skills.

#### **Clinical Assessments**

In order to address the diverse needs of Atmosphere's special education student population, Pearson intends to provide the school with a wide range of clinical assessments that can be used to determine and monitor needs and progress.

#### *Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF5)*

CELF-5's evaluation of speech and language skills provide Atmosphere's Learning Specialists and ELL Specialists with a rigorous assessment of pragmatics that uses interactive activities and written language tests and offers a results platform to promote data-driven decisions. CELF-5's highly accurate diagnostic information is supported by updated and current normative data and is the result of multiple research phases.

#### *Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)*

To filter all students for intellectual disabilities and giftedness, Atmosphere will use the WISC-V. The WISC-V provides access to more subtle content, resulting in a broader view of the child's cognitive abilities, charging Atmosphere's leaders and educators with increased interpretive power. A full scale IQ can be obtained and specific clinical situations can be determined:

- Identifying specific learning disabilities.
- Identifying intellectual disabilities.
- Evaluating English language learners.

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- Evaluating cognitive processing strengths and weaknesses.
- Assessing for giftedness.

*Kaufman Test of Educational Achievement, Third Edition (KTEA-3)*

When an additional instrument (beyond Aimsweb and WISC-V) is needed to specifically assess the ongoing needs and growth of special education students, Atmosphere will use the KTEA-3, which provides state-of-the-art error analysis along with detailed prescriptive information for simple remediation planning. KTEA-3 covers all IDEA, Reading First, and NCTM achievement areas to ensure a comprehensive, research-based assessment. It also features alternate forms to help measure student progress or response to intervention and to adjust instruction based on performance. Atmosphere's Learning Specialists will administer KTEA-3 to special education students to evaluate academic skills, adjust instruction based on performance, and identify learning disabilities. Key features of the KTEA-3 include:

- Covers areas mandated by IDEA and Reading First
- Enhanced error analysis for better remediation
- Alternate forms measure progress or response to intervention
- Easy to administer, with novel tasks to motivate low-functioning students
- Comprehensive and Brief Forms meet your in-depth or quick assessment needs
- Mapping to Common Core Standards to assist with compliancy issues
- Behavioral checklist to look at how the child responds during testing
- Lower age range to age 4 and preschool norms to identify issues earlier
- Scoring and reporting on Q-global™—Pearson's new web-based platform that is secure, affordable, and efficient
- Intervention suggestions for parents and teachers to expand the effectiveness of your evaluation
- Easy to administer, score, and interpret
- Coverage of all IDEA and National Council of Teachers of Mathematics (NCTM)
- Novel tasks to motivate low-functioning students
- Alternate forms and Growth Scale Value (GSV) to easily measure progress
- Enhanced error analysis procedures for more precise intervention

**Behavior Tracking**

Review360, endorsed by the Council of Administrators of Special Education, is an ideal solution to help Atmosphere's staff minimize suspensions, implements its Rapid Response to Intervention (RRTI) system for behavior modification in alignment with the school's restorative justice approach to discipline, and generally improve the school climate. The Review360 multi-tiered software system provides:

- Positive Behavioral Interventions and Supports (PBIS)-aligned professional development.
- Best practices approaches for common behavioral issues.
- Teacher-friendly program implementation support.
- Ability to track and monitor inclusion rates.
- Progress monitoring to assess student improvement and program effectiveness.

The foundation of Review360 includes five steps along the path for better student behavior: track, aggregate, analyze, intervene, and communicate.

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**Costs**

Below is a table of the costs of each product and service that Atmosphere will receive from Pearson:

Product/Services	Product Costs	Services Costs
SIOP	No cost per student	<ul style="list-style-type: none"> <li>• \$5,000 for 2 days of training to augment and enhance ongoing coaching from Fordham University</li> </ul>
Longman Keystone	\$123 per EL student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
Aimsweb	\$6 per student	<ul style="list-style-type: none"> <li>• \$2,500 for 1 day of training</li> </ul>
GRADE	\$6 per student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
GMATE	\$6 per student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
ACT Aspire	\$25 per student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
SELP-2	\$35 per EL student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
WISC-V	\$1,031 per kit and \$17 per student tested	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
CELF-5	\$649 per kit and \$5 per student tested	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>



KTEA-3	\$740 per kit and \$5 per student tested	<ul style="list-style-type: none"> <li>No cost webinar training</li> </ul>
Review360	\$2 per student with Aimsweb subscription	<ul style="list-style-type: none"> <li>Set up and configuration \$500</li> <li>Implementation support \$500</li> <li>Training \$2000 per day onsite or \$500 for a 1/2 day webinar</li> </ul>

Pearson looks forward to working closely with Atmosphere to help support the launch of the school and sustain its growth moving forward. While Atmosphere and Pearson will enjoy a prototypical vendor relationship, both organizations are equally committed to forging a partnership that exceeds those expectations and positions both Atmosphere and Pearson to benefit from close collaboration that our organizations will enjoy.

Sincerely,

Laurie A Lombard  
General Manager, New York State

The costs delineated in this MOU are competitive and reflect market rates. In fact, some of the prices reflect a significant discount. For example, Pearson has quoted Atmosphere \$5,000 for 2 days of SIOP training for all of its teachers. Similar SIOP trainings have been priced at \$1,250 per attendee per day<sup>1</sup> and \$350 per attendee per day.<sup>2</sup> The other product costs in the MOU align with prices published on Pearson’s website.

<sup>1</sup> <http://www.cal.org/solutions/institutes/siop-tot-advanced.html>

<sup>2</sup> [http://gomiem.org/content/siop\\_regional\\_trainings](http://gomiem.org/content/siop_regional_trainings)

Mosholu Montefiore Community Center

Below is Mosholu Montefiore Community Center’s Letter of Intent to work with Atmosphere Academy in establishing after school and college readiness programs:



RAY AND CHARLES NEWMAN BUILDING • 3450 DEKALB AVENUE • BRONX, NY 10467  
TEL: (718) 882-4000 • FAX: (718) 882-6369 • WWW.MMCC.ORG

November 7, 2013

Mr. Colin J. Greene, Founder & Principal  
Atmosphere Academy  
Fordham Station  
P. O. Box 518  
Bronx, NY 10458-9998

Dear Mr. Green:

It was a pleasure speaking with you and Mr. Greene regarding your vision for the Atmosphere Academy. The project is exciting and certainly a refreshing perspective of education within our current school system.

MMCC has been the leader in the northwest Bronx in afterschool programming, both on and off premises. Afterschool programs are a mix of homework help and recreation for participants; and of course a nutritious snack is provided. Some programs include dinner before students return home for the evening.

Our College Bound programs include SAT PREP and college related programs to help students find the right college and financing options for continuing their education after high school.

Mosholu Montefiore Community Center (MMCC) is excited at the prospect of a possible alliance for afterschool and college related programs with Atmosphere Academy. We look forward to continuing our conversation regarding a mutually beneficial partnership with your organization as you prepare for the 2015 opening of the new public charter school.

We wish you much success in your noble endeavor and look forward to speaking with you in the near future.

Best Regards,

  
Laurie Meltzer Bandremer  
Director of Development

cc Rita Santelia, Associate Executive Director



## 13. Governance

## (a) Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees, including;

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance; and,**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.**

Roles and Responsibilities

The Atmosphere Academy Board of Trustees will hold the charter agreement with the SUNY Board of Trustees and be accountable for the school. As such, it will focus its oversight and decision-making on those factors most relevant to student performance. Its roles and responsibilities will include:

- **Mission:** The board establishes the school's mission, which will drive all decisions and activity of the board and management.
- **Goals:** The board will adopt as part of its charter agreement an accountability plan with clear and measurable goals and will establish internal benchmarks and indicators that align with achievement of the school's mission and charter goals.
- **School Management:** The board will recruit, hire and retain or terminate the school leader and delegate to that person the authority to manage the day-to-day operations of the school. The school leader will then be responsible for hiring, evaluating and retaining or terminating all other staff in the organization. The board will establish annual goals and performance metrics for the school leader in academics, operations and finance; it will conduct an annual evaluation of the school leader and use the results to make employment and compensation decisions regarding the school leader.
- **Policies:** The board will approve major policies that provide the parameters within which school management is expected to operate the school. These include admissions, discipline, personnel and finance policies and procedures. The board will regularly seek input from management and other stakeholders and regularly review and revise policies to ensure alignment with the school's mission.
- **Resources:** The board will secure and allocate resources sufficient to support achievement of the mission and provide management with the staff, facility, equipment and services necessary to carry out their mandate. The board will approve an annual budget based on identified needs and priorities and monitor the use of resources throughout each fiscal year. If necessary, the board will approve a fundraising plan and members will participate in fundraising as needed.
- **Oversight:** The board will consistently monitor the academic, organizational and financial status of the school. The board will review data and monitor progress towards internal and external goals to determine whether the school is on track and ultimately achieves its mission. The board will also ensure that the school remains in compliance with all relevant laws and regulations. The board will review and approve the school's Annual Report; it will also ensure the conduct of an annual independent financial audit.
- **Advocacy:** Board members will serve as ambassadors for the school to promote its reputation and seek partnerships and support that enhance its programs. Board members will provide

access to their personal and professional networks and represent the school to its community, its authorizer and the public.

- **Strategic Planning:** The board will work with management to formulate a long-term plan that identifies objectives and obstacles and determines the most effective strategies to accomplish its goals and overcome challenges.
- **Grievances:** The board will be the final arbiter of grievances by staff and parents before they go to the school's authorizer.
- **Governance:** The board will establish standards for effective governance and regularly measure itself and its members against those standards. It will identify areas for improvement and seek development opportunities to improve its practices.

In order to govern effectively, the Atmosphere Academy Board of Trustees will adhere to the following practices:

- **One Voice:** The board will make explicit decisions that provide management with clear direction and parameters. Through a consensus process, once a decision is made by the board it will not be undermined by individual board members.
- **Timely Decisions:** The board will be forward-looking and identify future needs for direction from the board so as to be able to make informed decisions in a timely manner.
- **Evidence-Based Decisions:** The board will base its decisions on legitimate data and information. It will set clear expectations for reporting so that it has the best evidence possible on which to base its decisions.
- **Participation:** Board members will be expected to prepare for and regularly attend monthly board meetings at the school. In addition, they will be expected to actively participate in committee and independent work to further the interests of the school.
- **Delegation:** The board will clearly delegate certain responsibilities to committees and to management. It will not delegate major decisions including the hiring and termination of school leadership. The board will also maintain a clear separation between governance and management and will not intrude into the daily operation of the school unless warranted by a clear violation of policy or law.

**(b) Education Corporation Board Design**

Describe and provide the rationale for the proposed design of the education corporation's board of trustees, including:

- **Number of trustees;**
- **Qualifications to be a trustee;**
- **Trustee recruitment and selection process and criteria;**
- **New trustee orientation process;**
- **Officer positions;**
- **Standing committees (if any);**
- **Ex-officio members (voting and non-voting);**
- **Frequency of board and committee meetings;**
- **Information to be received from the CMO, school leadership, staff or contractors as applicable;**
- **Delegation of authority to any committees, officers, employees or contractors;**
- **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes in accordance with the NY Open Meetings Law;**
- **Procedures for handling complaints, including from staff and parents; and,**
- **Board/trustee training and development.**

The Atmosphere Academy Board of Trustees will have between five and nine members, which may be adjusted by an amendment to the board's by-laws. Board members will have staggered three year terms to avoid disruptive change to membership. Once the charter is approved, the initial board will consist of the board members proposed in this application. Thereafter, new board members will be appointed by the existing board with permission of the authorizer.

#### Recruitment and Selection Process

The Governance Committee will be responsible for monitoring the characteristics of the board and recruiting new members when open seats exist or enhanced skill sets or diversity are needed. Board members will be expected to meet the following qualifications:

- Commitment to the mission and design of the school.
- Belief in performance-contracting and accountability for student performance.
- Demonstrated understanding of governance roles and responsibilities.
- Ability to regularly prepare for and attend board and committee meetings and volunteer for additional board work.
- Experience and expertise that benefits the school, including: education, governance, business, management, finance/accounting, human resources, law, government relations, marketing/public relations, fundraising, and/or community relations or organizing.
- The skills necessary to closely examine data, financial documents and management reports and make informed decisions in the best interest of the school.
- The capacity to operate in a consensus mode that may require accepting decisions of the majority with which one does not necessarily agree.

- Willingness to advocate for the school and leverage personal and professional contacts and resources.
- At least 18 years of age.

The board will use professional and personal networks, board matching services, and/or charter or non-profit governance events to identify potential new members. Candidates will be presented with a board job description, interviewed by multiple board members, tour the school, and attend at least one board meeting before being recommended to the full board for approval. An informal background check, e.g., Google search, will be conducted to ensure the candidate does not possess any background issues that may be detrimental to the reputation of the school. The full board will then have an opportunity to meet and interview the candidate before voting on his or her candidacy.

### Orientation Process

New members will be provided with a board binder that contains the following:

- The original charter application.
- The charter agreement.
- The school's Accountability Plan.
- Board By-laws.
- Board Code of Ethics.
- Current versions of all policies approved by the board.
- Annual schedule of board meetings.
- Board minutes from the last year.
- Board member biographies and contact information.
- Resources on effective governance.

Members of the Governance Committee will meet with new members to go over the board binder, discuss any current issues facing the board, and ascertain interests in committees.

### Officers

The board will have three officer positions with the following responsibilities:

- **Chair:** The Chair will preside at all meetings, work with the other officers and school leadership to set meeting agendas, appoint committee members, facilitate a consensus process focused on relevant decision-making, ensure board focus on governance rather than management, monitor the participation of board members, coordinate communication among members and with other stakeholders, and manage the development of the board. The Board Chair will serve a one year term and be elected by the full board.
- **Treasurer:** The Treasurer will chair the Finance Committee and oversee the financial health of the school. The Treasurer will ensure regular financial reports to the board, coordinate the annual budget creation and approval process, develop and regularly review and recommend revisions to the school's financial policies and procedures, monitor the protection of assets and

appropriateness of investments, and ensure the school is in compliance with all financial requirements, including an annual audit. The Board Treasurer will serve a one year term and be elected by the full board.

- **Secretary:** The Secretary will ensure that all meetings are publicly noticed as well as the production and archiving of and public access to minutes of all board and committee meetings. The Secretary will also maintain current and past versions of all other board documents, including by-laws, the charter agreement, and board-approved policies and procedures. The Board Secretary will serve a one year term and be elected by the full board.

### Committees

The board will have the following standing committees:

- **Governance Committee:** Composed of the board chair and committee chairs, the Governance Committee will set agendas for board meetings, communicate regularly with school leadership, monitor composition of the board and initiate board member recruitment as needed, orient new members, evaluate board performance and coordinate board development activities. The Governance Committee will typically meet monthly to develop agendas for board meetings and carry out its other duties.
- **Finance Committee:** Chaired by the board's Treasurer, the Finance Committee will develop and recommend an annual budget to the board, develop and revise long-term projections and financial plans, develop, review and recommend revisions to the school's financial policies and procedures, ensure the implementation and review of an annual audit, and monitor compliance with all adopted policies, regulations and laws. The Finance Committee will report monthly to the full board on the financial health of the school and anticipated challenges in the future. The Finance Committee will include the Board Treasurer and the school's Director of Finance and Operations; it may also include other board and non-board members. The Finance Committee will typically meet monthly prior to the board meeting so it can review financial statements and prepare its report for the board.
- **Accountability Committee:** The Accountability Committee will monitor the school's progress towards achievement of its mission, Accountability Plan goals, and any other internal goals established by the Board. It will establish reporting expectations for school leaders, regularly review school performance and compliance data, and report to the board on progress and areas of concern. The Accountability Committee will be chaired by a board member and will include the school's Principal. It will meet at least quarterly.

The board may create additional ad hoc committees as the need arises. All board committees will be chaired by a board member, and additional members may be board members and/or non-board members, which will be determined at the establishment of each committee.

### Board Meetings

Once the school opens the board will hold monthly meetings at the school in accordance with the New York Charter Law and the Open Meeting Law. Each year the board will approve a meeting schedule for the year, which will be posted on the school's website ([atmosphereacademy.org](http://atmosphereacademy.org)). Meetings will also be publicized at least one week in advance at the school, on the school's website, and in local media such as Norwood News ([norwoodnews.org](http://norwoodnews.org)), BronxNet ([bronxnet.org](http://bronxnet.org)), Bronx Times ([bxtimes.com](http://bxtimes.com)), and El

Diario (eldiary.com). The agenda for each meeting will be established by the Governance Committee in consultation with the school leader. Time will be allocated in each board meeting agenda for public comment. Board meetings will follow Robert’s Rules of Order.

### Ex-Officio Members

The founding board will not have any ex-officio members. As partnerships develop, the board may consider establishing ex-officio positions through amendment to the board by-laws.

### Reporting Expectations

The board and individual committees will establish reporting expectations with school leaders and significant school partners, including the types of data, reporting format and frequency of reports. School leadership will present a dashboard at each board meeting that includes the following data elements:

- student enrollment and attrition
- student daily attendance rate
- staff positions and attrition
- major discipline incidents (e.g., suspensions and expulsions)
- compliance checklist (e.g., city, state and federal reporting deadlines)
- student performance

The Finance Committee will present a monthly financial report, including budget to actuals and cash balances, as well as projections aligned to the annual budget. The Accountability Committee will present a quarterly update on progress towards external Accountability Plan goals as well as internal goals and benchmarks aligned with mission attainment. The Accountability Committee will also develop and recommend to the board for approval an Annual Report to be submitted to the state and the school’s authorizer each August.

### Complaint Process

The board will develop and adopt a Complaint Policy that establishes the steps an individual, e.g., a parent or staff member, must take before bringing a complaint to the board. Typically, complaints must first be brought to the attention of school staff who must have adequate time to try to resolve the complaint. If the complainant is not satisfied by the resolution of the school staff, he or she may bring the complaint to the board. The Board Chair will appoint an ad hoc Grievance Committee to hear the complaint, which will make a recommendation to the board. The Grievance Committee will be composed of at least three board members. The complaint must be submitted in writing, and the Grievance Committee has one month to review the complaint and interview the complainant and other individual as necessary, as which time it may either submit a recommendation to the board or call for more information, which starts the one month cycle again. Once a recommendation is received by the board, it must be heard at the next scheduled board meeting and the board may vote to accept or modify the recommendation or send it back to the Grievance Committee for further review.

**Board Development**

The Governance Committee will monitor the efficacy of the board and identify areas for development and resources and strategies to meet its needs. As noted above, a board binder will be maintained and provided to each new board member as part of his or her orientation. The Governance Committee will identify and disseminate opportunities for individual members to participate in board development, including articles, reports, websites, workshops, webinars, and conferences. The school is planning to contract with CSBM, which includes some board development in its services, particularly around monitoring data and using it for decision-making. Should the board identify serious deficiencies in its practices, it will consider more active measures, such as hiring consultants or vendors to review practices and policies and provide governance trainings. The proposed budget includes over \$5,000 per year for board expenses and development.

**(c) Stakeholder Participation**

**Explain how parents and school staff, including teachers, will provide input and participate in the governance of the school.**

While the 2010 amendment to the New York Charter Law precludes school staff from serving as a board member, Atmosphere Academy's Board of Trustees will endeavor to provide multiple access points for staff input into the governance of the school. The board will be in frequent contact with the Principal and he and other school leaders will be expected to attend and report at each monthly board meeting. In addition, school staff will be expected to serve actively on some of the board's committees. For example, the school's Director of Finance and Operations will be a member of the Board's Finance Committee and school leadership will be on the Accountability Committee. Teachers will be encouraged to join that committee as well. A public comment period at each board meeting and a formal complaint process also provide staff with access to the board.

While the board will not have a seat for a parent representative, once the school enrolls students the Governance Committee will actively consider parents who meet the qualifications for board membership and who understand their duties on the board go beyond their own child. The Board Chair will consult with the leadership of the parent organization to identify issues for board agendas and periodically invite them to present reports to the board. Board members will be encouraged to attend school events and parent organization activities to get to know parents outside of official board meetings. Contact information will be posted for parents to convey concerns or questions to the board and, like staff members, parents may avail themselves of the public comment period at board meetings or follow the complaint process to elevate a concern to the board.

**(d) Proposed Founding Board of Trustees**

- Complete the following table for all members of the proposed founding school board including any currently vacant seats that the board would seek to fill by the end of the first year of operation (e.g. a seat for an ex-officio parent representative).

A minimum of five members must be identified when the proposal is submitted. (In circumstances where persons affiliated with a CMO will serve on the school board, more than five trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)

Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Mervin Burton, CFA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee, Member Finance Committee Governance Committee	2 years
Grant Grastorf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee, Secretary Accountability Committee Governance Committee	1 year
Jesse Greene, Esq.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee, Chair Finance Committee Governance Committee	3 years
Dr. Michael Lagas, Ed.D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee, Treasurer Finance Committee Governance Committee	3 years
Rev. Thomas Lynch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee, Member Accountability Committee Finance Committee	3 years
Dr. Migdalia Maldonado-Torres, Ed.D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee, Member Accountability Committee Governance Committee	1 year
Dr. Evan Powderly, Ed.D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trustee Accountability Committee Finance Committee	2 years

- **Explain the capacity of the founding board to govern the proposed school and ensure that its mission is met including the relevant skill sets and experiences of the proposed board members.**
- **Explain the role of the management organization, partner organization, or any other specific group in the recruitment and selection of the founding board of trustees, if applicable.**

### Founding Board

The founding Board of Trustees of Atmosphere Academy possesses the expertise and commitment to effectively govern the school to ensure it achieves its mission. The initial board members were recruited by the applicant based on their expertise and commitment to the school mission and design; no management organization, partner organization or any other specific group was involved in the recruitment and selection of the founding group.

The capacity of the Board to govern the proposed school and ensure that its mission is met, including the relevant skills and experiences of the Board members, is delineated below:

- **MERVIN BURTON, CFA, Senior Investment Manager, IBM Retirement Funds.** Mervin Burton serves as a Senior Investment Manager at the IBM Retirement Funds, which oversees over \$50 billion in pension fund assets. He is responsible for developing investment strategy and making investments in various financial markets such as equities, fixed income, and alternatives. Previously, Mr. Burton worked in the IBM Finance organization, focusing on structuring and negotiating mergers and acquisitions. Prior to joining IBM, Mr. Burton worked at PricewaterhouseCoopers as a Manager in Corporate Development & Corporate Strategy. He was responsible for the firm's venture capital investments and strategic partnerships, and participated in the sale of the consulting division to IBM. Mr. Burton began his career as a Financial Analyst within the asset management group of Goldman, Sachs, & Co. Mr. Burton is a CFA Charterholder, and a member of the CFA Institute. He graduated from Stuyvesant High School in New York City, and received his B.S. from the Wharton School at the University of Pennsylvania.
- **GRANT GRASTORF, Academic Operations Administrator, Fordham University.** Grant Grastorf is the Academic Operations Administrator for Fordham University's Westchester Campus. Previously, Mr. Grastorf served as the Director of Campus Events at Yeshiva University and the Director of College Events and Summer Programs at Sarah Lawrence College. Mr. Grastorf is the President of the Fordham Kiwanis Club and President of the Fordham University Association. He holds a Master of Science in Educational Leadership from Fordham University and a Bachelor of Science in Food and Business from the State University of New York at Oneonta.
- **JESSE J. GREENE, JR., Esq.** Jesse J. Greene, Jr. is currently a Senior Fellow at the Richard Paul Richman Center for Business Law, and Public Policy (a joint venture between Columbia Law School and Columbia Business School). Mr. Greene also sits on the Board of Directors of Caterpillar. Previously, Mr. Greene was the VP Financial Management and Chief Financial Risk Officer at IBM, where he was responsible for the identification, assessment, and monitoring of financial risks of the corporation as well as the company's Enterprise Risk Management program. Mr. Greene began his career at IBM in 1971, and has held a broad range of positions in IBM as an engineer, tax attorney, and financial executive. In 1994, Mr. Greene left IBM to join Eastman Kodak as Treasurer, VP Finance, acting CFO and Senior VP, Strategy and Information Technology. In 2000, he joined Compaq Computer Corporation as CFO and Senior VP of Strategic

Planning. In 2002 he returned to IBM as VP and Treasurer and was later named VP, Financial Management and Chief Financial Risk Officer. Mr. Greene graduated from Columbia Law School with a Juris Doctorate and Columbia Business School with a Master of Business Administration. He also holds a Master of Science in Mechanical Engineering and Bachelor of Science in Mechanical Engineering from NYU School of Engineering and Science. He is a member of the New York State Bar Association, the American Society of Mechanical Engineers, and the Economic Club of New York and has also served on the Board of Directors of the Strong Medical Center in Rochester, NY.

- DR. MICHAEL LAGAS, Ed.D, Director of Finance and Operations (ret.), New Canaan Public Schools. Dr. Michael Lagas served as the Director of Finance and Operations for New Canaan Public Schools in Connecticut, a district of over 4,000 students, from 1995 until 2011. Earlier in his career, Dr. Lagas was a Client Solution Executive with IBM. Dr. Lagas currently works as an education consultant and adjunct professor at Fordham University. Dr. Lagas holds an Education Doctorate in Educational Leadership from Fordham University and a Professional Diploma in School Business Administration from Fordham University.
- REV. THOMAS LYNCH, Pastor, Our Lady of Angels Roman Catholic Church. Father Lynch is the Pastor at Our Lady of Angels Roman Catholic Church in the Kingsbridge Heights section of the Bronx, where he serves an ethnically diverse parish. Father Lynch was ordained in 1992, receiving two master's degrees in Divinity and Church History. His first assignment was Holy Family Church on Castle Hill Avenue in the Bronx. He was sent for doctoral studies at Catholic University of America in Washington, DC. He later served as Professor of Church History, Director of Pastoral Formation, and Dean of Cathedral Preparatory Seminary (a discernment program for young men of high school age considering a vocation to the priesthood) at St. Joseph's Seminary (Dunwoodie) for more than eight years before his present assignment to Our Lady of Angels. Father Lynch is a member of the Northwest Bronx Clergy and Community Coalition and sits on NWBCCC's Clergy Caucus.
- DR. MIGDALIA MALDONADO-TORRES, Ed.D, Local Instructional Superintendent (ret.), New York City Department of Education. Dr. Migdalia Maldonado-Torres, Ed.D is an adjunct professor at Fordham University. Prior to her position at Fordham University, she served in the New York City Department of Education for thirty-three years. Her two most recent positions with the NYC Department of Education were Local Instructional Superintendent (where she supervised nine inner-city schools: elementary and middle schools) and Senior Achievement Facilitator (where she assisted principals and assistant principals in 19 schools citywide with their inquiry teams and the NYC Department of Education accountability tools). Dr. Maldonado-Torres began as a classroom teacher and a specialist in reading. Following her teaching experience, she served in leadership roles as Principal of elementary schools and Director of a bilingual elementary school for twenty-two years. Dr. Maldonado Torres was the Project Director of the Leadership Development Initiative and participated in extensive leadership development training citywide. In addition, she has mentored and coached administrators in leadership development. She has a wealth of experience in leadership and instruction.
- DR. H. EVAN POWDERLY, Ed.D, Principal HC Crittenden Middle School, Byram Hills Central School District. Dr. H. Evan Powderly has served as the principal of HC Crittenden Middle School in Armonk, New York for almost two decades. During Dr. Powderly's tenure HCC has consistently scored among the top middle schools in New York State. In 2012, HCC ranked first in the state in 6<sup>th</sup> grade mathematics and 8<sup>th</sup> grade English language arts as well as second in the state in 7<sup>th</sup> grade mathematics and 6<sup>th</sup> grade English language arts. In the latest round of testing in 2013

(that included new cut scores and more rigorous standards), HCC continued to rank first in the state in some categories and in the top ten in most. Previously, Dr. Powderly was principal of a middle school in New Jersey. Dr. Powderly holds a Doctorate in Education from Fordham University and has served as President of the Westchester/Putnam Middle School Principals Association.

Board Operation

The founders of Atmosphere Academy recognize that charter school governance typically evolves through phases: application, start-up, and maintenance boards. During the application phase the founders establish the mission, create the school model, write the application, and design the board and identify proposed board members. In the start-up phase the proposed board members transition to the official board of trustees that is empowered to govern the school. Start-up boards typically govern and assist with school development while the school builds its staff to full capacity. Start-up boards expand to increase their skills and diversity and build connections to the families and community in which the school opens. During this phase the board is constantly monitoring program implementation as well as leadership and student performance and developing and refining policies to meet the needs of the school. Once the school and its systems and professional community are well established, maintenance boards are fully invested in school governance and focus on long-term strategies and goals, such as capital campaigns and leadership succession planning. Board committees are in place and conduct regular oversight and evaluation duties and review and revise school policies as necessary.

In order to establish strong governance from the start, the members of the Atmosphere Academy founding group who are proposed as board members began to function as a start-up board well before the submission of this application. To this end, proposed board members have already identified officers, established committees, adhered to a schedule of meetings, received reports from the founders and proposed staff members, and weighed in on key decisions in the school design and application development. The table below details the meetings to date:

<b>Meeting Date</b>	<b>Location</b>	<b>Agenda Topics</b>	<b>Decisions</b>
Sep. 3, 2013	Columbia Business School, NY, NY, Uris Hall, Room 208,	<ul style="list-style-type: none"> <li>• Charter School Business Management (CSBM) Presentation</li> <li>• Review of School Model and Class Schedule</li> <li>• Budget Presentation</li> <li>• Facilities Presentation</li> <li>• Board Structure and Governance Exemplars</li> <li>• Calendar of Board Meetings</li> <li>• October Board Meeting Agenda</li> <li>• Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>• Approved CSBM as a Vendor Partner</li> <li>• Reviewed, Critiqued, and Approved Initial School Model and Budget (with Expected Future Revisions)</li> <li>• Approved Calendar of Meetings and Proposed Agenda Items</li> </ul>
Oct. 1, 2013	Fordham University, Westchester Campus, 400	<ul style="list-style-type: none"> <li>• Founding Team</li> <li>• Fordham Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Approved Community Outreach Plan</li> </ul>

	Westchester Avenue, West Harrison, NY, Room G20-Executive Dining Hall	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Community Outreach</li> <li>• Academic Program</li> <li>• Discipline/Intervention System</li> <li>• Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>• Approved Fordham Partnership</li> <li>• Approved Facilities Plan</li> </ul>
Nov. 12, 2013	Fordham University, Westchester Campus, 400 Westchester Avenue, West Harrison, NY, Room G20-Executive Dining Hall	<ul style="list-style-type: none"> <li>• Mission and Vision Workshop</li> <li>• Governance Model</li> <li>• SUNY Trustee Forms</li> <li>• Partnerships</li> <li>• Review of Fordham Letter</li> <li>• Application Process</li> </ul>	<ul style="list-style-type: none"> <li>• Approved Board Structure (Roles and Responsibilities)</li> <li>• Approved By Laws and Code of Ethics</li> </ul>
Feb. 13, 2014	Conference Call (due to snow)	<ul style="list-style-type: none"> <li>• New Trustee Introduction and Election to Board</li> <li>• Review of Letter of Intent (submitted on Feb. 7)</li> <li>• Application Process Update</li> <li>• Partnership Update (Montefiore and Pearson)</li> <li>• Foundation Update</li> </ul>	<ul style="list-style-type: none"> <li>• Voted to approve 2 new Trustees</li> <li>• Voted to submit application</li> </ul>
Mar. 5, 2014	Fordham University, Westchester Campus, 400 Westchester Avenue, West Harrison, NY, Room G20-Executive Dining Hall	<ul style="list-style-type: none"> <li>• Pearson Presentation</li> <li>• Application Review</li> <li>• Capacity Interview Prep</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

Below are pictures from the Board meeting on 11/12/13 that was held in the Executive Dining Hall at Fordham Westchester:





In addition, proposed board members have familiarized themselves with relevant charter school and municipal law and regulations, such as board composition requirements and the New York Open Meeting Law. Consequently, once the charter is approved and board members formally appointed, the school’s board will be ready to hit the ground running with effective governance structures and procedures in place. The proposed board members will be prepared to negotiate the charter agreement, secure tax exempt status for the education corporation, appoint school leadership and approve key policies that allow the school to move quickly towards operation.

Include the following in support of the narrative response:

(e) By-laws

BYLAWS OF  
ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOLS

A New York State Education Corporation

**ARTICLE I  
NAME**

Section 1.1 Name.

The name of this corporation is Atmosphere Academy Public Charter School (the “Corporation”).

**ARTICLE II  
PURPOSE**

Section 2.1 Purpose.

The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

**ARTICLE III  
OFFICE**

Section 3.1 Offices.

The Corporation’s principal office shall be located at 2512 Marion Avenue, Bronx, New York 14610. The Board (as defined in Section 5.1 below) may change the location of the Corporation’s principal office.

**ARTICLE IV  
BOARD OF TRUSTEES**

Section 4.1 Powers.

Subject to any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Trustees of the Corporation (the “Board”). Trustees shall have no power as individual trustees and shall act only as members of the Board.

Section 4.2 Number of Trustees.

The authorized number of trustees shall be not less than five and not more than nine.

**Section 4.3**     Term of Office.

Each trustee shall be elected for a term of three years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first three years of its existence, at least two Board members shall serve a 1-year term, and at least two Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

**Section 4.4**     Resignation.

A trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

**Section 4.5**     Removal.

A trustee may be removed from office at any time by a vote of a majority of the trustees then in office on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

**Section 4.6**     Vacancies.

A vacancy in the Board shall be deemed to exist in the event that the actual number of trustees is less than the authorized number for any reason, including resignation, removal, death or expansion of the size of the Board. The Board may declare vacant the office of any trustee who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) unanimous written consent of the trustees then in office, (2) a vote of a majority of the trustees then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining trustee. Each trustee elected or appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

**Section 4.7**     Compensation of Trustees.

Trustees shall not receive any compensation for their services as trustees or for any other goods or services. Trustees shall not accept gifts in excess of \$75 dollars from any individual or entity in any way related to the school operated by the corporation. The Board may authorize the advance or reimbursement to a trustee of actual reasonable expenses incurred in carrying out his or her duties as a trustee.

Section 4.8 Standing Committees.

The Board may create standing committees made up of at least three Board members elected by the Board to focus on particular aspects of the operation of the Corporation. Standing committees will be chaired by a Board member. The Board shall have the following standing committees:

- (a) Governance Committee: The Governance Committee shall be chaired by the Chair of the Board and include all other standing committee chairs. The Governance Committee will set agendas for Board meetings; monitor composition of the Board and initiate Board member recruitment as needed; orient new Board members; evaluate Board performance and coordinate Board development activities.
- (b) Finance Committee: The Finance Committee shall be chaired by the Board Treasurer and include the school's Director of Finance and Operations. The Finance Committee will develop and recommend an annual budget to the board; develop and revise long-term projections and financial plans; develop, review and recommend revisions to the school's financial policies and procedures; ensure the conduct and review of an annual audit; and monitor compliance with all adopted policies, regulations and laws. The Finance Committee will report monthly to the full Board on the financial health of the school.
- (c) Accountability Committee: The Accountability Committee will monitor the school's progress towards achievement of its mission, Accountability Plan goals and any other internal goals established by the Board.

The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: the election of Trustees, filling vacancies on the Board or any committee which has the authority of the Board, the amendment or repeal of the By-laws or the adoption of new By-laws, and the appointment of other committees of the Board, or the members of the committees.

Section 4.9 Advisory Committees.

The Board may create one or more Advisory Committees, each consisting of two or more trustees, non-trustees or a combination of trustees and non-trustees. Appointments to any Advisory Committee shall be by approval of the Board of Trustees. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 4.10 Advisory Boards.

The Board may create an Advisory Board, consisting of persons who are not officers of the Corporation or members of the Board of Trustees, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. Any advisory board, to the extent provided in the resolution of the Board of Trustees, shall act only in an advisory capacity to the Board of Trustees, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the "advisory board."

**ARTICLE V  
MEETINGS**

Section 5.1 Annual Meeting.

An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings.

When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at the location of the charter school governed by the Corporation.

Section 5.3 Quorum and Voting.

A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings.

Trustees may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

**ARTICLE VI  
CERTAIN MATTERS**

Section 6.1 Board-Approved Policies.

The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review.

The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Principal of Atmosphere Academy Public Charter School and the two other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such

officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

## ARTICLE VII

### OFFICERS

#### Section 7.1 Officers.

The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a trustee. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

#### Section 7.2 Election and Term.

The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

#### Section 7.3 Chair of the Board.

The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

#### Section 7.4 Secretary.

The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

#### Section 7.5 Treasurer.

The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the trustees such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any trustee upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Resignation.

An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7 Removal.

Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.8 Vacancies.

A vacancy in any office for any reason shall be filled by the Board.

**ARTICLE VIII  
INDEMNIFICATION**

Section 8.1 Definitions.

For purposes of this Article, “Agent” means any person who is or was a trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a trustee, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; “Proceeding” means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and “Expenses” includes, without limitation, attorneys’ fees and any expenses incurred in establishing a right to indemnification under Section 8.2 of this Article.

Section 8.2 Right to Indemnity.

The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.3 Approval of Indemnity.

On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of trustees who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.4 Advancing Expenses.

The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances; and
- (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance.

The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

**ARTICLE IX  
FISCAL YEAR AND REPORTING OBLIGATIONS**

Section 9.1 Fiscal Year.

The fiscal year of the Corporation shall begin on July 1 and end on June 30.

**ARTICLE X  
GIFTS, GRANTS, CONTRACTS, INVESTMENTS**

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

## ARTICLE XI CONFLICTS OF INTEREST

Section 11.1 Purpose.

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Trustee of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.2 Definitions.

- (a) Interested Person. Any Trustee, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
  - (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
  - (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
  - (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 11.3 Procedures.

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Trustees.

- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Trustees' meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees shall decide if a conflict of interest exists.
- (c) Procedures for Addressing the Conflict of Interest
- (1) An interested person may make a presentation at the Board of Trustees, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
  - (2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - (3) After exercising due diligence, the Board of Trustees shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
  - (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- (d) Violations of the Conflicts of Interest Policy
- (1) If the Board of Trustees has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.4 Records of Proceedings.

The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

- (a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustees' decision as to whether a conflict of interest in fact existed.
- (b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 11.5 Annual Statements.

Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

- (a) Receipt. Has received a copy of the conflicts of interest policy.
- (b) Read and Understands. Has read and understands the policy.
- (c) Agrees to Comply. Has agreed to comply with the policy.
- (d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.6 Periodic Reviews.

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

**ARTICLE XII  
OTHER PROVISIONS**

Section 12.1 Rights of Inspection.

Every trustee shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions.

Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the

individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

**ARTICLE XIII  
AMENDMENTS**

Section 13.1 Amendment of Bylaws.

Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board subject to the consent of the school’s authorizer, the SUNY Board of Trustees.

\* \* \* \* \*

**CERTIFICATE OF SECRETARY**

I, \_\_\_\_\_, hereby certify:

That I am duly elected and acting Secretary of Atmosphere Academy Public Charter School, and that the foregoing Bylaws constitute Bylaws of Atmosphere Academy Public Charter School, as duly adopted at the meeting of the Board held on \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunder subscribed my name this \_\_\_\_\_ day of \_\_\_\_\_, 2013.

\_\_\_\_\_  
\_\_\_\_\_, Secretary

**(f) Code of Ethics**

**Attach the code of ethics of the charter school education corporation. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.**

## Atmosphere Academy Public Charter School Code of Ethics

### Policy

The Board of Trustees (the “Board”) and senior staff of Atmosphere Academy Charter School (“Atmosphere Academy”) must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Atmosphere Academy; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Atmosphere Academy Board has adopted the following procedures to govern Atmosphere Academy decision-making processes. Moreover, Board members, experts, advisors, and Atmosphere Academy staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
  - Student records
  - Financial information
  - Personnel records
  - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - Theft or inappropriate removal or possession of property
  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on school grounds

- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice

#### Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member's knowledge, the Board member's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Atmosphere Academy is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Atmosphere Academy is considering a transaction, and (b) any person who has a significant position in an entity with which Atmosphere Academy is considering a transaction.
2. Atmosphere Academy senior staff (including, but not limited to, the Principal or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Principal (or Principal's designee), orally or in writing, any Interest as defined above, and shall, unless the Principal (or Principal's designee) determines otherwise, recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Atmosphere Academy below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Atmosphere Academy is considering a transaction, and (b) any person who has a significant position in an entity with which Atmosphere Academy is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expenses associated with Atmosphere Academy-related travel, meals, or other professional activity from actual or potential suppliers of Atmosphere Academy. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for Atmosphere Academy, except (a) gifts presented to Atmosphere Academy where the recipient is representing Atmosphere Academy and thereafter presents the gift to Atmosphere Academy, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Atmosphere Academy duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Atmosphere Academy, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Atmosphere Academy.
4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

- a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.
- b. No trustee, officer or employee shall:
  - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
  - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
  - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
  - iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

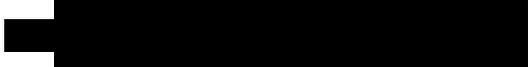
All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

13. Governance  
(g) Board Member Information

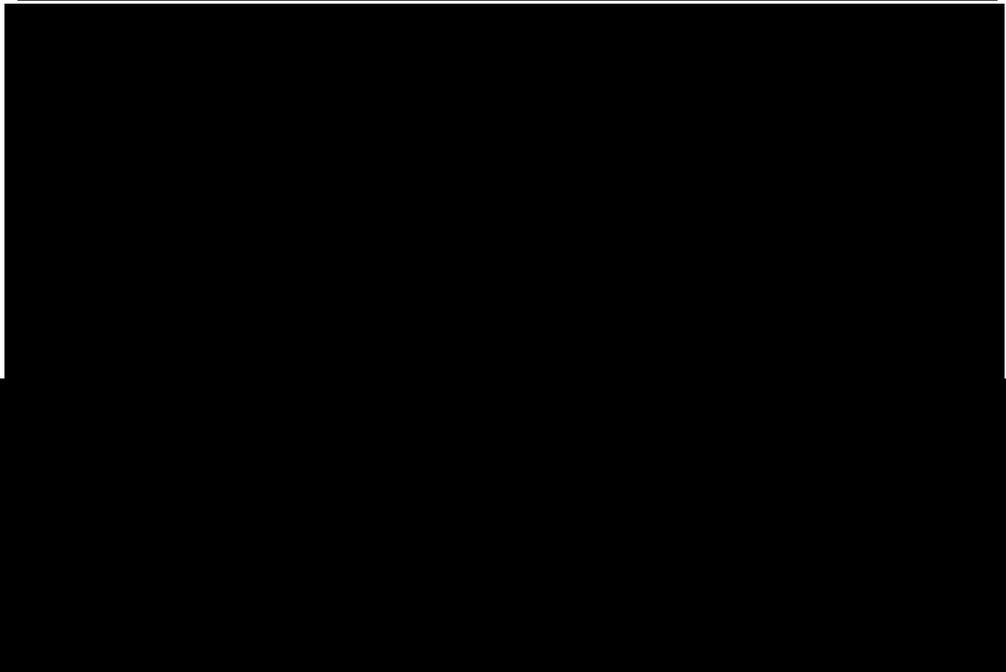
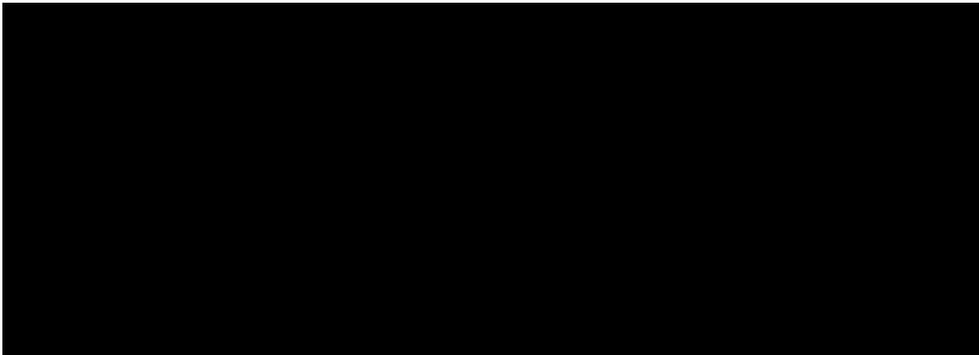
For each proposed trustee, a resume or biographical statement in response to this request. Each proposed trustee named in the proposal must also complete, sign and submit the “Request for Information from Prospective Charter School Board”

The founding Board of Trustees is a distinguished group of educators, administrators, business leaders, and community leaders. Below are the resumes of the proposed Trustees of the school as well as their requisite SUNY forms (“Request for Information from Prospective Charter School Board” and “Disclosure of Financial Interest by a Charter School Trustee”):

MERVIN A. BURTON, CFA



EXPERIENCE



EDUCATION

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA  
Bachelor of Science in Economics, May 1994, Concentration in Finance  
Holder of the Chartered Financial Analyst (CFA) designation, September 1999

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

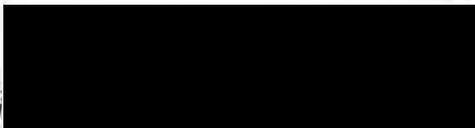
- Name of charter school: ATMOSPHERE ACADEMY
- Trustee's name (print): MERVIN A BURTON
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_
- Home address: [REDACTED]
- Business Address: [REDACTED]
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the school?  Yes,  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

Signature: 

Date: 12/13/13

### Request for Information from Prospective Charter School Trustee

Please provide the following information.

#### Background

1. Name of Charter School for which you intend to serve as a trustee. ATMOSPHERE ACADEMY
2. Full name: MERVIN A BURTON  
Home Address: [REDACTED]  
Business Name and Address: IBM, 1155 WESTCHESTER AVE, WHITE PLAINS, NY 10604  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3. above).  Does not apply to me.  
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

#### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes, Jesse Greene (trustee) was a senior executive of the IBM Corporation at the same time that I worked at IBM. The relationship was directly related to my duties as a financial analyst at IBM. I did not report directly to Jesse, but in many instances prepared financial analysis for him and his office. Neither I nor my wife know any of the other trustees.

Revised May 21, 2007

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school.  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 school. 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 school 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 school does not contract with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school'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 ASK FOR ADDITIONAL DISCLOSURES AND*

*Revised May 21, 2007*

*EXPLANATIONS. IF THE FACTS STILL POINTED TO AN UNACCEPTABLE AND UNAVOIDABLE CONFLICT OF INTEREST THAT COULD NOT BE RECONCILED THROUGH REASONABLE MEANS FOR THE BEST INTEREST OF THE SCHOOL, I WOULD ASK THAT THE BOARD CONSIDER THAT THEY RESIGN AND BE REPLACED.*

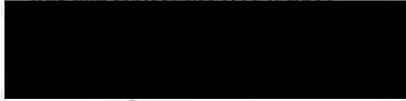
Other

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

*Revised May 21, 2007*

**Certification**

I, Mervin Burton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Academy Charter School is true and correct in every respect.



Date: 12/13/13

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

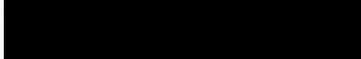
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 7, 2007*

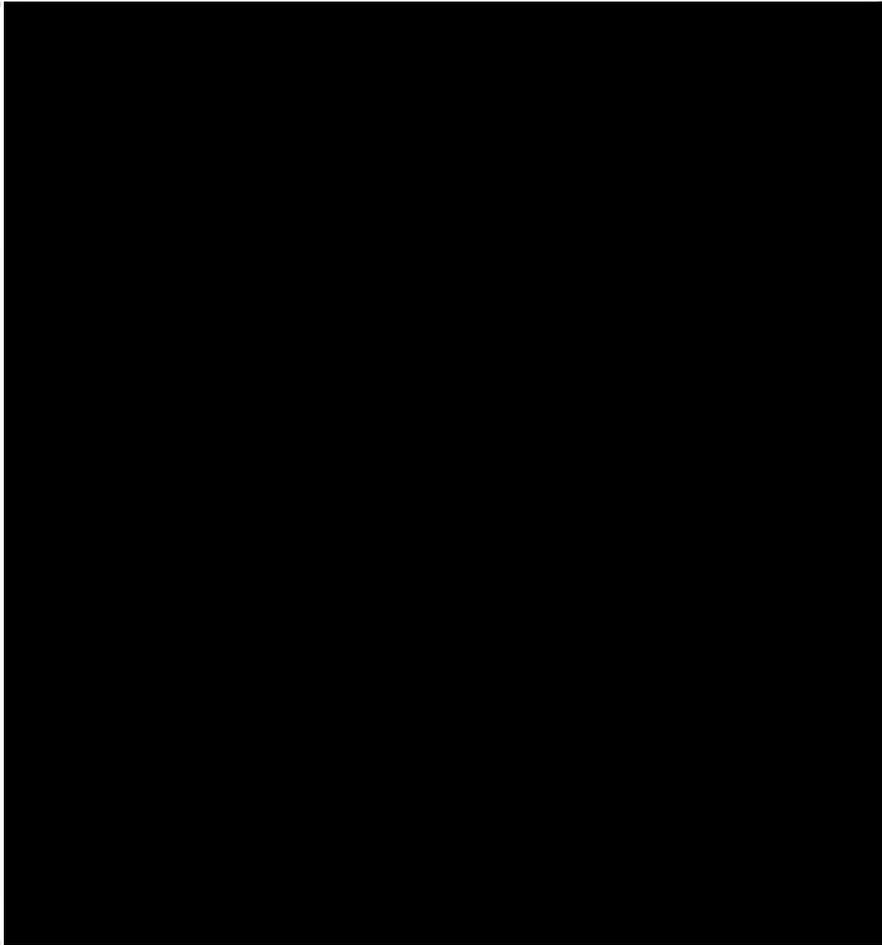
Grant G. Grastorf

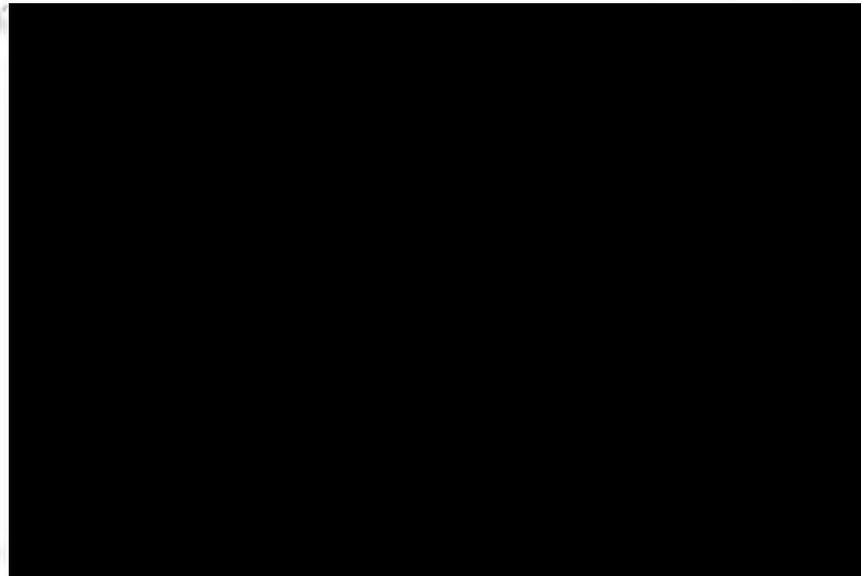


White Plains, NY 10605



Experience





Grant G. Grastorf

<b>Education</b>	<p><b>Master of Science in Education, Administration &amp; Supervision</b>                  Fordham University, New York, NY                  May 2013                      GPA 4.0</p> <p><b>Bachelor of Science in Business and Food</b>                  SUNY Oneonta, Oneonta, NY                  May 1983</p> <p><b>Associate in Science in Culinary Arts</b>                  Johnson &amp; Wales University, Providence, RI                  June 1980</p>
<b>Awards, Committees &amp; Memberships</b>	<p><b>Understanding the SIOP Model, Building Academic Language Professional Development Course (6 hours)</b>                  NYS/NYC Regional Bilingual Education Resource Network – November 2013</p> <p><b>New York State Department of Education</b>                  Certified as a NYS School Building Leader – May 2013</p> <p><b>Atmosphere Academy Charter School</b>                  Appointed to Board of Trustees - June 2013</p> <p><b>United Way of Westchester and Putnam</b>                  Appointed to Westchester County Disaster Fund Committee in 2013</p> <p><b>The Kiwanis Club of Fordham</b>                  Board of Directors 2012 to Present                  President 2011-2012                  Vice President 2010-2011                  Member since 2009</p> <p><b>Fordham University Association</b>                  President 2012 to Present                  Executive Board Member since 2009</p> <p><b>SUNY Oneonta Foundation Pillars Society</b>                  Appointed member in 2011</p> <p><b>SUNY Oneonta Alumni Advisory Board</b>                  Served on advisory board in 2006</p> <p><b>Alice Stone Ilchman Award</b>                  Received award in 2004. The award is selected by faculty and staff of Sarah Lawrence College for outstanding service to the institution.</p>
<b>References</b>	<p>References are available on request.</p>

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

- Name of charter school: Atmosphere Academy
- Trustee's name (print): Grant Grastorf
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Secretary
- Home address: \_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the school? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i> <small>Please write</small>	<i>NONE</i> <small>None if applicable</small>	<i>NONE</i> <small>Do not leave this space blank</small>	<i>NONE</i> <small>Do not leave this space blank</small>

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None <i>Please write "None" if applicable.</i>	None	None	None <i>Please write full name of business.</i>	None

  
Signature

11-14-13  
Date

### Request for Information from Prospective Charter School Trustee

Please provide the following information.

#### Background

1. Name of Charter School for which you intend to serve as a trustee. *Atmosphere Academy*
2. Full name: *Grant G. Grastorf*  
 Home Address: [REDACTED]  
 Business Name and Address: *Fedlin Watchdog, 400 Watchdog Ave*  
 Home telephone No.: [REDACTED] *West Harrison, NY 10604*  
 Work telephone No.: [REDACTED]  
 E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

#### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.  I / we do not know any such trustees.  Yes. *Professional Colleagues*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school.  I / we do not know any such persons.  Yes.

*Revised May 21, 2007*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. *The individuals would be disqualified from entering into any financial transaction with the foundation.*

Other

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

*Revised May 21, 2007*

**Certification**

I, Grant Gruber, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Academy Charter School is true and correct in every respect.



11-14-13

Date

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

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

Jesse J. Greene, Jr.

Jesse J. Greene, Jr.

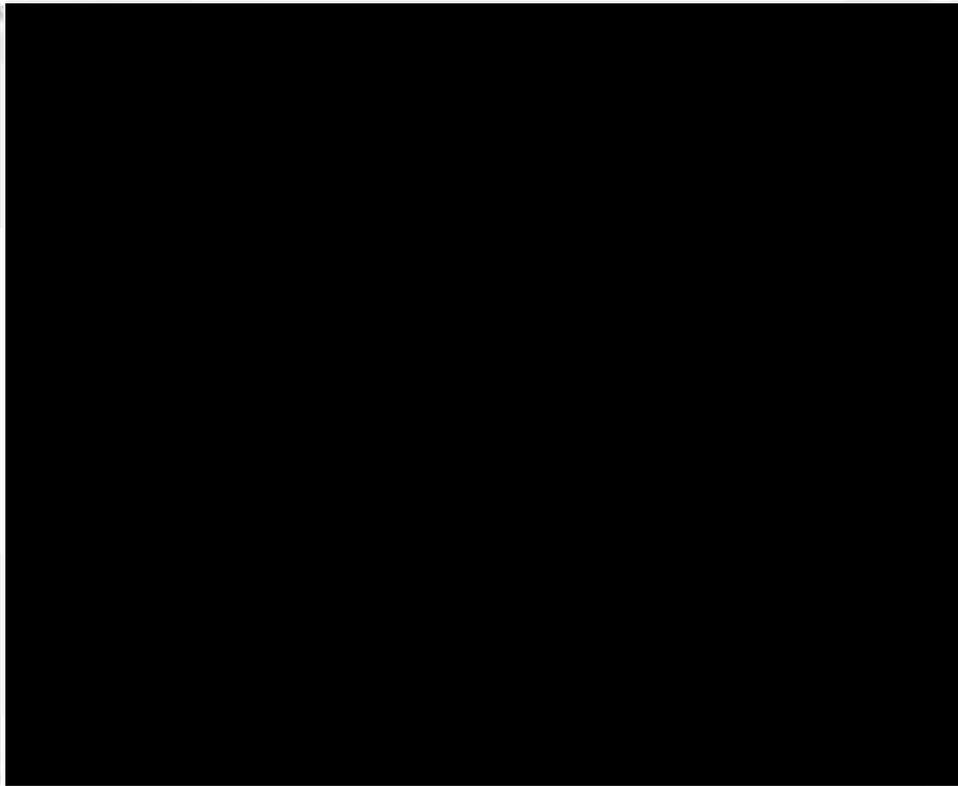
[REDACTED]

Experienced Senior Executive Involved in many aspects of Law and Business Issues

[REDACTED]

[REDACTED]

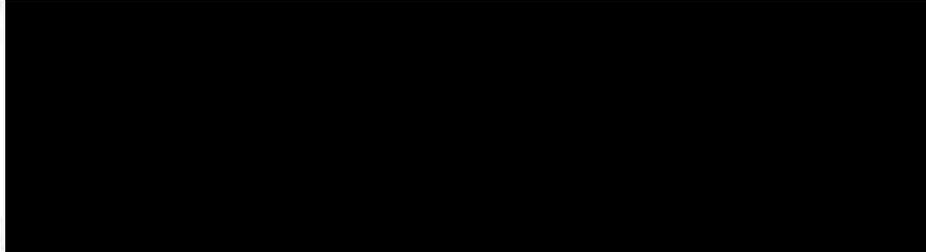
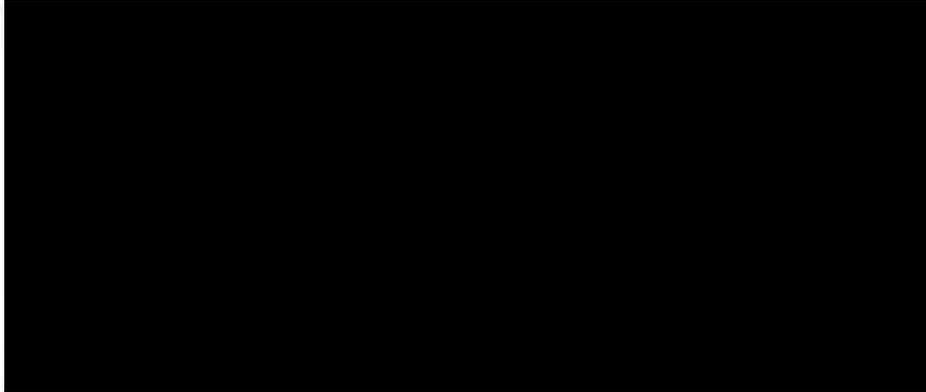
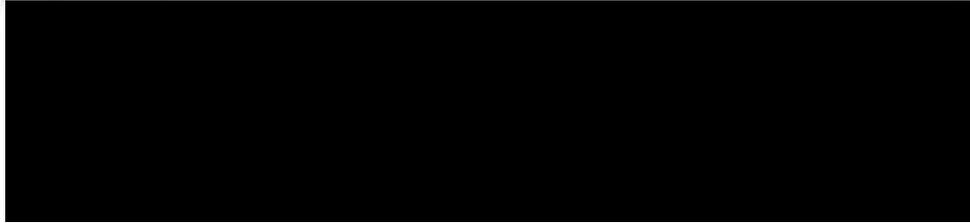
Class & Working title



Class & Working title



Jesse J. Greene, Jr.



**Education:** JD Columbia Law School(1975), MBA Columbia Business School (1975), MSME New York University School of Engineering and Science(1971), BME New York University School of Engineering and Science(1969).

**Memberships:** NY State Bar Association, American Bar Association, American Society of Mechanical Engineers, Economic Club of New York. Chairman of Advisory Board at the Richman Center at Columbia University. Formerly on the Board of the Strong Medical Center in Rochester, NY and Advisory Board for Sponsors for Educational Opportunity.

**Personal:** Married with two grown sons. Other interests include capital markets, economics, tax policy, national energy policy, classic automobile restoration, boating, and motorcycling.

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

- Name of charter school: Atmosphere Academy
- Trustee's name (print): Jesse J. Greene, Jr.
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Chair
- Home address: [REDACTED]
- Business Address: [REDACTED]
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the school?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None <i>Please write "None" if applicable</i>	None	None	None <i>Do not leave this space blank.</i>	None

  
 \_\_\_\_\_  
 Signature

December 1, 2013  
 Date

### Request for Information from Prospective Charter School Trustee

Please provide the following information.

#### Background

1. Name of Charter School for which you intend to serve as a trustee. Atmosphere Academy
2. Full name: Jesse J. Greene, Jr.  
Home Address: [REDACTED]  
Business Name and Address: same  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X 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. X 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.  
X Does not apply to me.  Yes,

#### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X 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, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees. X Yes, Colin J. Greene is my son.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (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 school. X I / we do not know any such persons.  Yes,

*Revised May 21, 2007*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business.  Yes, .
12. If the school 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.  
X Not applicable because the school does not contact with a management company or charter management organization.  
X I / we do not know any such persons.  
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. X I / we have no such interest.  Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. X 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X 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 school's 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. X Yes, I will be Chairman of the Board. My son will be the school principal.
17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. An investigation should be undertaken by an investigator or outside counsel to determine the facts. The facts should be shared with the Board. The Board member should be removed if the facts support the allegations.

Other

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

*Revised May 21, 2007*

**Certification**

I, Jesse J. Greene, Jr., certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Academy in every respect.



Signature

Date: December 5, 2013

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

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

**Michael J. Lagas, Ed.D.**

[REDACTED]  
Danbury, CT 06811  
[REDACTED]

**EDUCATION**

Doctorate, Educational Leadership – Fordham University  
Professional Diploma, School Business Administration – Fordham University  
M.B.A., Marketing/Management – Adelphi University  
B.S., Economics – Fordham University

**EDUCATION CERTIFICATIONS**

National – School Finance and Operations - Association of School Business Officials (ASBO)  
Connecticut – School Business Administrator  
New York – School Business Administrator



**PROFESSIONAL MEMBERSHIPS and HONORS**

Association of School Business Officials – International  
Connecticut Association of School Business Officials (two terms as Director)  
ASCD – formerly Association for Supervision and Curriculum Development  
*Phi Kappa Phi* – Honor Society of Higher Education  
*Kappa Delta Pi* – International Honor Society in Education  
*Phi Delta Kappa* International – Professional Association in Education

**Dissertation**

*Outsiders as School Business Officials in Connecticut: Using Case Studies to Discover Whether Noneducators Can Become Educational Leaders*

- Awarded Outstanding Dissertation in department (2005)

Lagas, Michael J.

**WORK EXPERIENCE IN PUBLIC SECTOR**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



### Request for Information from Prospective Charter School Trustee

Please provide the following information.

#### Background

1. Name of Charter School for which you intend to serve as a trustee: *Atmosphere Academy*
2. Full name: *Michael J. Lagas*  
Home Address: [REDACTED]  
Business Name and Address: *NA*  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes.

#### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school.  I / we do not know any such persons.  Yes.

*Revised May 21, 2007*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contract with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,

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

Other *Administrative Investigation - Inappropriate, ceases by Board of Trustees with possibility for Board action to dismiss member. Void any transactions deemed to be a conflict*

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

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

**Certification**

I, Michael J. Legas, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Academy Charter School is true and correct in every respect.



02-14-2014  
Date

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

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

- Name of charter school: Atmosphere Academy
- Trustee's name (print): Michael J. Logas
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Treasurer
- Home address: [REDACTED]
- Business Address: same as above
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the school? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<u>None</u> <i>Please write "None" if applicable</i>	<u>None</u> <i>Do not leave this space blank</i>	<u>None</u> <i>Do not leave this space blank</i>	<u>None</u> <i>Do not leave this space blank</i>

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><u>none</u></p> <p style="text-align: center;"><i>Please write "None" if applicable.</i></p>	<p style="text-align: center;"><i>none</i></p>	<p style="text-align: center;"><u>none</u></p> <p style="text-align: center;"><i>if applicable.</i></p>	<p style="text-align: center;"><u>none</u></p> <p style="text-align: center;"><i>Do not leave this space blank.</i></p>	<p style="text-align: center;"><u>none</u></p>

Signature 

Date 02-14-2014

Reverend Thomas A. Lynch

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

- Name of charter school: Atmosphere Academy
- Trustee's name (print): Reverend Thomas A. Lynch
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Trustee
- Home address: 
- Business Address: Same
- Daytime phone: 
- E-mail: 
- Is Trustee an employee of the school? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

Signature

[Redacted Signature]

Date

*12-9-13*

### Request for Information from Prospective Charter School Trustee

Please provide the following information.

#### Background

1. Name of Charter School for which you intend to serve as a trustee. *Atmosphere Academy*
2. Full name: *Reverend Thomas A. Lynd*  
 Home Address: [REDACTED]  
 Business Name and Address: *Same*  
 Home telephone No.: [REDACTED]  
 Work telephone No.: [REDACTED]  
 E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes, *Pastor of Our Lady of Angels Church.*
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 school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school.  I / we do not know any such persons.  Yes,

*Revised May 21, 2007*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contract with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. *There should be an impartial investigation of the facts by an outside committee followed by suggested actions such as removal.*

Other

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

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

**Certification**

I, Rev. Thomas A. Lynch, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Academy Charter School is true and correct in every respect.



12-9-13  
Date

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

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

Dr. Migdalia Maldonado-Torres

[REDACTED]

[REDACTED]

Highlights of  
Qualifications

[REDACTED]

Professional  
Experience

[REDACTED]

[REDACTED]

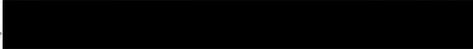


**Education**

Fordham University Doctorate of Education	New York, NY
Hunter College Master of Science in Education	New York, NY
Hunter College Bachelor of Arts Kelly Gold Medal (Outstanding graduate for methods of teaching)	New York, NY

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY  
 FILING FOR SCHOOL YEAR: \_\_\_\_\_  
 DATE RECEIVED: \_\_\_\_\_

1. Name of charter school: Atmosphere Academy
2. Trustee's name (print): Migdalia Maldonado-TORRES
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Member
4. Home address: 
5. Business Address: Same as above
6. Daytime phone: 
7. E-mail: 
8. Is Trustee an employee of the school?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None



2/18/14  
Date

**Request for Information from  
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Atmosphere Academy
2. Full name: Migdalia Maldonado-Torres  
Home Address: [REDACTED]  
Business Name and Address: Insight for Leaders - Address same as above  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.  Yes, on the board of not-for-profit organization - Women of Grace.
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. X 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.  
X Does not apply to me.  Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X 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, a school employee. If so, indicate the precise nature of your relationship.  
X 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 charter school (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 school. X I / we do not know any such persons.  Yes,

*Revised May 21, 2007*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contract with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. An external investigator should conduct an investigation and if the allegations are found to be true the board members involved should be removed.

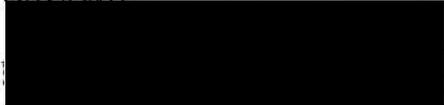
Other

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

Revised May 21, 2007

**Certification**

I, Migdalia Maldonado-Torres, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Charter School is true and correct in every respect.



February 13, 2014  
Date

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

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

Dr. H. Evan Powderly, Ed. D



**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

- Name of charter school: Atmosphere Academy Public Charter School
- Trustee's name (print): Dr. H. Evan Powderly
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Committee Chair
- Home address: [REDACTED]
- Business Address: [REDACTED]
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the school? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

\_\_\_\_\_  
*Signature*

2/26/14  
*Date*

### Request for Information from Prospective Charter School Trustee

Please provide the following information.

#### Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Dr. H. Evan Powderly  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):  
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board.  I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  Does not apply to me.  
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.  Does not apply to me.  Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.  
 Does not apply to me.  Yes,

#### Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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

*Revised May 21, 2007*

the nature of the business that such person or entity is transacting or will be transacting with the school.  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 school. 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 school 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 school does not contact with a management company or charter management organization.  
 I / we do not know any such persons.  
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  N/A.  I / we have no such interest.  Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  N/A.  I / we or my family do not anticipate conducting any such business.  Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.  None.  Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school'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 notify the entire board. After consultation with the board, I would take appropriate action with the board.

Other

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

*Revised May 21, 2007*

**Certification**

I, Dr. H. Evan Powderly, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Atmosphere Academy Public Charter School is true and correct in every respect.

 2/26/14  
Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700, Albany, NY 12207  
Telephone: 518/433-8277; Facsimile 518/427-6510  
E-mail: [charters@suny.edu](mailto:charters@suny.edu)

*Revised May 21, 2007*

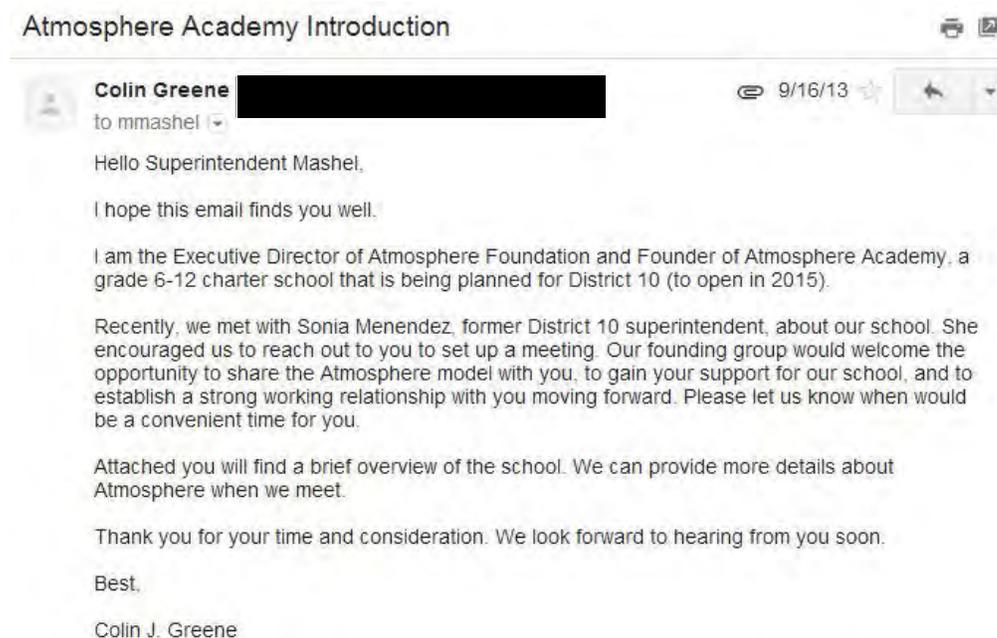
**14. Community Relations****(a) District Relations**

**Describe and provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include;**

- **Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges; and,**
- **A description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.**

Atmosphere has not received any explicit support from CSD 10. This is despite countless efforts by the Founding Team to meet and consult with CSD 10 leaders:

- On 9/16/13 and again on 10/15/13, the Founding Team reached out to Melodie Mashel, the Community Superintendent for CSD 10, to make her aware of the proposed school:



- Atmosphere Trustees also reached out to Melodie Mashel, but those efforts were also unsuccessful.
- The Founding Team met with the former Community Superintendent for CSD 10 to get her feedback on the school model.
- At one of Atmosphere’s community outreach events, an employee in the CSD 10 district office expressed support for the proposed school and said that he would mention it to Superintendent Mashel.
- Anita Batisti, Director of Fordham University’s Center for Educational Partnerships, already helped to connect Atmosphere with a local CSD 10 school (ISLA - International School for Liberal Arts).

Moving forward, Atmosphere intends to continue reaching out to local schools and the CSD 10 leadership in various ways:

- Dr. Migdalia Torres, one of Atmosphere’s Trustees, is a former Local Instructional Superintendent in CSD 10 and has many contacts throughout the district.
- Father Thomas Lynch, another Atmosphere Trustee, is a local community leader and can help connect the Founding Team to local schools.
- If chartered, Atmosphere intends to identify and connect with the lowest performing schools in CSD 10 (based on publicly available ELA and math state assessment data).
- Atmosphere is excited about the opportunity to partner and collaborate with schools in the community. To this end, it will continue to work with Fordham to connect with the District 10 schools that are part of Fordham’s PSO (Partnership Support Organization) network.
- Two members of Atmosphere’s Founding Team, who currently live in the Bronx and work in Bronx public schools, have colleagues in and relationships with District 10 schools.

Specific areas where Atmosphere hopes to work with community schools include professional development, shared instructional best practices, and enrichment. We look forward to partnering with other school leaders and teachers in the district in order to develop a clearinghouse of what instructional approaches work best with specific student populations. Service learning and enrichment are also areas where Atmosphere intends to work closely with like-minded schools. Atmosphere has already lined up partners to offer students an array of enrichment experiences from gardening to cooking to nature education. These opportunities will enhance students’ core academics. Atmosphere will actively seek out ways to expand the pool of students that have access to these experiences. Overall, Atmosphere is committed to working with all members of the community to build our shared, district-wide capacity to fully serve every student.

**(b) Community Relations**

**Describe any explicit support for this proposal from community stakeholders or others, including;**

- **known opposition to this proposal including the individuals or organizations and their rationale for opposing the school;**
- **efforts the founding team has made to address or respond to their concerns; and,**
- **how the founding team and school intend to overcome challenges associate with opposition to the school.**

Atmosphere has received a great deal of explicit support, including:

- Letter of Support from Bronx Community Board 6
- Letter of Support from Bronx Community Board 7
- Letter of Support from Our Lady of Angels
- Letter of Intent from Fordham University’s Graduate School of Education
- Letter of Intent from Fordham University’s Graduate School of Social Service
- Letter of Support and Intent from Montefiore Medical Center
- Letter of Intent from Mosholu Montefiore Community Center
- 114 petition signatures
- 37 completed surveys

The only opposition Atmosphere experienced was manifested in the following ways:

- One member of Bronx Community Board 6 voted against a Letter of Support for Atmosphere Academy (every other Board member voted in favor and it passed with overwhelming support). No specific reason or rationale was given for this opposition.
- Two members of Bronx Community Board 7 voted against a Letter of Support for Atmosphere Academy (every other Board member voted in favor and it passed with overwhelming support). The members stated that they thought more focus should be on the overcrowding in the district rather than on a new charter school.
- One member of the Education Committee of Bronx Community Board 8 said that if they were to vote on a Letter of Support that he would vote no, but the issue was mute since their policy was not to issue such letters. No specific reason or rationale was given for this opposition.

No other opposition was expressed to the Founding Team during their outreach efforts or otherwise.

Include the following in support of the narrative response:

(c) Evidence of Community Support

Submit actual examples, documents, etc. to address the request.

Below is Bronx Community Board 6’s Letter of Support for Atmosphere Academy:



**THE CITY OF NEW YORK  
BRONX COMMUNITY BOARD 6**

**1932 Arthur Avenue, Room 709, Bronx, NY 10457**

Telephone: (718) 579-6990 Fax: (718) 579-6875 Email: Brxcb6@Optonline.net

Honorable Ruben Diaz Jr., Bronx Borough President

Honorable Joel Rivera, New York City Council, 15<sup>th</sup> Council District

MS. WENDY RODRIGUEZ  
Board Chairperson

MS. IVINE GALARZA  
District Manager

December 13, 2013

Mr. Colin J. Greene,  
Founder  
Atmosphere Academy Public Charter Schools  
P.O. Box 518  
Fordham Station  
Bronx, New York 10458-9998

Dear Mr. Greene:

Pursuant to a motion adopted at its meeting of November 13, 2013, we are pleased to inform you that Bronx Community Board #6 strongly and fully supports the Atmosphere Academy, its mission and its approach to education.

The community board is encouraged by Atmosphere Academy’s operations model which includes, but is not limited to, small class sizes; a generous teacher to student ratio; an extended school day; a well-rounded curriculum that includes 500 and 400 minutes of instruction, per week, in English and math, respectively; and the goal of preparing its students for higher education and for “real” 21<sup>st</sup> century careers.

The community board looks forward to working collaboratively with Atmosphere Academy in the coming years, and trusts that you will keep it abreast of the academy’s progress and activities through regular, timely updates.

Wishing you and Atmosphere Academy every success, we remain,

Very truly yours,

Wendy Rodriguez,  
Board Chairperson

Ivine Galarza,  
District Manager

c: Files

Below is Bronx Community Board 7's Letter of Support for Atmosphere Academy:



**THE CITY OF NEW YORK  
BOROUGH OF THE BRONX  
COMMUNITY BOARD 7**



RUBEN DIAZ, JR., BOROUGH PRESIDENT

ADALINE WALKER-SANTIAGO, CHAIRPERSON

March 7, 2014

Mr. Colin Greene  
Founder  
Atmosphere Academy Public Charter Schools  
P.O. Box 518  
Fordham Station  
Bronx, New York 10458-9998

Dear Mr. Greene:

Pursuant to a motion adopted at Bronx Community Board 7's General Meeting held on Tuesday, February 18, 2014, we are pleased to inform you that Bronx Community Board #7 supports the Atmosphere Academy, its mission and its approach to education.

The Community Board is encouraged by Atmosphere Academy's operations model which includes, but is not limited to, small class sizes; an extended school day; a focus on helping English as a second language and special needs students and a well-rounded curriculum that includes a goal of preparing its students for higher education and for real careers.

The community board looks forward to working collaboratively with Atmosphere Academy in the coming years and trusts that you will keep it abreast of the academy's progress and activities. We believe the Atmosphere Academy would be a great addition to the educational options within our community and hope you choose to locate it within our district.

Yours Truly,

Adaline Walker-Santiago  
Chairperson, Community Board 7

Bruce A. Kaufman  
Chairman, Education, Libraries, Cultural Affairs and Youth Committee

Below is the Letter of Support and Intent from Dr. David Appel, the Director of Montefiore Medical Center's School Health Program:



Montefiore Medical Center  
 School Health Program  
 3380 Reservoir Oval  
 Bronx, New York 10467-2490  
 January 5, 2014

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

Dear SUNY Charter Schools Institute:

This letter is intended to convey Montefiore's School Health Program's (MSHP) intent to work with Atmosphere Academy (Atmosphere) to provide future health care services to its students and families.

Moreover, this letter is also submitted in support of Atmosphere's charter application. MSHP's partnership with Atmosphere is another example of the value Atmosphere places on the social, emotional, and physical health of its students and their families. Atmosphere and MSHP agree that student achievement must be built on a strong foundation of personal wellbeing. These extensive wraparound services buoy and support student success in the classroom in myriad ways.

On December 26, 2013, I met with Colin Greene and Jesse Greene in my office in the Bronx. I was impressed by Atmosphere's school model and the foresight they showed in approaching Montefiore to address the health care needs of their stakeholders at this early stage. Together, we developed a short term and long term strategy that will allow Atmosphere to meet these needs starting on the very first day that the school opens.

**Background on MSHP**

MSHP provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. MSHP has its own, well-developed mechanism to assure local input and community relevance for the programs reaching 65 schools at 21 locations: active school-based Advisory Committees and Wellness Councils whose members include principals, teachers, administrators, parents, students and representatives from community agencies.

**School-Based Health Program**

One model that Montefiore currently uses at Columbus High School is one in which the school has hired a nurse practitioner, who carries out all of the traditional duties of a regular school nurse, but can also provide additional health services. Using this model as a template,

Atmosphere will hire a nurse practitioner instead of a registered nurse. The nurse practitioner would be associated with Montefiore and could provide most of the services associated with the school-based health program. A nurse practitioner has a master's level degree, can treat diseases like asthma and diabetes, and can prescribe medicine. This kind of program does not require a state license and can be in operation when the school opens.

Another model that has worked for schools of Atmosphere's initial size is a linked school health program. A minimum of 200 students would be needed to set up a linked school health program at Atmosphere. This would mean that such a program could not start at Atmosphere until its second year of operation. However, Atmosphere students with IEPs and 504 plans could receive services on day one from a NYC DOHMH School Nurse. Montefiore has a variety of current program sites that Atmosphere could link with in order to receive services. Each of these sites is in close proximity to Atmosphere's proposed location at 2512 Marion Avenue:

- Montefiore currently operates a very large comprehensive Family Health Center on 193<sup>rd</sup> Street that will be moving to 1 Fordham Plaza, which is about one block east of Atmosphere's primary facility option on Marion Avenue.
- Montefiore currently operates a school-based health program at P.S. 85, which is approximately one and a half blocks south of Atmosphere's primary facility option on Marion Avenue.
- Montefiore can also identify an affiliate in close proximity to Atmosphere's proposed location. One such affiliated organization is the Union Community Health Center operated by St. Barnabas Hospital, which operates two offices that are within 3 blocks of Atmosphere's primary facility option on Marion Avenue. One office is located at 260 East 188<sup>th</sup> Street, and the other is located at 470 East Fordham Road.

It is also possible that a blended model could be developed using the best aspects of each of the above models, ensuring students and families have access to elements of both.

#### Health Care Services

Atmosphere students will have access to MSHP's wide range of comprehensive primary care services:

- health maintenance examinations
- immunizations
- screening tests
- first aid for injuries and emergencies
- diagnosis and treatment of acute and chronic medical problems
- secondary and tertiary care referrals

Atmosphere's MSHP program will focus on improved asthma care as its first major initiative.

Future Atmosphere MSHP initiatives will include in whole or in part:

- **Adolescent Healthcare:** The high school centers offer comprehensive adolescent healthcare, including reproductive healthcare services such as pregnancy testing and prenatal care; options counseling; family planning; screening, diagnosis and treatment of sexually transmitted diseases including HIV counseling and testing; and routine Pap tests for sexually active girls.

- **Preventive Care:** MSHP’s preventive care measures include mental health services such as screening and risk assessment and referral services. Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues are available at each site. Dental services are also available at some sites. Physical education and nutrition initiatives combat childhood obesity.

With Montefiore’s support and guidance, Atmosphere will be able to put these key services in place for the direct benefit of Atmosphere’s students and families. Moving forward, Montefiore will work with Atmosphere to enhance and improve the program and the services it offers.

Should you have any questions or concerns, feel free to contact me at [REDACTED]

Sincerely,



Dr. David K. Appel, M.D.  
Director

Below is Mosholu Montefiore Community Center’s Letter of Intent to work with Atmosphere Academy in establishing after school and college readiness programs, further evidencing the broad support that Atmosphere enjoys:



RAY AND CHARLES NEWMAN BUILDING • 3450 DEKALB AVENUE • BRONX, NY 10467  
TEL: (718) 882-4000 • FAX: (718) 882 6369 • WWW.MMCC.ORG

November 7, 2013

Mr. Colin J. Greene, Founder & Principal  
Atmosphere Academy  
Fordham Station  
P. O. Box 518  
Bronx, NY 10458-9998

Dear Mr. Green:

It was a pleasure speaking with you and Mr. Greene regarding your vision for the Atmosphere Academy. The project is exciting and certainly a refreshing perspective of education within our current school system.

MMCC has been the leader in the northwest Bronx in afterschool programming, both on and off premises. Afterschool programs are a mix of homework help and recreation for participants; and of course a nutritious snack is provided. Some programs include dinner before students return home for the evening.

Our College Bound programs include SAT PREP and college related programs to help students find the right college and financing options for continuing their education after high school.

Mosholu Montefiore Community Center (MMCC) is excited at the prospect of a possible alliance for afterschool and college related programs with Atmosphere Academy. We look forward to continuing our conversation regarding a mutually beneficial partnership with your organization as you prepare for the 2015 opening of the new public charter school.

We wish you much success in your noble endeavor and look forward to speaking with you in the near future.

Best Regards,

  
Laurie Meltzer Bandremer  
Director of Development

cc Rita Santelia, Associate Executive Director



Below is a letter of support from Reverend Thomas Lynch, Pastor of the Our Lady of Angels Church located in CSD 10 and an Atmosphere Trustee:

*Church of Our Lady of Angels*

2860 Webb Avenue  
Bronx, New York 10468  
(718) 548-3005- (718) 884-2450 (fax)  
Email: [ourladyofangels@hotmail.com](mailto:ourladyofangels@hotmail.com)

February 26, 2014

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

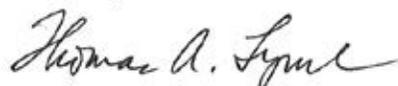
Dear SUNY Charter Schools Institute:

After our grammar school was closed, members of Atmosphere's team approached me about the use of our building. While that wasn't possible, they did share with me the vision of the school program. I was extremely impressed and happy to join in their efforts to provide such a high-quality school option for members of our community. Living in a neighborhood where too many schools are failing to meet the needs of our families, Atmosphere's approach to build up the individual student's character as well as to provide a well-rounded, quality education, with an eye toward service to the community, is a welcome and much needed addition to the Northwest Bronx.

Having served here at Our Lady of Angels Church as Pastor for the last seven years, I have witnessed too many children not taking advantage of the opportunities before them especially in terms of their education. While I am a firm believer in the value of the Catholic school system, I am also happy to say that Atmosphere is proving to be an excellent opportunity for a young child to advance not only in education but in growing as a person who will make a big difference in the community.

I was so impressed with the Atmosphere Academy school model that I welcomed the opportunity to be part of the Board of Trustees, thus having a voice to speak for the families in our community and to be part of the solution of building up the strengths of our young ones and opening wide their potential accomplishments, especially in the service of their neighbors.

Sincerely,



Reverend Thomas A. Lynch  
Pastor

Below are letters of support from Atmosphere’s Advisory Board members:

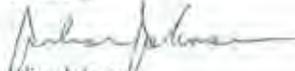


Charter Schools Institute  
March 3, 2014  
Page 2

As Senior Vice President of SEO and the person responsible of the organization's education, alumni and development activities, I will make available to Atmosphere Academy Charter School our alumni and fundraising networks. Many of SEO's alumni, gaining access to Wall Street through SEO Career (another program of SEO), have achieved significant career success in the world of finance and seek opportunities for volunteer service beyond what SEO can offer. Also, as SEO Scholars is entirely supported by private funds, we have developed extensive relationships with institutional supporters who are committed to the provision of rigorous educational opportunities for low income students, the focus of Atmosphere Academy Charter School. Lastly, as SEO Scholars expands its curriculum model to incorporate research-supported approaches to further unlock the motivation of Black and Latino males aimed at academic pursuits, we will share the research and our results with Atmosphere Academy Charter School in support of the school's goals to improve outcomes for all students.

As I hope the foregoing adequately conveys, I strongly believe that Atmosphere Academy Charter School's proposal holds the foundation for creating a network of charter schools that will uniquely provide outstanding educational opportunities for low income students in underserved communities. I encourage the SUNY Charter Schools Institute to approve this proposal. I am confident that it will ultimately be among the Charter Schools Institute's most notable successes.

Sincerely,



Julian Johnson  
Senior Vice President

Kevin J. Smith, Ph.D.  
Adjunct Professor of Educational Leadership  
Fordham University, Graduate School of Education  
New York, NY



March 1, 2014

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

Dear SUNY Charter Schools Institute:

Please accept this letter of support on behalf of the application of Atmosphere Academy Public Charter School. I endorse Mr. Colin Greene and his proposal to create this school. I have known Mr. Greene for several years and have had him as a student in a number of courses I teach at Fordham University.

As an 18 year veteran educator, educational leader and instructor, I can speak with first hand experience about the dire need of high quality schools and school leaders in many of our more impoverished communities. I can also speak with first hand experience about the power of high quality schools to transform lives and improve outcomes for our children most at risk. Mr. Greene's vision and educational plan for Atmosphere Academy are of very high quality. The proposal is clearly student-centered and demonstrates an understanding of curriculum that is both innovative and cutting-edge and focused on the whole child.

One of the reasons I support Mr. Greene's application is because of his attention to systemic thinking and planning for Atmosphere Academy. So often schools and school leaders struggle because they fail to plan with the whole picture in mind. Mr. Greene's application is truly systems oriented. He understands the power of collaborative relationships and has sought the commitment of diverse stakeholders. If approved, Atmosphere Academy will succeed in its mission to prepare all of its students for college and career and will be a genuinely learner-focused school that serves as a model institution for others.

As an educational practitioner, I support any school that is organized around clear principles, dedicated to advancing student achievement, and administered by highly competent leaders. Atmosphere Academy will be just such a school. I strongly urge approval for this application and would be very interested in offering my support in person should you require it.

Sincerely,

*Kevin J. Smith*

Kevin J. Smith, Ph.D.



February 24, 2014

**Charter Schools Institute**  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

**Re: Atmosphere Academy Charter School**

Dear SUNY Charter Schools Institute:

I'm writing to express my strong support for the proposed Atmosphere Academy Charter School ("AA") which intends to open in 2015.

As a co-founder of Inwood Academy for Leadership ("IAL"), a public charter school serving a diverse population of middle/high school students in the Washington Heights - Inwood section of NYC, I'm passionate about providing the best possible educational options for parents & students. We emphasize the academic & leadership traits students need to be successful in college & beyond. IAL has achieved several milestones, including being named "Rising Star Middle School" by the Blackboard Excellence in Education Awards in 2012.

I met Colin Greene while enrolled in the NYS School District Leadership certification program at Fordham University. Colin was in several of my classes, and impressed me with his knowledge, commitment, and passion for educational excellence. Over the course of the past year, I've learned much more about AA from Colin & Board Chairman Jesse J. Greene, Jr. and have become a whole-hearted supporter.

I believe Colin and AA will be successful due to their:

1. Low student to teacher ratio (smaller class sizes)
2. Focus on data-driven instruction (individualized learning)
3. Technology-infused learning environment (21<sup>st</sup> century skills development)
4. Development of the whole child (small-group advisory, extensive enrichment program)

Given the success I expect AA to be, I've also accepted Colin's offer of an Advisory Board role to share ideas, resources, connections, etc. As a fellow charter school advocate, I intend to work closely with Colin & AA's Board to realize our shared vision of improved academic opportunities for all students.

Respectfully yours,

A handwritten signature in black ink, appearing to be "D. Boehm", written over a solid black rectangular redaction box.

David Boehm, Director of Finance & Operations

[Redacted contact information]

**Inwood Academy for Leadership**  
108 Cooper Street, New York, NY 10034  
Phone: 212.304.0103 Fax: 212.304.0370  
Website: [www.inwoodacademy.org](http://www.inwoodacademy.org)

LAW OFFICES OF IRA A. FINKELSTEIN, PC  
521 Fifth Avenue, 32<sup>nd</sup> Floor • New York, NY 10175-3299

(212) 931-5507  
fax: (866) 931-9154  
[REDACTED]

February 19, 2014

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

Dear SUNY Charter Schools Institute:

I am writing to inform you of my strong support for the proposed Atmosphere Academy Charter School (“Atmosphere Academy”), which plans to commence operations in 2015.

I have been an attorney in private practice for more than 40 years, primarily in the area of litigation. I was first associated with the firm of Cahill Gordon LLP, and then was for many years a partner in the firm of Blank Rome LLP (and its predecessor firm Tenzer Greenblatt LLP), before forming my own firms.

I had the pleasure of meeting Colin Greene in a professional capacity approximately six years ago when I advised him in connection with his association with Sponsors for Educational Opportunity (SEO) as Associate Director of its Scholars Program, with responsibilities for curriculum development, and the hiring, management and evaluation of faculty for all high school grades. I came to understand these responsibilities to be highly significant, and involve considerable educational, organizational and supervisory expertise. Most impressively, in 2010, the JP Morgan Chase Foundation sought out and contracted for the use of a curriculum developed by Mr. Greene at SEO in order to provide academic services to expand the Foundation’s pipeline program for Black and Latino male high school students for college admission and graduation.

This year, Mr. Greene invited me to join the Board of Directors of the Atmosphere Foundation, which is being formed to support Atmosphere Academy and its Board of Trustees in creating a high quality public charter school. A particular reason why I was asked to become involved with the Atmosphere Academy is that Mr. Greene and other members of the Atmosphere Academy Board wish to establish a unique enrichment program at the school, which they hope will give students access to a variety of exclusive activities from nature education to equestrian education. They have already identified a nature education partner, Westmoreland Sanctuary in Westchester Country. I plan on assisting Mr. Greene and Atmosphere Academy’s Trustees in identifying and connecting with partners that can help make the equestrian program a reality as well.

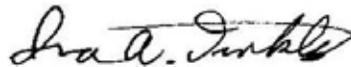
IRA A. FINKELSTEIN, PC

February 19, 2014  
Page 2 of 2

My assistance in this area was sought because a significant portion of my law practice has historically involved equestrian law, in which I have represented numerous equestrian organizations and entities in the United States, as well as individual participants involved in all facets of equestrian activities. In my becoming involved with the Atmosphere Academy, it is our hope that through my equestrian network, I may be able to help to tap sources of funding for the Atmosphere Academy's equestrian program.

I am very excited about the potential of the Atmosphere Academy as led by Mr. Greene, and the expertise and dedication of the Board of Trustees he has assembled, and I believe that it will become a major contributor to the education of our children in the Bronx.

Sincerely,

A handwritten signature in black ink, appearing to read "Ira A. Finkelstein". The signature is written in a cursive style with a horizontal line through the middle of the letters.

Ira A. Finkelstein

Catherine Bento, Ph.D.  
Certified Clinical Psychologist/Certified School Psychologist



March 1, 2014

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

Dear SUNY Charter Schools Institute:

It is my honor to write to you and offer my strong support for the proposed Atmosphere Academy Charter School, which intends to open in 2015. I am currently serving in the role as Committee for Special Education Chairperson for the Chappaqua School District, and I have continually been impressed by the dedication, organization, and innovative thinking Colin Greene has demonstrated in our Educational Administration and School District Leadership classes together at Fordham University. It has been inspiring to see Colin work tirelessly to bring his ideas for a truly unique, creative, and all-encompassing charter schools to life. I am proud to support this new charter school.

In my work as a school psychologist and chairperson for RTI, 504 and CSE committees, I am continually challenged to find ways to prepare children with all different learning styles to feel successful and college and career-ready. The Atmosphere Academy's vision articulates this priority, and includes facets of strength (e.g., collaboration with community partners, committing to fostering parent involvement, fostering engaged and shared learning communities), which public schools have been challenged to mobilize. Mr. Greene has brilliantly prioritized the Atmosphere Academy's mission around empowering students to take ownership of the learning process, involving parents directly in their children's education, and helping faculty, staff, and school leaders continuously improve their professional practice. As a clinical psychologist and school administrator, I know these tenets are key to creating an atmosphere where children are inspired, where teachers are inspiring, and where students are engaged in a process that will best prepare them to be collaborative leaders who think critically and creatively. Mr. Greene has put together a comprehensive and all-inclusive strategic plan that combines the latest research about best-practices to engage students, inspire teachers, create an academic atmosphere of excellence, and prepare students to master curriculum required by New York State while also mastering the latest technology and collaborative experiences to truly provide unparalleled opportunities for experiential education.

In my capacity on the Advisory Board, I will be collaborating with teams from the school in order to support the Atmosphere Academy's inclusion of student's with disabilities and social emotional challenges. I have over 12 years experiences working with students with a myriad of disabilities in school settings. I am well versed on state and federal legislation regarding student with disabilities and emotional fragilities, and I am excited to be a part of team planning to create, support, and implement academic and behavioral programs to help all students truly succeed. Mr. Greene is a highly motivated, passionate, and dedicated man who has brilliantly put together a fantastic road map for a charter school I am proud to support.

Sincerely,

*Catherine Bento, Ph.D.*

Catherine Bento, Ph.D.

February 5, 2014

Charter Schools Institute  
State University of New York  
41 State Street Suite 700  
Albany, NY 12207

Dear Charter Schools Institute:

It is with deep pleasure that I write this letter of support for the acceptance of the proposal to open the Atmosphere Academy Public Charter School located in Bronx New York.

Colin J. Greene, who is the founder, was a student in my leadership courses for supervision and administration in education at Fordham University in New York City. In my classes, Colin displayed a high potential to becoming a strong instructional leader who could implement positive school change. In addition, throughout the courses, Mr. Greene demonstrated his depth and knowledge in the field of education. When asked critical thinking questions, he was able to give well-developed thought provoking responses. Also as a part of the course requirements, Mr. Greene presented his material to the class through using skits, teamwork activities, power point technology and his assignments were excellent and engaging to the class. All of the areas discussed above have provided Colin with a solid foundation from which to achieve and sustain the opening of a charter school.

Mr. Greene is a highly motivated educator who has the interest of the children at heart. I would strongly urge the Institute to accept his proposal and give him an opportunity to demonstrate his knowledge and ability to open and run a successful public charter school.

Sincerely,

*Mary Ann Hawthorne*

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Mary Ann Hawthorne  
Professor, Fordham University

DR. TERRANCE O'CONNOR  
LEADERSHIP TRAINER AND CONSULTANT



November 22, 2013

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

Dear SUNY Charter Schools Institute

It is my pleasure to write this letter for the proposed Atmosphere Academy Charter School, which currently plans to open in 2015. Having had discussions with the director, Colin Greene, a number of times over the past year, I have come to see the careful and committed planning he brings to this new and exciting educational opportunity. In my role as an instructor in the Fordham University Educational Leadership Development Program, I was able to work with Colin in sharpening some of his thinking and directions towards this proposal. Going forward at this time, it is professionally exciting to me to be a continuing contributor to this earnest idea.

Mr. Greene is an extremely intelligent and dedicated educator who from our earliest meetings evidenced his determination towards bringing his idea in a charter school to realization. He frequently brought to our conversations the continuing development of the outlines for the school and what the specific target students would be. There is an air of dedication and energy that comes through in conversation with Mr. Greene and in watching the vast array of necessary steps take shape. Colin's hand is the guiding force to what is a well developed prospectus on how this school will serve the needs of young people. I am aware of some of the other members currently serving on the Board of Trustees, and I hope that in the future, should my calendar permit, I will have the opportunity to also work with the board.

Currently, I find myself in a supporting role, serving on the Advisory Board. I have over 40 years of experience in education, 24 of which were in secondary schools as an administrator. The last 13 of years of my career were as a high school principal. I have deep understandings of logistics, budgeting and staff development. It is my hope that I can offer these areas to the on-going implementation of the Atmosphere Academy Charter School. One of my current leadership training roles at Fordham University involves training bilingual teachers to become teacher leaders. In Atmosphere Academy, I hope to offer this kind of development to the incoming staff as needed.

One has only to analyze the proposal that has been developed for the Atmosphere Academy to get a sense of the powerful and comprehensive plan that has been put together for the implementation of this school. There is a clear focus and a well laid out 'game plan' which gives the reader a picture of what a successful charter school should look like. I have every confidence in Mr. Colin Greene and the array of talented individuals he has invited to be part of this exciting journey, a journey which will ultimately make a powerful difference in the lives of young people.

Sincerely,

*Terrance O'Connor*

Dr. Terrance O'Connor

January 3, 2014

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

Dear SUNY Charter Schools Institute:

I am writing to express my strong support for the proposed Atmosphere Academy Charter School, which intends to open in 2015.

I am currently an educational consultant in leadership, culture change and organizational structure. In addition, I am an adjunct professor in Fordham University's Graduate Masters Leadership Program. I learned of the Atmosphere Academy Charter School when I was asked to become involved as a member of the Advisory Board by its founder, Colin Greene. Colin was a student of mine in the Master's in Leadership Program at Fordham University. I was honored to have been approached by Colin for I knew he was in the forefront of creating an exciting, unique and much needed learning experience for middle and eventually high school students.

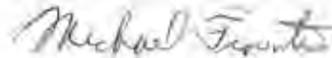
Atmosphere Academy will be successful, first and foremost, due to the inspiring and passionate leadership of Colin Greene. Success always emanates from the top. Colin, his board of directors and advisory board are dedicated to ensuring the fulfillment of the school's mission and vision. The organizational, curriculum and cultural structure is designed to create an innovative, supportive, collaborative and rigorous learning environment. This learning environment will enable students to build fluency and proficiency in the four areas of readiness: life, school, college and career. Students will be in an educational environment that stresses being academically minded and global awareness. Just as important as academics, there will be an avenue for students to develop their character and values. Colin and his leadership team will enable a sustainable school structure to exist. This is vital in ensuring its success.

I am looking forward to being a part of such an exciting educational journey as a member of the Advisory Board. My experience as a middle school educator and a building administrator on both the elementary and middle school level will provide a valuable source of information to tap into whether it be leadership framework, organization, culture or parent relations. In addition, my experience in working with charter schools, as an educational consultant, will provide additional support in Atmosphere Academy's initial and sustained development.

My endorsement letter consistently re-enforces what I feel Atmosphere Academy will provide for children. This type of learning environment and support is of vital importance in the development of middle school and high school children. Atmosphere Academy will become a "breath of fresh air" for children and their parents and a place of inspiration and growth- academically, socially and emotionally. Parents will not only have a voice in their children's education but feel rest assured that their children are in a safe and creative environment lead by passionate and caring educators that are dedicated to meeting the needs of their children.

If you need to contact me, please call my cell at [REDACTED]  
[REDACTED]

Sincerely,



Michael Fiorentino

15. Student Demand, Recruitment and Retention

(a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

The founders’ outreach in the community, partnerships, waitlist data from other charter schools, the performance of local schools and available education options all suggest that there will be adequate demand to meet the school’s intended enrollment numbers.

Outreach

As described in the “Response 3 – Proposal History” section of this charter application, the founders have spent considerable time in the community discussing this proposal and soliciting feedback. As a result, they have come away convinced that Atmosphere will be a welcome addition to the community, providing a unique option that parents want.

- **Surveys:** Atmosphere’s founders created a survey in English and Spanish to solicit feedback about key elements of the proposed school model (37 surveys were completed and returned):

Encuesta Academia Atmósfera

Pequeño tamaño del grupo (21 a 22 estudiantes por clase)	0%	0%	31.25%	31.25%	37.50%		
9-1 Teacher Relación Estudiante (2 profesores por clase)	0%	0%	31.25%	18.75%	50%		
Colaboración con la Universidad de Fordham	0%	0%	26.67%	26.67%	46.67%		
Asociación con Bard College (Bard College Early)	0%	0%	20%	26.67%	53.33%		
500 minutos de instrucción Inglés (por semana)	0%	0%	20%	33.33%	46.67%		
400 Minutos de Instrucción Matemática (por semana)	0%	0%	13.33%	26.67%	60%		
Aproximación Basada en la Indagación y alfabetización basado en STEM (ciencias matemáticas y tecnología)	0%	0%	20%	26.67%	53.33%		
Programa de Servicio Completo para Estudiantes del Idioma Inglés	0%	0%	18.75%	31.25%	50%		
Programa de Servicio Completo para la Educación Especial	0%	0%	13.33%	33.33%	53.33%		
Las clases electivas (1 día a la semana)	0%	0%	20%	46.67%	33.33%		
Clases Tecnología (1 día a la semana)	0%	0%	14.29%	50%	35.71%		
Clases de Arte (3 días a la semana)	0%	0%	13.33%	46.67%	40%		
Cursos de Idiomas Extranjeros (4 días a la semana) [Español de grado 6]	0%	0%	21.43%	35.71%	42.86%		
Fresh almuerzo, saludable y deliciosa	0%	0%	7.14%	14.29%	78.57%		
Diario Skills Advisory (5 estudiantes por consejero)	0%	7.14%	7.14%	28.57%	57.14%		
Remediación de Habilidades Básicas y Fundacional	0%	0%	14.29%	35.71%	50%		
Preparación para la escuela secundaria y de Universidad Temprana	0%	0%	7.14%	14.29%	78.57%		
Aceleración para la universidad y carrera	0%	0%	7.14%	28.57%	64.29%		

Atmosphere Academy Survey

Preparation for High School and Early College	0%	0%	10.53%	0%	89.47%	15	4.75
Daily Skills Advisory (5 students per advisor)	0%	0%	5.26%	21.05%	73.68%	14	4.68
Acceleration for College and Career	0%	0%	16.67%	0%	83.33%	18	4.67
Fresh, Healthy, and Delicious Lunch	0%	0%	10.53%	15.79%	73.68%	14	4.63
Technology Classes (1 day per week)	0%	0%	10.53%	31.58%	57.89%	11	4.47
Remediation of Basic and Foundational Skills	0%	0%	15.79%	26.32%	57.89%	11	4.42
Partnership with Fordham University	0%	0%	10.53%	42.11%	47.37%	9	4.37
400 Minutes of Math Instruction (per week)	0%	0%	15.79%	31.58%	52.63%	10	4.37
Small Class Size (21 to 22 students per class)	0%	0%	15.79%	36.84%	47.37%	9	4.32
Inquiry-Based and Literacy-Based Approach to STEM (science, math, and technology)	0%	0%	15.79%	36.84%	47.37%	9	4.32
9 to 1 Teacher to Student Ratio (2 teachers per class)	0%	0%	15.79%	42.11%	42.11%	8	4.26
Partnership with Bard College (Bard Early College)	0%	0%	15.79%	42.11%	42.11%	8	4.26
500 Minutes of English Instruction (per week)	0%	0%	21.05%	31.58%	47.37%	9	4.26
Elective Classes (1 day per week)	0%	0%	21.05%	31.58%	47.37%	9	4.26
Arts Classes (3 days per week)	0%	5.26%	21.05%	26.32%	47.37%	9	4.16
Foreign Language Classes (4 days per week) (Spanish in Grade 6)	0%	0%	31.58%	26.32%	42.11%	8	4.11
Full Service Program for Special Education	5.88%	5.88%	23.53%	17.65%	47.06%	8	3.84
Full Service Program for English Language Learners	11.11%	0%	27.78%	27.78%	33.33%	6	3.72

On both surveys, respondents rated “preparation for high school and early college” as the feature that interested them most. Atmosphere intends to offer an early college program at some point in the future as part of its efforts to fully prepare students for 21<sup>st</sup> century opportunities. Overall, the respondents rated each component of the school very highly, demonstrating the degree to which Atmosphere’s school model aligns with the needs of parents and students.

- **Petitions:** 114 signatures have been received. On those petitions, parents listed 54 children who are eligible for entry into Atmosphere’s initial 6<sup>th</sup> grade class in 2015 based on their birthdates and/or current grade levels.
- **Conversations:** Atmosphere visited and consulted with leaders in some of the most prominent and significant organizations in the Northwest Bronx. From hospitals to churches to colleges and universities to community boards to community centers, Atmosphere’s Founding Team was not only able to meet with leaders in those areas, they were able to win their support and partnership. Moreover, these partnerships gave Atmosphere unprecedented access to parents and community members, allowing the Founding Team to meet with and hear from the community on a regular basis. The insights gleaned from those conversations are delineated in the “Response 15(c) – Evidence of Demand” section of this charter application.

Partnerships

Atmosphere has already established partnerships with well-established community organizations that believe the school will provide an option that parents both need and want. These organizations have deep roots in the Bronx and know their clients well. Fordham University educates many people in the community who have graduated from local elementary and secondary schools and understands their need for improved college readiness. Montefiore Medical Center operates health centers in the schools and recognizes the importance of wrap-around support services that are integrated into the school program. Mosholu Montefiore Community Center provides afterschool education and enrichment programs and knows first-hand the opportunities that families are seeking for their children. These organizations’ willingness to attach their names and reputation to this proposal indicate their faith that families will enroll students in this school.

Waitlists

According to data from the New York City Charter School Center, approximately 3.7 applicants were competing for each charter school seat available in the 2013-14 school year. In the Bronx there were 24,647 applicants for 4,116 seats last year. For instance, Bronx Charter School for Better Learning received more than 1,000 applications for just 50 spots. Moreover, the Charter Center estimates there were 2917 applicants for 554 seats in CSD 10 where Atmosphere intends to locate.

Local School Performance

Parents want the best for their children; they want high performing schools. Unfortunately, those are hard to find in CSD 10. As the tables below show, less than 20% of students in grades 3-8 were proficient in both English language arts (ELA) and math last year, sinking to 15% if one looks only at the terminal 8<sup>th</sup> grade results. The statistics for at-risk students are even more alarming: in 8<sup>th</sup> grade less than 1% of ELL students were proficient and a little over 2% of students with disabilities were proficient in ELA. And only about 5% of those students were proficient in math. The vast majority of students in CSD 10 schools are eligible for free and reduced-price lunch, with higher concentrations in the neighborhoods that Atmosphere intends to serve.

**2013 Percent Proficient in CSD 10: ELA**

Grade	All	FRL	ELL	SWD
3	18.4	16.2	4.2	4.6
4	17.4	15.9	2.4	2.6
5	17.0	15.6	3.4	3.9
6	13.5	12.1	0.6	2.7
7	15.3	13.7	0.4	3.2
8	14.8	13.9	0.8	2.4
All Grades	16.1	14.6	2.2	3.2

**2013 Percent Proficient in CSD 10: Math**

Grade	All	FRL	ELL	SWD
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3	21.1	19.2	8.1	8.7
4	25.1	23.6	9.0	9.4
5	17.8	16.3	6.0	5.4
6	17.3	16.2	2.8	3.2
7	13.1	11.8	2.0	2.0
8	14.6	13.3	3.9	3.6
All Grades	18.2	16.8	5.6	5.4

Education Options

In addition to providing a school that will be accountable for academic performance, Atmosphere will provide a unique school option to parents in CSD 10. The key features that set it apart from other public schools include the cohesive combination of:

- a longer school day and year to allow more time for instruction and intervention and enrichment opportunities
- a safe and supportive atmosphere for learning
- use of the SIOP model for all students to support literacy development
- double blocks for literacy and math instruction
- a robust instructional leadership team dedicated to teacher support and development
- a distributed leadership model
- full-service special education and ELL programs
- daily Advisory program
- substantive partnerships with community organizations

Taken together these elements create a unique school that parents in the community indicate they want and in which they will seek to enroll their children.

**(b) Target Populations**

Explain how the proposed school will meet or exceed the *enrollment* and *retention* targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should address:

- The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
- Any at-risk admissions factors, set-asides or “preferences” the school would offer that would increase the likelihood of enrolling targeted students (understanding that the inclusion of such preferences will make the proposed school ineligible to receive federal Charter School Program (CSP) grant funding – please see Appendix A below and accompanying guidance related to Appendix A in Institute’s *Guidance Handbook* for further information); and,
- A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

Clearly delineate how the school would address each sub-group.

The enrollment and retention targets calculated for a school in CSD 10 and based on full enrollment in the fifth year of operation are presented below:

**Enrollment and Retention Targets**

	<b>Free- and Reduced-Price Eligible Students</b>	<b>Limited English Proficient Students</b>	<b>Students with Disabilities</b>
<b>Enrollment</b>	89%	24%	17%
<b>Retention</b>	83%	81%	78%

Atmosphere will make a diligent effort to achieve these targets and plans specific strategies to do so in a timely manner.

**Recruitment Strategies:** Atmosphere will use a comprehensive recruitment plan to enroll a student body that is representative of CSD 10. This will include a marketing campaign designed to make students and their families aware of Atmosphere as a free and unique public school option. The founders have already purchased address lists for the families of potential students and will use direct mail to send information to families about the application process. The application will be simple and require only minimal information, i.e., age and grade of applicant and parent/guardian contact information. No information will be collected via the application regarding a student’s disabilities, home language, ELL status or citizenship. Atmosphere will participate in the online Common Charter School Application and allow applications to be submitted in-person or via fax, e-mail or regular mail. Atmosphere will use the following strategies to ensure adequate enrollment of the following student groups:

- **Free and Reduced-Priced Eligible Students:** Atmosphere will be located in a low-income community in the Bronx and target for enrollment families that have limited school options, i.e., cannot afford to move to zones and districts with better performing schools and cannot afford the tuition of private schools. Atmosphere will disseminate information through organizations that work directly with low-income families, including local churches (e.g., Our Lady of Angels and Our Lady of Mercy, with which the founders have already built relationships), public housing associations (e.g., Twin Parks West, Twin Parks East and Murphy Housing Developments), local elementary schools (e.g., P.S. 8, P.S. 54, P.S. 23, P.S. 32, P.S. 33), community-based organizations (e.g., Boys and Girls Club), and local parks and recreation centers. Atmosphere already has established partnerships with Fordham University, Montefiore Medical Center and Mosholu Montefiore Community Center that will provide valuable assistance in identifying potential students. Finally, as part of the recruitment process, school staff will canvas the neighborhoods and identify key locations to disseminate materials that will reach low-income families in the communities, including local libraries, bodegas, barbershops and salons, supermarkets, stores and businesses. Once the school has opened, it will also make materials available to parents and guardians of current students to pass on to extended families, friends and colleagues. School staff will host open houses and information sessions at the school building and at school fairs to explain the school program and answer any questions, and provide tours to and respond to inquiries from all individuals interested in the school.
- **Students with Disabilities:** Atmosphere will clearly articulate the message that students with disabilities are welcome at the school. The founders believe that providing not only SETTS and ICT but also self-contained special education classes will be a competitive advantage for Atmosphere and the school will market this range of services in its recruitment materials and target families likely to be interested in these options. In order to do so, the school will collaborate with individuals and organizations that serve students with disabilities, including social workers, foster care agencies, community-based organizations, and health and welfare agencies. In particular, Atmosphere has a partnership with Montefiore Medical Center, which provides a range of physical and mental health services to the community and operates school health programs in 65 schools. Montefiore also offers Atmosphere access to its vast network of programs and professional providers that focus on the needs of students with disabilities. Similarly, Atmosphere is partnering with Fordham University, which operates a Partnership Support Organization (PSO) for 35 district schools and is familiar with the needs of Bronx families caring for students with disabilities. Moreover, Atmosphere is also working with Mosholu Montefiore Community Center, which also offers a variety of programs and services, including solutions for students with disabilities.
- **Limited English Proficient Students:** Atmosphere expects a large percentage, approximately 30%, of its students to be English language learners and anticipates that the majority will speak Spanish at home. Materials will be translated into Spanish and other languages if necessary to ensure that all families are aware of the Atmosphere opportunity. The SIOP model and ESL services will be clearly explained so families understand the range of services available to students at all levels of English proficiency. The school will target families of LEP students through individuals and organizations that work with that community, including churches, community-based organizations and service agencies. Atmosphere already has such strong working relationships and networks in place. Outreach will make sure to include businesses, stores and restaurants that cater to the non-English speaking community. Moreover, Atmosphere will leverage its network of partners and supporters in the Northwest Bronx that already serve similar populations (Mosholu Montefiore Community Center, Montefiore Medical

Center, Fordham University, Our Lady of Angels, Our Lady of Mercy, etc.) The school will employ Spanish speaking staff who will participate in open houses, tours and information sessions and be available to assist families with the application process.

**Admissions Policy:** Atmosphere does not discriminate against or limit the admission of any student on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, sexual orientation, national origin, religion or ancestry. The school will not require an admissions test, submission of prior test scores or grades, essay, interview or attendance at an information session in order for an applicant to either receive or submit an application for admission. The school does not intend to use any at-risk preferences or set-asides in its lottery process, but reserves the right to amend this policy with approval from its authorizer if it is deemed necessary to achieve its enrollment targets.

**Retention Strategies:** Atmosphere has designed an academic program with supports and wraparound services to ensure all students have the opportunity to succeed. Atmosphere will use the following strategies to ensure retention of the following student groups:

- **Free and Reduced-Priced Eligible Students:** Given that the vast majority of students are expected to be in this category and many if not most will enter the 6<sup>th</sup> grade below grade in level one or more subject, Atmosphere has designed a comprehensive program to build foundational skills, accelerate learning and prepare students for college. Key components that will promote the retention of low-income students include:
  - **School Culture:** The school will create an “atmosphere” characterized by six key features: Supportive, Innovative, Collaborative, Inspired, Inspiring, and Rigorous. These foster an environment conducive to learning by developing positive attitudes towards scholarly work, encouraging students and families to accept and use supports, and developing skills in collaboration. Given the history of disproportionate use of exclusionary discipline policies for at-risk students, restorative justice practices will ensure student learning time in school is maximized. For detailed discussion of this topic see Response 9 – Culture and Discipline.
  - **Curriculum:** Atmosphere has selected curriculum resources that provide a range of engaging texts and materials, opportunities for differentiating instruction to address student levels, experiences and interests, and supplemental resources to assist struggling students. For detailed discussion of this topic see Response 5 – Curriculum and Instruction.
  - **SIOP:** Atmosphere has adopted this approach to instruction based on the identified needs of its students, most of whom are likely to need foundational literacy skills in order to meet college and career readiness standards. It promotes culturally responsive instruction, explicit modeling, cooperative learning, and frequent checks for understanding and assessment, which are strategies that have proven effective with low-income students. For detailed discussion of this topic see Response 5 – Curriculum and Instruction.
  - **Assessment:** Atmosphere has a comprehensive assessment system that integrates diagnostic, formative and summative assessments to monitor student progress, inform instructional planning, and identify students in need of additional assistance.

- **RRTI:** Atmosphere uses an evidence-based system that utilizes cycles of intervention and progress monitoring to apply and refine effective strategies to meet students' needs. Grade level teams will meet weekly to discuss students of concern and strategize effective interventions so no students fall through the crack. For detailed discussion of this topic see Response 7 – Specific Populations.
- **Staffing:** Atmosphere employs highly qualified and professional staff committed to the Atmosphere mission. In addition to traditional positions such as principal and teachers, the staff roster includes robust student support positions, including Directors of Student Learning, Language and School Life to coordinate programs and supervise and support Learning and ELL Specialists. Finally, Lead Teachers will facilitate curriculum development and instructional planning in their subject areas. For detailed discussion of this topic see Response 11 – Personnel.
- **Social and Emotional Supports:** Atmosphere will have one social worker per grade as well as social work interns actively participating in the life of the school through a partnership with Fordham University's Graduate School of Social Service. In addition, the school will also employ a psychologist and guidance counselors. Finally, the Atmosphere Advisory program provides each student with an adult who will know him or her well. For detailed discussion of this topic see Response 9 – Culture and Discipline.
- **Wraparound Services:** Through a partnership with Montefiore Medical Center, Atmosphere will establish a full-service school health center and provide referrals to students and their families for physical and mental health issues. For detailed discussion of this topic see Response 18 – Health Services.
- **Teacher Support and Development:** Teachers will be held accountable for the achievement of all students and a system of supports and professional development will ensure that they have sufficient skills and tools. Regular walk-throughs, informal and formal observations, and lesson video-taping will provide feedback framed by the Danielson Framework. Partnerships with Fordham University Graduate School of Education will provide ongoing training opportunities aligned to school priorities. For detailed discussion of this topic see Response 8 – Instructional Leadership.
- **Students with Disabilities:** Unlike most charter schools in New York City, Atmosphere has designed a special education program to serve a wide range of students with disabilities, including those who require more intense supports. For detailed discussion of this topic see Response 7 – Specific Populations. Key components that will specifically promote the retention of students with disabilities include:
  - **RRTI:** An evidence-based approach to identifying students before they fail and providing a cycle of interventions and progress monitoring. RRTI ensures that the school examines all avenues before recommending a student for special education evaluation.
  - **Curriculum:** Atmosphere has selected instructional resources and will adapt or create additional resources to ensure all students have access to the curriculum. This includes resources such as text with a range of lexile levels, enlarged type, audio and video resources, and intervention programs such as Read 180 and System 44 for literacy and NTN's Algebraic Thinking program for math.
  - **Range of Services:** Atmosphere will provide a range of services that allow students with different levels of need to learn in the least restrictive environment. SETTS, ICT and co-

taught self-contained classes will all focus on the same learning objectives using a variety of techniques to ensure all students can access the curriculum.

- **Assessment:** In addition to school-wide assessments, Atmosphere intends to use supplemental assessments to focus narrowly on specific issues. For instance, the Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5) will be used to measure speech skills and the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) to measure cognitive skills in students with disabilities and gifted students.
  - **Staffing:** The Director of Student Learning will be certified in special education and supervise a department of special education certified Learning Specialists who provide direct instruction to students with disabilities and collaborate with general education teachers.
  - **Teacher Support and Development:** The Director of Student Learning will train all teachers in the RRTI process, facilitate collaboration between general and special education teachers, and observe special education instruction and interventions and provide teachers with critical feedback.
- **Limited English Proficient Students:** Atmosphere will serve a community with a large percentage of English language learners and has a robust program in place to meet their needs. For detailed discussion of this topic see Response 7 – Specific Populations. Key components that will promote the retention of ELL students include:
- **Curriculum:** Atmosphere will use Read 180 and System 44 to supplement literacy instruction as well as expect teachers to adapt resources for ELL students learning content in general education classes.
  - **Structured Immersion:** ELL students with a modicum of proficiency will be supported within subject area classes using a range of ESL technique and modification to meet their needs.
  - **Direct Instruction and Interventions:** ELL students with higher levels of need, especially SIFE or student new to the English language, will be provided with push-in and pull-out instruction and tutoring to accelerate their literacy development and prepare them succeed in content courses.
  - **Assessment:** In addition to using the LAB-R to identify students and the NYSESLAT to assess language proficiency levels, Atmosphere will use the Stanford English Language Proficiency Test 2 (SELP-2) to measure progress of ELL students.
  - **Staffing:** The Director of Language will be an ESL expert and supervise a department of ELL Specialists who provide direct instruction to ELL students and collaborate with general education teachers.
  - **Teacher Support and Development:** The Director of Language will train all teachers in the SIOP process, facilitate collaboration between general education and ELL teachers, and observe ELL instruction and interventions and provide teachers with critical feedback.

Given Atmosphere’s comprehensive plan including staff, curriculum, instruction, assessment, professional development, school culture and parent involvement, the founders are confident that ELL, low-income and students with disabilities will succeed and remain enrolled in the school.

Include the following in support of the narrative response:

(c) Evidence of Demand

Include evidence of student demand (e.g., petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling them in the school).

**Important Note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.**

Petitions

Atmosphere received 114 signatures on its petition. 102 were received on the paper petition in both English and Spanish. Additional petitions were submitted via individual paper (1), email (1), and online (10) for a total of 114 petitions submitted. On the 114 completed petitions, parents listed 54 children who could qualify for entry into Atmosphere’s initial 6<sup>th</sup> grade class in 2015 based on their birthdates and/or current grade levels. Below are all of the physical and digital petition signatures Atmosphere has received:



**PETITION IN SUPPORT OF ATMOSPHERE ACADEMY**

In 2014, Atmosphere Academy will submit an application to the Charter Schools Institutes of the State University of New York for a charter to operate in Community School District (CSD) 10 in Bronx. If approved, Atmosphere would open in September, 2015 and serve children in 6th grade that year. The School will eventually grow to serve sixth through tenth grades in its first five years. **If you have a child who was born in 2004, your child will be eligible to attend Atmosphere Academy in September 2015 when the school opens.**

Atmosphere Academy assures signers of this petition that their names and addresses will NOT be published nor be used for any marketing purposes. By signing this petition, you are indicating (1) your personal support of this proposed free Public Charter School to open in Community School District 10 in the Bronx and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

Name	Signature	[Redacted]	School District (if known)	Last Year(s) of Birth of Your Child(ren)
Briana Sunkara	Briana Sunkara	[Redacted]	10	[Redacted]
Carmona Mateo	Carmona Mateo	[Redacted]		[Redacted]
John DeBari	John DeBari	[Redacted]	10	[Redacted]
Yolanda	[Redacted]	[Redacted]		[Redacted]
* Melina CASHIO	Melina CASHIO	[Redacted]	10	[Redacted]
Aracelis	Aracelis	[Redacted]	10	[Redacted]
EKNW Aggrey	EKNW Aggrey	[Redacted]	10	[Redacted]

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
Marie Malignan	<i>Marie Malignan</i>	[REDACTED]		
Irda Jimenez	<i>Irda Jimenez</i>	[REDACTED]	10	
Ivonne Cesar	<i>Ivonne Cesar</i>	[REDACTED]	10	
Maria Martinez	<i>Maria Martinez</i>	[REDACTED]	10	
Zanyah Dorton-Clark	<i>Zanyah Dorton-Clark</i>	[REDACTED]	10	
MARIA Belosman	<i>MARIA Belosman</i>	[REDACTED]	10	
Lidia Hernandez	<i>Lidia Hernandez</i>	[REDACTED]	10	

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
* MARICELA PEREZ	<i>MARICELA PEREZ</i>	[REDACTED]	10	
Emmanuel Ponce	<i>Emmanuel Ponce</i>	[REDACTED]	10	
Manuelito Gonzalez	<i>Manuelito Gonzalez</i>	[REDACTED]	10	
DANIELS CASTILLO	<i>DANIELS CASTILLO</i>	[REDACTED]	10	
Adriana Hernandez	<i>Adriana Hernandez</i>	[REDACTED]	18	
Amelia Flores	<i>Amelia Flores</i>	[REDACTED]	10	
Geison Frenchie	<i>Geison Frenchie</i>	[REDACTED]	10	

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
Thomas Ortiz	<i>Thomas Ortiz</i>	[REDACTED]	10	
Yvette Ortiz	<i>Yvette Ortiz</i>	[REDACTED]	10	
St. Adeline Garcia	<i>St. Adeline Garcia</i>	[REDACTED]		
NIREE D. ROSA-LOPEZ	<i>NIREE D. ROSA-LOPEZ</i>	[REDACTED]	10	
Rosa Nunez	<i>Rosa Nunez</i>	[REDACTED]	10	
Kathia Blanco	<i>Kathia Blanco</i>	[REDACTED]	10	
Maria Rando	<i>Maria Rando</i>	[REDACTED]		

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
MARITZA RAMIREZ	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Mildred Ramos	<i>[Signature]</i>	[Redacted]		[Redacted]
Carlos Tejeda	<i>[Signature]</i>	[Redacted]	7	[Redacted]
Angela Medina	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Adeiza	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Denise Abdel Halim	<i>[Signature]</i>	[Redacted]	9	[Redacted]
Sabrina Diaz	<i>[Signature]</i>	[Redacted]	10	[Redacted]

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
Victoria Gilmer	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Melba Negron	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Fredy Aida	<i>[Signature]</i>	[Redacted]		[Redacted]
Escobar Torres	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Ruth Sifuentes	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Juan Cortes	<i>[Signature]</i>	[Redacted]	10	[Redacted]
Felipe Torres	<i>[Signature]</i>	[Redacted]	10	[Redacted]

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
Graciela Conception	<i>[Signature]</i>	[Redacted]	Bronx	[Redacted]
Isabel Rodriguez	<i>[Signature]</i>	[Redacted]	Bronx	[Redacted]
Miriam Jimenez	<i>[Signature]</i>	[Redacted]	Bronx	[Redacted]
Yvonne Lewis	<i>[Signature]</i>	[Redacted]	Bronx 10	[Redacted]
Aracelis Pineda	<i>[Signature]</i>	[Redacted]		[Redacted]
Elizabeth Hernandez	<i>[Signature]</i>	[Redacted]	District 11 Bronx	[Redacted]
Melba Ortiz	<i>[Signature]</i>	[Redacted]		[Redacted]

Name	Signature	Address	School District (if known)	List Year(s) of Birth of Your Child(ren)
Alvaro [unclear]	[Signature]	[Redacted]	10	[Redacted]
WILMA I. VERONILLA	[Signature]	[Redacted]	10	[Redacted]
Sandra Ruiz	[Signature]	[Redacted]	10	[Redacted]
Cynthia Tapia	[Signature]	[Redacted]	10	[Redacted]



PETICIÓN EN APOYO DE LA ACADEMIA AMBIENTE

En 2014, la Academia Ambiente presentará una solicitud a la Escuela del Instituto de la Universidad Estatal de Nueva York Carta de una carta para operar en el Distrito Escolar Comunal (CSD) 10 en el Bronx. Si es aprobado, el ambiente se abrirá en septiembre de 2015 y atender a los niños en ese año sexto grado. La Escuela virtualmente creará para servir sexto a décimo grado en sus primeros cinco años. Si usted tiene un niño que nació en 2004, su hijo tendrá derecho a asistir a la Academia Ambiente en septiembre de 2015, cuando se abra la escuela.

Academia Ambiente asegura Erumano de esta petición que sus nombres y direcciones no será publicada ni utilizada para ningún propósito comercial. Al firmar esta solicitud, usted está indicando (1) su apoyo personal de esta propuesta Public Charter School (PACS) disponibles en el Distrito Escolar Comunal 10 en el Bronx, y (2) su interés en solicitar una plaza en la escuela autónoma para todos sus hijos que sería elegible para asistir.

Nombre	Firma	Dirección	Districto School (if known)	Lista de años de nacimiento de sus hijos
Enrique [unclear]	[Signature]	[Redacted]	10	[Redacted]
Andrés [unclear]	[Signature]	[Redacted]	10	[Redacted]
Edmundo [unclear]	[Signature]	[Redacted]	10	[Redacted]
Juan [unclear]	[Signature]	[Redacted]	10	[Redacted]
ANA ROZAS [unclear]	[Signature]	[Redacted]	10	[Redacted]
Robert [unclear]	[Signature]	[Redacted]	10	[Redacted]
Frederic [unclear]	[Signature]	[Redacted]	10	[Redacted]

Nombre	Firma	Dirección	Distrito School (si se conoce)	Lista de años de nacimiento de sus hijos
Olga Estévez Muro	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	Blaine	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Nombre	Firma	Dirección	Distrito School (si se conoce)	Lista de años de nacimiento de sus hijos
Renna Melinaez	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
Blanca Melinaez	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
* Alicia Melinaez	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	10	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Nombre	Firma	Dirección	Distrito School (si se conoce)	Lista de años de nacimiento de sus hijos
Simo E RANIB	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
M. R. Garcia	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
Anna Reyes	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
Enzo Torres	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
Luciano R...	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
Melissa Gonzalez	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]
Florida Nunez	<i>[Handwritten Signature]</i>	[Redacted]	10	[Redacted]

Nombre	Firma	Dirección	Distrito School (si se conoce)	Lista de años de nacimiento de sus hijos
Angel Castro	<i>Angel Castro</i>		10	
Concepcion Tovar	<i>Concepcion T</i>		10	
German Sanchez	<i>German Sanchez</i>		10	
Julia Camp	<i>Julia Camp</i>		10	
CERVALES MIREAM	<i>Miream</i>		11	
Juanita Rodriguez	<i>JR</i>		10	
Isabel Acosta	<i>Isabel</i>		10	

Nombre	Firma	Dirección	Distrito School (si se conoce)	Lista de años de nacimiento de sus hijos
Diana Ortiz	<i>Diana Ortiz</i>			
Ligandey Gonzalez	<i>Ligandey Gonzalez</i>		10	
Magdalena Valle	<i>Magdalena Valle</i>		10	
Loz no drano	<i>Loz no drano</i>		10	
Arboreosa Injerto	<i>Arboreosa Injerto</i>		10	
Yvonne Delacruz	<i>Yvonne Delacruz</i>		8	

Nombre	Firma	Dirección	Distrito School (si se conoce)	Lista de años de nacimiento de sus hijos
Luzia Lopez	<i>Luzia Lopez</i>		10	
Liliana Torres	<i>Liliana Torres</i>		10	
Nidia Silva	<i>Nidia Silva</i>		10	
Maria Medina	<i>Maria Medina</i>		11	
Maria Longosa	<i>Maria Longosa</i>		STONY BROOK	
Diana Chaves	<i>Diana Chaves</i>		10	
Nancy Gil	<i>Nancy Gil</i>		10	

Nombre	Forma	Dirección	Distrito Escolar (si se conoce)	Lista de años de nacimiento
<i>Johanny Reyes DeJesus</i>	<i>Escobar</i>	[Redacted]	6	[Redacted]

Below is a table listing the petitions and related expressions of interest and support that were submitted online (10), individually on paper (1), or via email (1):

Date Completed	Name	Address	School District	List Years of Birth of Your Children (or current grade level)	Method of Submission
11/8/13	Laura Escobar*	[Redacted]	District 10	[Redacted]	Internet
11/15/13	Leslie Maldonado*	[Redacted]	District 11	[Redacted]	Internet
11/24/13	Yahayra DeJesus	[Redacted]	District 8	[Redacted]	Paper
12/12/13	Johanny Reyes	[Redacted]	District 10 (respondent mistakenly put "District 6")	[Redacted]	Internet
12/12/13	Tiaisha Rodriguez	[Redacted]	District 10	[Redacted]	Internet
1/7/14	Imelda Dizon	[Redacted]	District 10	[Redacted]	Internet
1/29/14	Eduardo Belgrave	[Redacted]	District 10	[Redacted]	Internet
3/1/14	Jennifer Torres	[Redacted]	District 10	[Redacted]	Internet
3/1/14	Denisse Mena	[Redacted]	District 10	[Redacted]	Internet

3/1/14	Kathy Drejaj	[REDACTED]	District 10	[REDACTED]	Internet
3/4/14	Lisa Regalado	[REDACTED]	District 10	[REDACTED]	Email
3/5/14	Rosanna Gautreaux	[REDACTED]	District 10	[REDACTED]	Internet

\*There appears to have been an error with Laura Escobar and Leslie Maldonado’s listing of the years of birth of their children, but this cannot be confirmed.

Below are examples of some of the petitions that were completed online:

#1
COMPLETE
Edit Delete Export

Collector: Web Link (Web Link)  
 Started: Friday, November 15, 2013 11:29:58 AM  
 Last Modified: Friday, November 15, 2013 11:37:06 AM  
 Time Spent: 00:07:09  
 IP Address: 172.56.19.93

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PAGE 1

Q1: What is your first name?  
 Leslie

Q2: What is your last name?  
 Maldonado

Q3: What is your street address?  
 [REDACTED]

Q4: What school district do you live in?  
 Other (please specify) District 11

Q5: List years of birth of your children.  
 [REDACTED]

Q6: Please sign this document by writing your name below:  
 Lisa DeLeon

Page 8 of 19

#2 **COMPLETE** [Edit](#) [Delete](#) [Export](#)  
  
Collector: Web Link (Web Link)  
Started: Thursday, December 12, 2013 8:05:00 AM  
Last Modified: Thursday, December 12, 2013 8:07:22 AM  
Time Spent: 00:02:22  
IP Address: 47.17.208.34

PAGE 1

Q1: What is your first name?

Taisha

Q2: What is your last name?

Rodriguez

Q3: What is your street address?

[REDACTED]

Q4: What school district do you live in?

District 10 (Northwest Bronx)

Q5: List years of birth of your children.

[REDACTED]

Q6: Please sign this document by writing your name below.

Taisha Rodriguez

#1 **COMPLETE** [Edit](#) [Delete](#) [Export](#)  
  
Collector: Web Link (Web Link)  
Started: Friday, November 08, 2013 10:18:52 AM  
Last Modified: Friday, November 08, 2013 10:23:07 AM  
Time Spent: 00:04:14  
IP Address: 72.60.229.176

PAGE 1

Q1: ¿Cuál es su nombre?

Laura

Q2: ¿Cuál es su apellido?

Escobar

Q3: ¿Cuál es su dirección?

[REDACTED]

Q4: ¿Que distrito escolar vive usted?

Distrito 10 (Northwest Bronx)

Q5: Lista de años después del nacimiento de sus hijos.

[REDACTED]

Q6: Por favor firme este documento, escribiendo su nombre a continuación.

Laura Escobar

Below is the individual paper petition that was completed:

**Atmosphere Academy Petition**

In 2014, Atmosphere Academy will submit an application to the Charter Schools Institute of the State University of New York for a charter to operate in Community School District (CSD) 10 in Bronx. If approved, Atmosphere would open in September, 2015 and serve children in sixth grade that year. The School will eventually grow to serve sixth through tenth grades in its first five years. If you have a child who was born in 2004, your child will be eligible to attend Atmosphere Academy in September 2015 when the school opens.

Atmosphere Academy assures signers of this petition that their names and addresses will NOT be published nor be used for any marketing purposes. By signing this petition, you are indicating (1) your personal support of this proposed free Public Charter School to open in Community School District 10 in the Bronx and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

**\*1. What is your first name?**  
Kharayra

**\*2. What is your last name?**  
DeJesus

**\*3. What is your street address?**  
[Redacted]

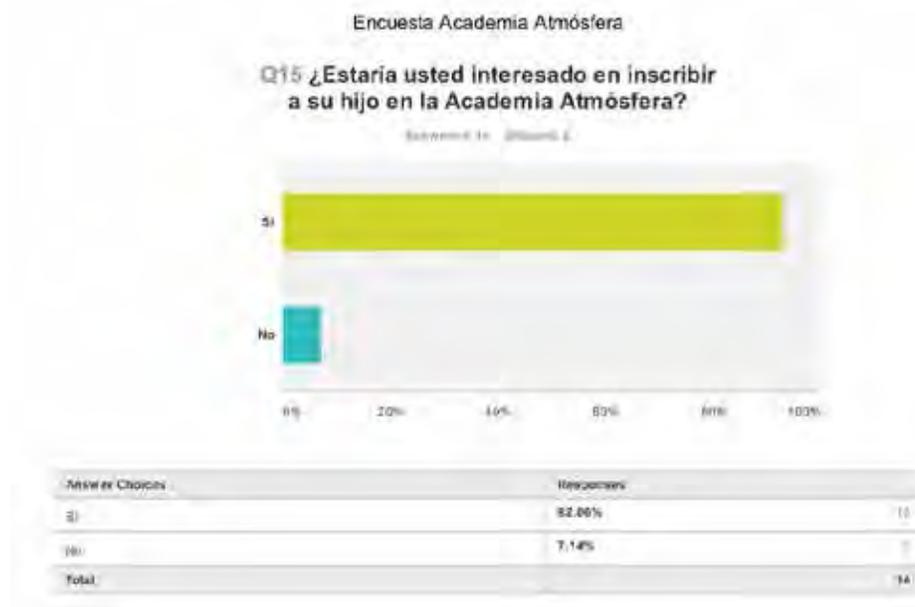
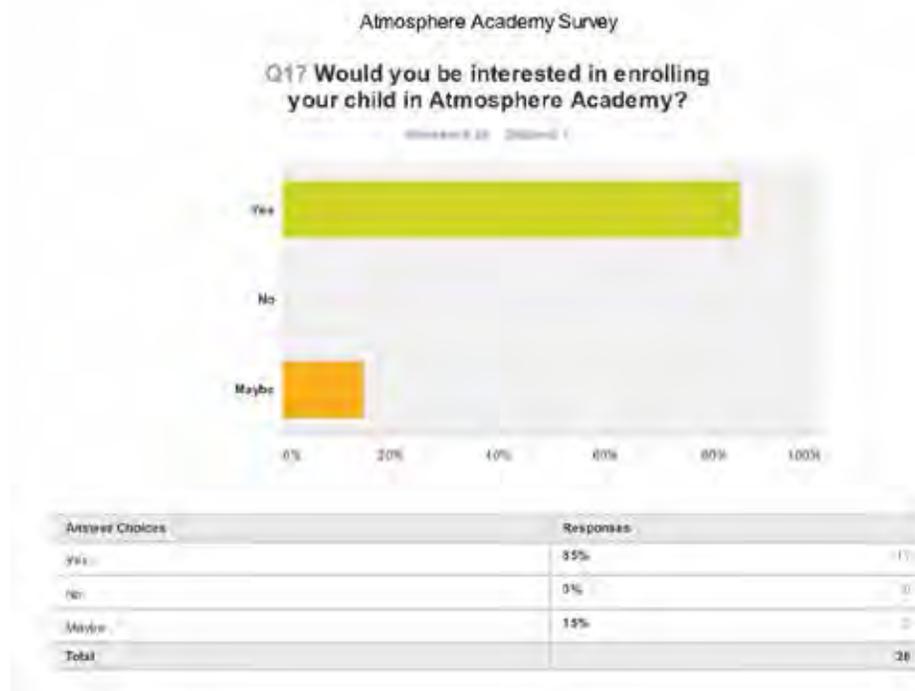
**\*4. What school district do you live in?**  
 District 10 (Northwest Bronx)  
 Other (please specify)  
District 8

**\*5. List years of birth of your children.**  
[Redacted]

**\*6. Please sign this document by writing your name below.**  
Kharayra DeJesus

Surveys

Demand for Atmosphere Academy was evident in the responses that parents and community members provided on the surveys. Below are the 37 responses (separated by Spanish and English language) received to whether parents would be willing to enroll their child in Atmosphere Academy:



When taken together, the results reveal that 30 out of the 34 parents that responded indicated that they would enroll their child in Atmosphere Academy. 3 responded that they might enroll their child, and 1 responded that they would not enroll their child. Therefore, 88% of parents that responded to this question would definitely send their child to Atmosphere Academy, and when those responding “maybe” are included, that number rises to 97%.

Articles

*"Not Enough Seats at Charter Schools," The Riverdale Press*

Below is an article that ran in The Riverdale Press on 2/13/14 detailing the high demand for the few charter seats available in CSD 10:

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## Not enough seats at charter schools

Maya Rajamani

Posted 2/13/14

Northwest Bronx parents are finding it ever more difficult to find places for their children in charter schools, a recent study shows, with applications citywide increasing by more than 64 percent.

That is despite criticism and a lack of support from Mayor Bill de Blasio, according to a report released by the New York City Charter School Center.

Last school year, the center estimated that approximately 69,000 students applied for 18,600 charter school seats.

As of Jan. 31, charter schools in the New York City area had received 27,680 applications for the upcoming school year, up from 17,719 by the same date last year, according to a center spokesperson.

The Bronx had the highest disparity between applications and acceptance of any borough last year, with only 4,116 seats for the 24,647 applicants. In Community School District 10, only 19 percent of applicants obtained charter school seats.

During his campaign and in his first six weeks as mayor, Mr. de Blasio has vowed to charge rent for charter schools co-located in the same buildings as district schools.

Last week, the mayor reallocated \$210 million in charter school funds to pre-K programs and halted future co-locations.

Even with Mr. de Blasio’s opposition, the NYC Charter School Center said that 21 new charter schools are set to open in the coming school year.

Marvin Shelton, president of the Community Education Council, said charter schools often provide an alternative for students who apply to schools near their homes but do not get accepted.

“It’s a safety net – it provides you more options,” said Mr. Shelton.

According to Mr. Shelton, Tech International Charter School on Corlear Avenue received 200 applications for 132 spots after opening its doors two years ago. Last year, the number of spots decreased, but applications soared to over 600.

The New Visions Charter High School for Advanced Math and Science on the Kennedy Campus in Kingsbridge has seen a similar spike in application numbers.

In reading the article, it is clear to see that this lack of access to charter schools and charter seats is most acute in the Bronx, a trend that CSD 10 follows:

- **New York City:** The article speaks to a city-wide shortage in which “69,000 students applied for 18,600 charter school seats.” This equates to a 27 percent chance of obtaining a charter seat throughout the city.
- **Bronx:** “The Bronx had the highest disparity between applications and acceptance of any borough last year, with only 4,116 seats for the 24,647 applicants.” This equates to a 17 percent chance of obtaining a charter seat throughout the Bronx.
- **CSD 10:** Similarly, “in Community District 10, only 19 percent of applicants obtained charter school seats.” In this sense, CSD 10 was in line with the unusually low Bronx average that was well below the city average.

Another important fact that the article mentions is that Tech International Charter School, one of only five charter schools in all of CSD 10 and the only SUNYCSI-approved charter in CSD 10, had 600 applicants for 132 spots last year. Moreover, in its first year of operation, it had 200 applicants for 134 seats, further demonstrating the need for additional charter seats in the community and the ability of new charters to garner the interest needed to fill those seats.

Data*CSD 10 Charter School Data*

CSD 10 has only 5 charter schools. By comparison CSD 7 in the South Bronx has 18 charter schools. In fact, of the 5 charter schools in CSD 10, only 1 is a middle school. Atmosphere’s proposal is intended to address this shortage.

In developing its proposal, Atmosphere’s Founding Team spoke with others that started charter schools in CSD 10 including Steve Bergen, the co-founder of Tech International Charter School (TICS), and Elaine Ruiz Lopez, the CEO of International Leadership Charter High School (ILCHS). Mr. Bergen shared with the Founding Team that ITCS had 220 students on its waiting list during the first year and in “the second year...had 600 [students] on [the] waiting list.” ITCS started with 6<sup>th</sup> grade, the same grade that Atmosphere intends to start with. The demand for seats in ITCS’s 6<sup>th</sup> grade, the only 6<sup>th</sup> grade charter seats in CSD 10, demonstrate the ample demand and interest in the community for additional charter middle and high schools.

According to the New York City Charter School Center’s “Charter School Facts” sheet<sup>1</sup> and “New York City Charter Schools: 2013-14 Enrollment Lottery Estimates,”<sup>2</sup> in the 2013-2014 school year:

- CSD 10 was ranked the district with the 10<sup>th</sup> highest in terms of applicant demand with over 2,900 applicants for just over 550 seats. To put these numbers in perspective, the entire borough of Queens had just over 5,700 applicants for approximately 1,000 seats.

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<sup>1</sup> <http://www.nyccharterschools.org/sites/default/files/resources/FACTS082713.pdf>

<sup>2</sup> <http://www.nyccharterschools.org/sites/default/files/resources/EnrollmentLottery2013ReportFINAL.pdf>

*Bronx Charter School Data*

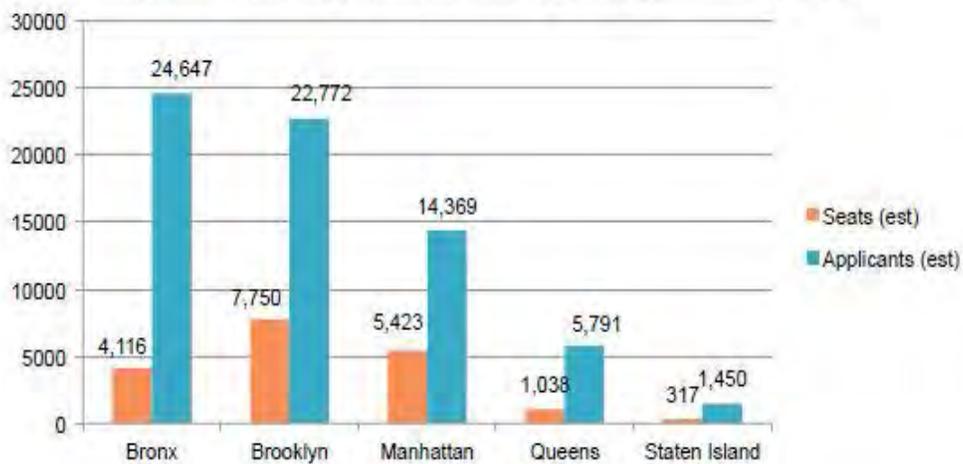
Moreover, the Bronx Charter School for Better Learning lists on their website that each year they receive “over 1400 new student applications for 72 open seats.”<sup>3</sup>

According to the New York City Charter School Center’s “Charter School Facts” sheet and “New York City Charter Schools: 2013-14 Enrollment Lottery Estimates,” in the 2013-2014 school year:

- The Bronx was the borough with the largest applicant pool for charters with over 24, 600 applicants for only approximately 4,100 seats. Below is a graph depicting the ratio of applicants to seats in each borough:

Applicants exceed available seats in every borough.

*NYC charter school applicants and seats, by borough (estimated, 2013-14)<sup>4</sup>*



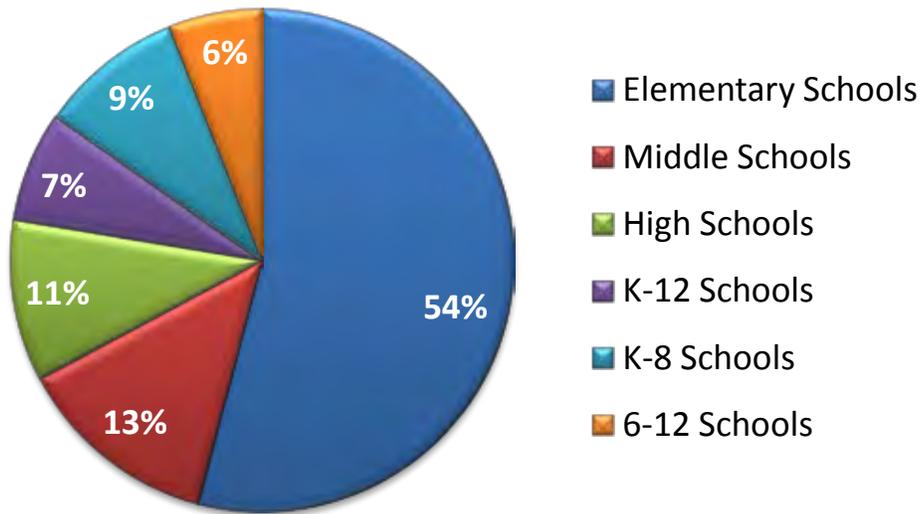
<sup>3</sup> <http://www.bronxbetterlearning.org/node/724>

*New York City Charter School Data*

According to the New York City Charter School Center’s “Charter School Facts” sheet and “New York City Charter Schools: 2013-14 Enrollment Lottery Estimates,” in the 2013-2014 school year:

- NYC charter school applications hit an all-time high of 69,000.
- 99% of NYC charter schools have waiting lists.
- Similar to CSD 10, charter middle schools are outnumbered by charter elementary and high schools throughout the city:

**NYC Charter Schools by Grades Served**



Only 15% of all charter schools city-wide are dedicated middle schools, and only 35% of all charter schools city-wide offer any kind of middle school program. As a proposed middle school, Atmosphere helps to address this ongoing need for more high-quality charter middle schools.

Feedback and Input

Below is feedback and input from the community that speaks to the high degree of interest in and demand for high-quality charter middle and high schools in CSD 10:

<p><b>Event/Location</b></p> <ul style="list-style-type: none"> <li>•</li> <li><b>Source</b></li> <li>•</li> <li><b>Date</b></li> </ul>	<p><b>Feedback</b></p>	<p><b>Impact on or Changes to Proposal</b></p>
<ul style="list-style-type: none"> <li>Bronx Community Board 7</li> <li>•</li> <li>Bronx CB 7 Education Committee Member</li> <li>•</li> <li>10/17/13</li> </ul>	<p>Verbal Quote:</p> <p>“While I recognize clearly we need better scores in English and math, does your application require any studies of the need for more classroom space?”</p>	<p>During the meeting, members of the Bronx CB 7 Education Committee made Atmosphere’s Founding Team aware of a public hearing on overcrowding in CSD 10 that was taking place nearby. As a result of that feedback, Atmosphere was able to identify various articles and documents that revealed the extent of the overcrowding crisis in the district. This information was incorporated into Atmosphere’s application and informed its messaging and marketing efforts in the community. The Founding Team revised its literature and talking points to better address overcrowding as a rationale for the school. Moreover, it will inform the school’s approach to student recruitment should it be chartered.</p>
<ul style="list-style-type: none"> <li>Bronx Community Board 6</li> <li>•</li> <li>Bronx CB 6 Education Committee Member</li> <li>•</li> <li>10/28/13</li> </ul>	<p>Verbal Quote:</p> <p>“You stated that you will have special ed classes, which especially now is something that we talk about a lot. A lot of the charter schools don’t provide that, and they don’t provide bilingual classes as well. And that’s very important to our communities because we have a lot of new immigrants, who don’t know how to assimilate or learn the language. So it is very important to talk to us about how you’re going to handle the bilingual situation in our communities.”</p>	<p>The Founding Team was already aware of the general public impression that charter schools did not serve special education students or English learners (ELs) and was prepared to address these concerns by demonstrating the school’s capacity to educate all students with dedicated programs for ELs and special education students. Atmosphere shared with Bronx CB 6’s Education Committee its intention to use the Sheltered Instructional and Observation Protocol (SIOP) model, which research has shown to directly benefit ELs and other at-risk students. It also described the support it would be receiving from Fordham University to further enhance its work with such student populations. However, in hearing the extent to which CB 6 and other local community boards were</p>

		<p>focused on these issues, Atmosphere changed its staffing and budget model to ensure that the school hired an appropriate number of Learning Specialists and ELL Specialists throughout its initial charter term to truly address the needs of all students. Moreover, it also designated a Director of Language to lead its ELL program and a Director of Student Learning to lead its special education program.</p>
<p>Our Lady of Angels ● Parent and Community Member ● 10/30/13</p>	<p>Verbal Quote:  “There is real overcrowding in this district, especially on the elementary and middle school level. I know that PS 95 has 25 to 37 per class. The elementary schools and middle schools are not so good because we have two boys over here fidgeting or playing with each other. The teachers are like you do this and I’ll do that, but who can control all of that when you 35 kids in the class?”</p>	<p>These comments, taken in concert with those made at the CB 7 meeting, illustrated a clear trend and lingering, deep-seated concerns about large class size in CSD 10 elementary and middle schools due to the inadequate number of schools in the area. This storyline became more prominent in Atmosphere’s public presentations moving forward. Atmosphere worked to better highlight and explain the low class sizes it would offer as well as its ability to help alleviate overcrowding in the district as a whole.</p>
<p>Our Lady of Angels ● Parent and Community Member ● 10/30/13</p>	<p>Verbal Quote:  “I have 4 boys I’m raising. I have to make sure they don’t become a statistic or a drug dealer.”</p>	<p>Christian Roman, a member of Atmosphere’s Founding Team, has prior experience creating support groups for young men while working as a Dean of Students in the South Bronx. He plans to create similar groups at Atmosphere to ensure that the young men in the school remain on track to succeed and graduate on time. He will also work with Atmosphere’s social workers to create Similar groups for young women.</p>
<p>Our Lady of Angels ● Parent and Community Member ● 10/30/13</p>	<p>Verbal Quote:  “In this district, the schools my sons go to have had 35 to 37 in a class. We have real overcrowding in elementary and middle schools here.”</p>	<p>Atmosphere reviewed its class sizes and looked for ways to keep all class sizes to 22 or fewer (special education sections have only 12 students). By moving students between the general education and ICT classes, Atmosphere was able to create 3 teams of 22 students, 2 teams of 21 students, and a self-contained team of 12 special education students.</p>
<p>Our Lady of Angels ● Parent and</p>	<p>Verbal Quote:  “Oh, I heard about you guys. I want to sign up for that. My son has ADHD.</p>	<p>With the help of Fordham, Atmosphere added more social workers per grade level. Moreover, Atmosphere sought to create a school health program in</p>

<p>Community Member • 10/30/13</p>	<p>Would you be able to work with a student like that?"</p>	<p>conjunction with Montefiore Medical Center. Finally, when speaking with Pearson, Atmosphere made sure to add clinical assessments to assist with monitoring the progress of all students, including those with ADHD.</p>
<p>Bronx Community Board 8 • Bronx CB 8 Education Committee Member • 11/13/13</p>	<p>Verbal Quote:  "Parents are looking for any option out of the public schools. And District 10 has consistently been a poor performing district as has District 7, District 9, and District 12. Only parts of District 8 and 11 are on average. And in District 10, just the three schools in Riverdale, PS 368 down in front of Kennedy, and PS 280, which is attached to MS 80. Those are the five good performing schools in the district. Every other school is poor performing. And all of the schools except for the three here in Riverdale are Title I schools. And that's a big problem. The mayor found out what the problem is. He knows what the problem is. Its resources and the public school children don't have it."</p>	<p>Atmosphere does not believe in operating in isolation. These words from Bronx CB 8 further inspired the Founding Team to make partnering with local CSD 10 public schools a major priority. The opportunity to forge synergistic and reciprocally beneficial relationships with neighboring schools is one that Atmosphere relishes and looks forward to making the most of. While Atmosphere hopes to improve the quality of the educational options available to CSD 10 families by disseminating best practices to schools interested in collaboration and partnership, it also realizes that it can benefit and learn just as much from such relationships. In this way, CB 8 helped inspire Atmosphere to think of its mission more broadly as one that applied to students throughout CSD 10, not just those attending Atmosphere Academy.</p>

**(d) Admissions Policy**

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings and students residing in the school district or CSD of location of the charter school in accordance with the Act. Please note that the inclusion of at-risk “preferences” or set-asides will make the school ineligible for federal CSP grant funding.

## **Admissions Policies and Procedures for Atmosphere Academy Public Charter School**

### Eligibility to Enroll

All students who reside in the state of New York are eligible to attend Atmosphere Academy Charter School (Atmosphere Academy). The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools. There are no financial or academic requirements for admission to Atmosphere Academy; admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school.

A child will be eligible for admission to the school if the student successfully completes the grade prior to the grade for which he or she is applying by the scheduled date of admission to the succeeding grade and falls within the age ranges for the applicable grade. The school will enroll students in grades 6 and 9 as space permits. It will also enroll students in other grades if attrition exceeds 5% of the full capacity class that begin grades 6 or 9.

### Recruitment

Atmosphere Academy will engage in extensive efforts to inform families in CSD 10 and neighboring communities in the Bronx about the opportunities offered by Atmosphere Academy. Staff will reach out to local schools, community-based organizations, businesses and faith-based organizations to raise awareness in the community. The school will disseminate materials and host information sessions; attendance at these sessions is voluntary and is not required for admission to the school. Once operational, open houses will be conducted at the school site. Marketing will highlight services for students with disabilities and English language learners; materials will be translated in Spanish.

### Applications

To apply to Atmosphere Academy, it is only necessary that the school receive a completed application for the child. The Atmosphere Academy application seeks only information necessary to admit new students and is not considered a pre-registration form. Applications must be submitted by April 1<sup>st</sup> by families of students interested in attending the school the subsequent year. Applications must be hand

delivered, mailed or e-mailed, and received no later than the admission period deadline. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

### Preferences

Atmosphere Academy will use the following preferences to enroll new students:

- Siblings of students enrolled in the school will have an absolute preference.
- Students residing within the district of location will receive an absolute preference, i.e., will be drawn before students living outside the district.
- When a student in the lottery with sibling(s) in the lottery is drawn, that student's sibling(s) will be added next to the list.

### Lottery

If the number of applicants is less than the school's number of available seats, then all applicants will be enrolled in the school. If the number of applicants exceeds the school's available seats, a random selection lottery process will be conducted on or about April 15, but no earlier than April 1. The lottery will be conducted by the Principal, a Board Member and a third adult who has no affiliation with the school. The lottery process will be open to the public. After checking the current grade to make sure that the applicant is the appropriate age for the entering grade, the child's name will be entered into the lottery. The following will also be noted for each child entered into the lottery:

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying.
- The place of residence will be noted so that preference can be given to students living in the district of location.

The lottery will follow these steps for each grade:

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

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

### Waiting List

For children not selected, the letter will indicate their number on the waiting list, and will describe the steps that will take place if a space becomes available. That waiting list will be maintained for the entire school year. If an enrolled student withdraws, the next applicant on the waiting list in that grade will be

called and offered the space. Multiple attempts via phone and mail will be made to reach the family before moving to the next student on the waitlist.

Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. Withdrawal will not prevent a student from entering a future lottery for admission. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waiting list in the order they are submitted. The waiting list will expire annually at the lottery drawing for the next school year.

#### Subsequent Enrollment

After the first year, students returning to the school will be considered to be enrolled in each successive year through the completion of 12<sup>th</sup> grade. Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

## 16. Facility

## (a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program, including;

- The desired location of the school facility;

In order to realize its mission of preparing students to lead and succeed in various walks of life, Atmosphere Academy intends to locate in a private facility that protects the schools culture by avoiding the crosspollination of conflict and mismatched cultures that comes when charter schools co-locate in public school settings. Moreover, a private facility will give Atmosphere the opportunity to invest in the technology, renovations, and infrastructure that it feels will best serve Atmosphere students.

Atmosphere Academy seeks to locate in Community School District 10 in Bronx, New York City. Below is a map of the District:



Atmosphere has identified two facilities that could house the school. Both are closed Catholic schools in the Bronx:

- Our Lady of Mercy School located in Bronx CSD 10
- Blessed Sacrament School located in Bronx CSD 12

Atmosphere's primary facility option is Our Lady of Mercy School, 2512 Marion Avenue, Bronx, New York 10458. Our Lady of Mercy is situated within CSD 10 and within walking distance of Fordham University (approximately 750 feet or 1 block). Started in 1914, the Our Lady of Mercy School was located at 2512 Marion Avenue until it closed in June 2013. Since then, the building has been vacant and undergoing maintenance and repairs as appropriated by the Archdiocese of New York and Our Lady of Mercy Church. The amenities of the facility are fully detailed later in this response, but the building boasts 19 full-size classrooms, 7 offices, a gymnasium with a stage, 2 lunchrooms, and an outdoor play area. There is also an adjacent annex building with 8 classrooms that could be leased to increase capacity if needed.

Including the additional space in the annex building, the Our Lady of Mercy School could house all of Atmosphere's students during its initial charter term (grades 6 through 10) if needed, but Atmosphere is focused on securing a second facility in Years 3 or 4 of its charter term to ensure a small school setting for all of its students. To this end, Atmosphere has spoken with Charter Stone Capital, a real estate investment trust, about a second facility at a later point.

Due to the fact that Atmosphere plans to locate in Bronx Community School District 10 and has signed a Letter of Intent with the Archdiocese to lease the Our Lady of Mercy School, the Founding Team made a concerted effort to reach out to each of the community boards serving the District:

- On 10/17/13, Atmosphere presented to the Education Committee of Community Board 7.
- On 10/28/13, Atmosphere presented to the Education Committee of Community Board 6.
- On 11/13/13, Atmosphere presented to the full board of Community Board 6.
- In each of the above cases, Atmosphere garnered overwhelming support from the board members and community representatives that were present and did not face any direct opposition. In fact, both Community Board 6 and Community Board 7 voted to provide Atmosphere with a letter of support.
- Atmosphere also presented to the Education Committee of Community Board 8 on 11/26/13, but they stated that they did not provide letters of support. While some members expressed concern about charter schools in general, those same members listened to Atmosphere's proposal and by the end of meeting wished the Founding Team success in its efforts, stating that Atmosphere's success would mean that more students were receiving a quality education in District 10.
- Atmosphere previously spoke with representatives of Community Board 5 by phone on 10/8/13, who expressed strong interest in having the school locate in District 10 and serve their constituents.

If the Our Lady of Mercy School should not be available when Atmosphere is ready to sign a lease, Atmosphere's secondary facility option is the Blessed Sacrament School. The Founding Team has toured and documented the Blessed Sacrament School. However, it is located outside in Bronx CSD 12 and would require amending the school district or districts to be served by the school.

- **The number of general education classrooms required each year;**

Atmosphere Academy will have 3 sections of general education students. As a result, it will need 3 general education classrooms for each grade it serves. The following table depicts the growth in its general education classroom needs during the course of its first charter term.

School Year	Grades Served	General Education Classrooms Needed
2015-2016	6	3
2016-2017	6-7	6
2017-2018	6-8	9
2018-2019	6-9	12
2019-2020	6-10	15

- **Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs; and,**

In addition to its 3 general education classrooms per grade level, Atmosphere will also have 2 Integrated Co-Teaching classes that will serve a mix of general education and special education students receiving between 20% and 59% services as well as 1 self-contained special education classroom with 12 special education students receiving 60%+ services. Due to the 6 team structure on each grade level, specialty classes will be able to operate within the space delineated in the table above (general education teams) and below (ICT and SpEd teams) as each grade level will have 6 classrooms in operation at any given time. Atmosphere does anticipate that many of its special education students and general education students will qualify as English language learners. For this reason, we have adopted the SIOP model in most classrooms and will be partnering with Fordham University’s Partnership Support Organization to ensure that the needs of ELLs are addressed. For students with interrupted formal education (SIFE) or ELLs with extreme language deficits, Atmosphere will set aside one ELL classroom for intensive intervention.

School Year	Grades Served	ICT Classrooms Needed	Self-Contained SpEd Classrooms Needed	ELL Classrooms Needed*
2015-2016	6	2	1	1
2016-2017	6-7	4	2	1
2017-2018	6-8	6	3	2
2018-2019	6-9	8	4	2
2019-2020	6-10	10	5	2

\*ELL classrooms do not need to be full-size.

When adding together all required classrooms (general education, ICT, self-contained, and ELL), Atmosphere sees the following need:

School Year	Grades Served	Total Classrooms Needed*
2015-2016	6	7
2016-2017	6-7	13
2017-2018	6-8	20
2018-2019	6-9	26
2019-2020	6-10	32

\*Including half-size ELL classrooms.

The Our Lady of Mercy School has 19 large classrooms with 13.5 foot high ceilings, generous dimensions and square footage, and banks of windows that offer natural light. Below are pictures of classrooms throughout the building:



Other office space and flex space can be used for instruction throughout the school day as well (detailed later in this response).

- **Space requirements for administrative functions, food services and physical education.**

The Our Lady of Mercy School building can accommodate all of Atmosphere Academy’s space requirements for administrative functions, food services, and physical education. Below is a list of amenities the building offers:

- There will be a central office or reception area that will be staffed by the Office Manager. Below is a picture of the large office space that will be used for this purpose, which previously served as the main office:



- There will be a dedicated office to be shared by the Director of Finance and Operations and the Principal. Below is a picture of one of four mid-sized office spaces in the building that could be used for this purpose, which previously served as the principal’s office:



- There will be a dedicated office to be shared by the Director of School Life, social workers, guidance counselors, and school psychologists, allowing them to conduct disciplinary conferences, counseling sessions, and guidance meetings. Below is a picture of a second of the four mid-sized office spaces in the building that would be utilized for this purpose:



- There will be dedicated ELL classrooms. The third and fourth mid-sized office spaces in the building would be utilized for these purposes.
- There will be a full-sized cafeteria. The two existing lunch rooms, which already have cafeteria tables, can easily accommodate 120 students at a time. Below are pictures of these spaces, which could be used as additional instructional spaces when lunch is not being served:



- There will be a kitchen in which to prepare, warm, and cool food (below is a picture of the kitchen that is already in place):



- There will be a gymnasium and stage for physical education, recreation, and assemblies (below is a picture of the gym and stage that ):



- an outdoor play area for physical education and recreation during warm months and for special events (below are pictures of the outdoor area in existence at the school, but some modifications will be made to make the space grade level appropriate):



The other lead teachers that take on the title of Director (STEM, Language, Literacy, SpEd, etc.) will operate out of their assigned classrooms.

- **If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service and other facility related needs unique to the residence program proposed.**

Atmosphere Academy does not intend to offer a residence program for students.

**(b) Facility Selection**

**Describe the efforts to date to secure a facility for the school, including;**

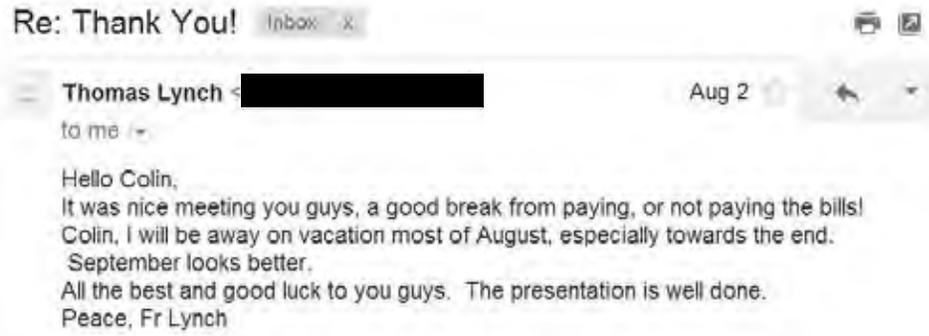
- **If a facility has been identified, a description of the facility and how it meets the school’s needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use; and,**
- **How the proposed facility will be able to meet New York State Education Department (SED) specifications by when the school would commence instruction.**
- **If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets SED specifications). Also, explain any contingency planning including the associated costs.**
- **If the applicants are seeking facility space from the school district of location, provide contingency plans should such space be unavailable. Such plans must include an analysis of potential privately held options and an explanation about the extent to which the lack of public space impacts the school’s proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location, two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required. In the case of the latter, identify the additional source(s) of revenue that would support the increased facility costs.**

Atmosphere’s pursuit of private space in the Bronx, specifically closed Catholic schools, has progressed to the point that Atmosphere has signed a Letter of Intent with the Archdiocese to lease the Our Lady of Mercy School if Atmosphere receives its charter. Atmosphere has already conducted a complete engineering and architectural evaluation of the building. Both the Archdiocese Letter of Intent and the MEP (Mechanical, Electrical, Plumbing) Assessment and Report are included in the “Response 16(d) – Additional Facility Information” section of this charter application.

Below is a timeline of Atmosphere’s initial efforts to secure a facility (additional activities, meetings, and events that did not lead to notable outcomes are not included in this timeline):

- On 6/30/13, the process of identifying a facility began when Colin Greene first emailed David Brown in the Archdiocese of New York’s Real Estate Office. During various phone conversations throughout July, Mr. Brown and Mr. Greene were able discuss the Archdiocese’s real estate process and the three Catholic schools in District 10 that the Founding Team had learned were recently closed in June of 2013. In discussing the specific schools (Our Lady of Mercy, Our Lady of Angels, and Holy Spirit), Mr. Brown told Mr. Greene that he should speak with the individual pastors of each congregation as they would have input into who their buildings would be leased to.
- On 8/1/13, the Founding Team visited each of the three parishes of the schools that had been closed in June. In one afternoon, they visited Our Lady of Mercy Church located at 2496 Marion Avenue, Our Lady of Angels Church located at 2860 Webb Avenue, and Church of the Holy Spirit located 1940 University Avenue:

- At Our Lady of Mercy, the Founding Team was told that Father Rodriguez was in the Dominican Republic on a mission. The Founding Team left a message for him to contact Colin Greene upon his return.
- At Our Lady of Angels, the Founding Team met with Father Lynch in the rectory of the church. Father Lynch was excited about and supportive of the school, but told the Founding Team that he had been told that the Department of Education would be taking over the Our Lady of Angels School building. After that meeting, Father Lynch sent the following email to Colin Greene:

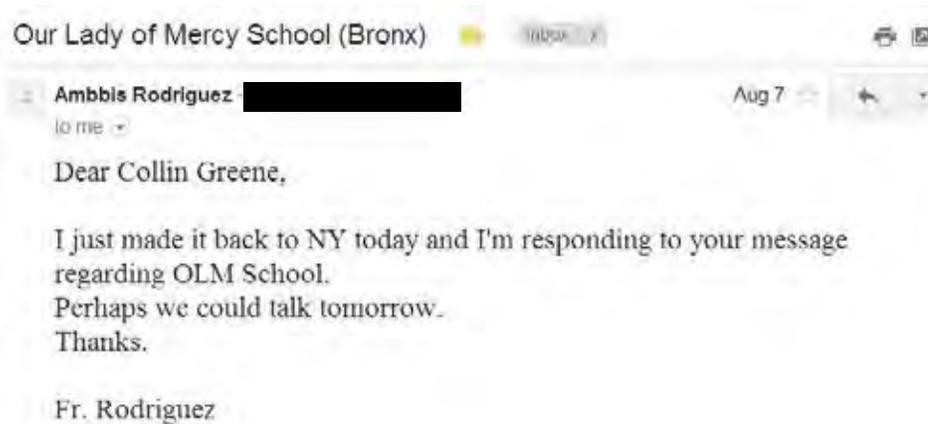


- At Holy Spirit School, the Founding Team sat down with Rev. Fajardo in the rectory of the church before going on a guided tour of the building. Rev. Fajardo indicated that Head Start had made an offer to rent the building for two years. The building had water damage in various areas that was being repaired. Construction was also being done to bring the building up to code for future occupancy. The Founding Team took pictures of the building during the tour, but since that tour, Atmosphere learned that the NYCDOE is interested in the building and that it is no longer available. Below are pictures taken during the tour to evidence the Founding Team’s efforts:





- On 8/7/13, Father Rodriguez of Our Lady of Mercy contacted Colin Greene via email (see below):



- On 8/8/13, after a series of emails and phone calls, Colin Greene and Father Rodriguez met at Our Lady of Mercy. Father Rodriguez took Mr. Greene on a tour of the building and sat down to talk about the current status of the school building.
- On 9/13/13, the process of securing the building truly accelerated when the Founding Team met with Maureen Coughlin, James Clark, and Kathleen Firtle of Charter School Facilities and Fillmore Real Estate (“the CSF/FRE team”) to discuss potential commercial real estate solutions in District 10. During the meeting, the Founding Team was surprised to learn that Fillmore Real Estate had been authorized by the Archdiocese of New York to speak with Atmosphere about the possibility of leasing the Our Lady of Mercy School as well as other Catholic schools in the area. As the meeting progressed, it was ultimately decided that the CSF/FRE team would show the Atmosphere Founding Team both the Our Lady of Mercy School (which the Atmosphere Founding Team had previously toured with Father Rodriguez) located at 2512 Marion Avenue, Bronx, New York 10458 in the Fordham section of the Bronx and the Blessed Sacrament School located at 1160 Beach Ave, Bronx, NY 10472 in the Soundview section of the Bronx. Below is a map that shows the location of both schools:



Primary Facility Option: Our Lady of Mercy School

The Bronx school district map below displays the location of the Our Lady of Mercy School in relation to District 10 (please note the numbered quadrants refer to Bronx Community School Districts):



Below is an outline of the Our Lady of Mercy School property footprint, including outdoor spaces:



The Our Lady of Mercy School has:

- 19 full-size classrooms
- 4 mid-sized office spaces that can be used for ELL instruction and offices for school leaders
- 1 large office space that can be used for a main office
- 6 bathrooms
- a gymnasium with a stage
- 2 lunchrooms that can be combined or separated using folding doors
- an outdoor play area
- a nurse's office
- 3 custodial offices/closets on the ground floor (with additional custodial closets on each upper floor)
- a machine room in basement
- 4 main stairwells

As previously stated, there is also an adjacent annex building with 8 classrooms that could be leased to increase capacity if needed.

The building is four stories tall and is configured similarly on the second, third, and fourth floors with 6 full-size classrooms per floor (an additional full-size classroom is located off of one of the stairwells). The first floor contains the gymnasium, kitchen, lunch rooms, nurse’s office, 3 custodial closets/offices, and a bathroom. Additional offices and bathrooms are located on landings in the stairwells between floors. Floors two through four have a central hallway layout with 3 classrooms on each side of the hall. Below are pictures of this layout:



Boys and girls bathrooms are located on each side of building off of the stairwells between floors (4 bathrooms total in the classroom areas with two additional bathrooms located elsewhere in the building). Below are pictures of a typical boys bathroom in the building:



Below is a list of visits to the Our Lady of Mercy School undertaken by Atmosphere’s Founding Team and Trustees in conjunction with Father Rodriguez and the CSF/FRE team. Included as part of the list are artifacts that evidence the scope of the visits, including the involvement of representatives from the TLM Group (construction), Lilker Associates (engineering), and SubenDougherty (architecture):

- 8/8/13, Colin Greene toured the building with Father Rodriguez and met with him in the rectory to discuss the possibility of leasing the facility. Below are screenshots of the video Mr. Greene took of the tour to share with Atmosphere’s Board of Trustees:



- On 10/1/13, the Founding Team and Atmosphere’s Board Chairman toured Our Lady of Mercy School with the CSF/FRE team. Below is a picture taken by Colin Greene that shows Jesse Greene (the Chairman of Atmosphere Academy’s Board of Trustees), Father Rodriguez, and the CSF/FRE team standing in the main office of the Our Lady of Mercy School building:



- On 11/5/13, Father Rodriguez emailed Colin Greene to express his continued interest in having Atmosphere lease the Our Lady of Mercy School building. Below is the email he sent:

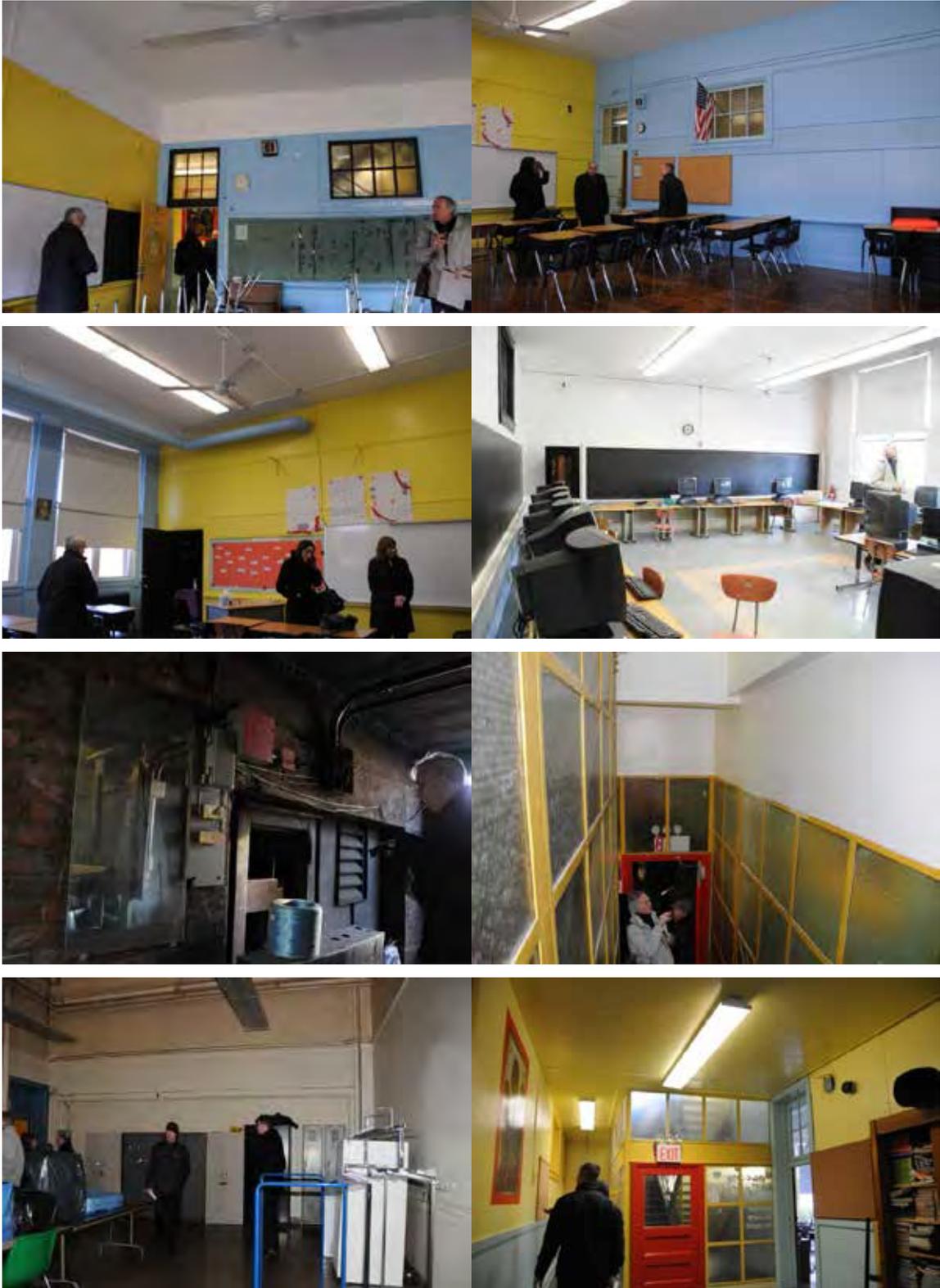


- On 11/7/13, Maureen Coughlin of Charter School Facilities shared that the Archdiocese had reviewed Atmosphere's school model and was interested in working with Atmosphere. Below is that email:



- On 11/15/13, Colin Greene and two of Atmosphere's Trustees, Dr. Michael Lagas and Dr. Migdalia Maldonado-Torres, toured the building and met with Father Rodriguez and the CSF/FRE team. During the meeting, James Clarke reiterated the Archdiocese's strong interest in working with Atmosphere. A specific timeline for securing a letter of intent and term sheet from the Archdiocese was discussed. Next steps included Atmosphere conducting a full engineering inspection of the building.
- On 12/16/13, Steve Hammer (PE, LEED AP), a Senior Vice President with Lilker Associates Consulting Engineers PC, as well as Jack Michael Suben (AIA, LEED AP), a Partner with

SubenDougherty Architecture and Design, conducted a full inspection of the Our Lady of Mercy School building. Below are pictures of the inspection of the building:





The full results of the engineering survey as well as other building documents (utility bills, fire certificates, etc.) can be found in the “Response 16(d) – Facility Documents” section of this charter application. Based on the extensive inspection of the building and review of documents, the building was found to have the following beneficial or detrimental issues beyond those features already discussed above:

- **Certificate of Occupancy:** The building was built in 1914 prior to issuance of certificates of occupancy. Therefore, the building is grandfathered in as not requiring a certificate of occupancy. Atmosphere will be able to utilize the building without issue. According to the New York City Department of Buildings, “if a building was constructed before 1938 and there has been no change in use or additions to the property, it may not have a Certificate of Occupancy. If you require proof of the legal use of a building that does not have a Certificate of Occupancy, you must obtain a ‘Letter of No Objection’ from the Department of Buildings’ borough office where the property is located.”<sup>1</sup> Past and existing practice for the Our Lady of Mercy School building has been in accordance with this rule. The former school utilized the building without issue through June of 2013 under these rules. The Archdiocese of New York will provide Atmosphere with a current Letter of No Objection prior to signing a lease for the building.
- **Equipment:** The boiler, oil tank, and hot water heater are in good working condition. Below are pictures of each:



<sup>1</sup> [http://www.nyc.gov/html/dob/html/development/co\\_factsheet.shtml](http://www.nyc.gov/html/dob/html/development/co_factsheet.shtml)



- **Asbestos:** The building has asbestos wrapping around piping throughout the building as well as in ceiling tiles and cement footings. According to the last inspection conducted in April of 2013, the areas of asbestos in the building are mostly intact. While a few areas are scheduled for removal or repair, most are listed as areas to observe. Atmosphere will undertake a full environmental review of the building prior to signing a lease with the Archdiocese. The Archdiocese's broker has stated that they will deliver a useable building, and meeting environmental requirements is part of that statement.
- **Fire Alarm System:** The building's current fire alarm system has been in use for an extensive period of time, but Atmosphere will seek to replace it. Review of these systems will be part of the Letter of No Objection process.
- **Electrical System:** The building's electrical system is functional. The system is wired for 400 amp service, which is adequate for use as a school.
- **Air Conditioning:** The building does not have air conditioning.
- **Handicapped Accessibility:** The building does not have an elevator and does not have any classrooms on the main floor. Atmosphere will arrange to accommodate handicapped students using rooms on the ground floor that can be converted to educational use.
- **Old Duct Venting Heat:** There is an old duct running through the building that is meant to vent heat during summer months to help cool the building. However, during the inspection, it was discovered that this duct is leaking heat from the building during winter months and will be easily sealed off to reduce heating expenses and improve heating efficiency. Below are pictures of the old duct:



The Archdiocese has committed to providing Atmosphere a useable building. Therefore, they intend to address any conditions as required by the New York City Buildings and Fire Departments. Such items are expected to be included as part of the lease agreement.

The Archdiocese intends to supply Atmosphere the blueprints to the building as required. They have requested these documents from the New York City Buildings Department and are expected to receive them in the coming weeks. Furthermore, the Archdiocese intends to provide Atmosphere with a copy of the Letter of No Objection.

Secondary Facility Option: Blessed Sacrament School

The Bronx school district map below displays the location of the Blessed Sacrament in relation to District 12 (please note the numbered quadrants that depict the Bronx Community School Districts):



Below is an outline of the Blessed Sacrament School property footprint, including outdoor spaces:

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Archdiocese  
of  
New York



Blessed Sacrament School

- 20 Classrooms
- Cafeteria
- Basement Assembly Area
- Parking Lot
- Pavement Playground
- Courtyard
- Soccer/Baseball Field



Blessed Sacrament School

Atmosphere  
academy

The Blessed Sacrament School has:

- 20 classrooms
- full-size cafeteria
- basement assembly area
- parking lot
- pavement playground
- playing fields

On 10/1/13, the Founding Team toured Blessed Sacrament School in District 12 with the CSF/FRE team. Below are pictures taken during that visit:





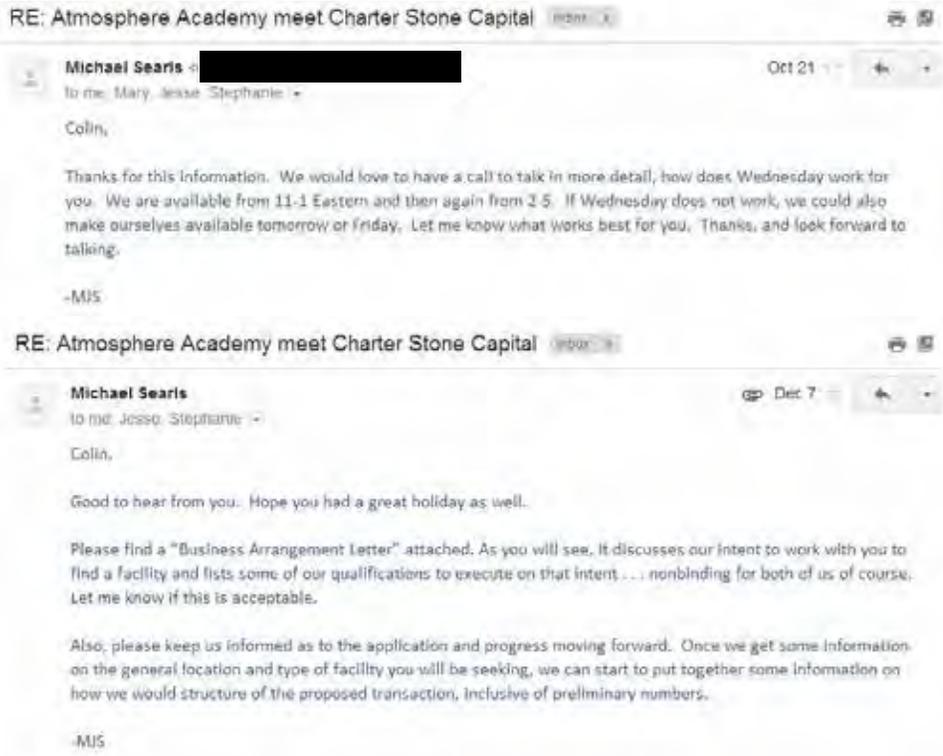
Future Facility Options

Since August of 2013, Atmosphere has been working with Mary Glynn and Michael Carron of the TLM Group to address its current facility needs and to identify other long term facility solutions for Atmosphere Academy. TLM has led prior long term facilities projects for charter schools including Bronx Preparatory Charter School, Excellence Charter School (an Uncommon School), and Icahn Charter Schools. Through these projects and others, TLM has a wealth of experience in both renovating existing space and building new space. Moreover, they have the ability to connect charter schools with real estate agents, brokers, investors, and real estate investment trusts (REITs). In particular, Michael Carron has led the firm’s work with the Robin Hood Foundation, which has included charter school construction and planning. Below is a detailed list of Atmosphere’s work in this regard:

- On 9/4/13, Atmosphere met with TLM for the first time. Following that meeting, TLM introduced the Founding Team to Fillmore Real Estate, who helped Atmosphere solidify its relationship with the Archdiocese and secure a Letter of Intent. This was a crucial step in addressing Atmosphere’s immediate facility needs for incubator space. The Our Lady of Mercy School building provides Atmosphere with an ideal setting in which to develop and grow. Furthermore, it can comfortably house Atmosphere’s proposed middle school with the potential to also serve one or two grade levels of Atmosphere’s proposed high school (if the annex building is utilized). However, Atmosphere sees that to properly serve its future high school students, it will need to focus on securing a second facility.
- On 9/26/13, TLM put Atmosphere in touch with Charter Stone Capital (CSC), a real estate investment trust. CSC has led various charter school construction projects throughout the country and has developed an effective model for providing charter schools with facility solutions in an equitable way that is financial viable for them. Below is the email from TLM introducing Atmosphere to Charter Stone Capital and the terms they usually use:



- In October, Atmosphere spoke with CSC about the possibility of working together. Below are email correspondence between Atmosphere and Charter Stone Capital that culminated in a conference call, laying the framework for a non-binding Business Arrangement Letter between the two organizations:



The Business Arrangement Letter provided by Charter Stone Capital is included in the “Response 16(d) – Additional Facility Information” section of this charter application. The relationship that Atmosphere has established with CSC provides Atmosphere with one of what will eventually be multiple options to help secure a second facility. Atmosphere will look at and speak with other potential partners and arrangements before making a final decision, but these initial talks with CSC provide a strong foundation for the additional leg work that will be required moving forward.

**(c) Facility Related Conflicts of Interest**

**If the charter school education corporation or its partners would own or lease its facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Note that in such cases the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Please note in addition that no education corporation trustee may have an ownership interest in the facility.**

Atmosphere Academy is not aware of any conflicts of interest at this time.

**(d) Additional Facility Information**

Provide information such as blue prints, maps, certified estimates, etc. as part of this response.

**Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet SED specifications by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.**

Below is a letter from Maureen Coughlin detailing the understanding that the Archdiocese would lease either building to Atmosphere Academy:



**Charter School Facilities**  
A Division of IGUA Group, Inc.

23 Meadow Street | Brooklyn, New York 11205  
www.charterschoolfacilities.com

October 24, 2013

Charter School Institute  
State University of New York  
41 State Street Suite 700  
Albany, New York 12207

Dear SUNY Charter School Authorizer:

Please be advised that we have identified two closed Catholic school facilities for the Atmosphere Academy Public Charter School. In District 10, there is an available school located at 2512 Marion Avenue, Bronx, NY. In District 12, there is a school available at 1160 Beach Avenue, Bronx, NY.

We have these school buildings, with the appropriate certificate of occupancy or letter of no objection (for buildings constructed before 1938), available for lease. The District 10 building has a large gymnasium/auditorium and a cafeteria on the main floor. The building has a total of 19 classrooms. There are additional spaces for offices and a nurse's station. In District 12, there is a single campus that includes two school buildings with more than 22 classrooms, offices, a nurse's station, a parking lot, a playground, and a large soccer field.

All the buildings are in good condition and can serve as Atmosphere Academy's permanent location. The landlord will allow the charter school to pay for the space on a graduated basis, as the budget provides, with increases in enrollment.

Our organization, IGUA Group Inc., is a New York-based real estate corporation specializing in educational facilities. To date, we have placed more than 27 schools in private facilities throughout the boroughs of New York City. We are the recommended vendor for the New York City Charter School Center and the Northeast Charter School Network. We work with the Diocese of Brooklyn and the Archdiocese of New York on leasing many of their properties.

**There is never a fee to the charter school for our services.** We receive our compensation from the property owner.

Over the years, it has been our good fortune to organize a network of developers, property owners and landlords to custom-build or refurbish buildings to lease to charter schools. Our team understands the dynamics of charter schools along with the constraints of their budgets.

Best,

Maureen Coughlin, Ph.D.  
Managing Director, Charter School Facilities

Below is a contract that Atmosphere signed with Lilker Associates Consulting Engineers, PC to conduct a Mechanical Electrical Plumbing (MEP) Due Diligence Inspection and Survey and Assessment Report:



**Steven Hammer, PE**  
Principal

December 3, 2013

Jesse J. Greene Jr. on behalf of  
Atmosphere Academy Public Charter Schools  
P.O. Box 518  
Fordham Station  
Bronx, NY 10458

Att: Jesse J. Greene Jr.

Re: Atmosphere Academy  
Bronx, New York  
MEP Due Diligence

Dear Jesse:

We are pleased to submit this Agreement between LILKER ASSOCIATES Consulting Engineers, P.C. and Jesse J. Greene Jr. for the engineering evaluation of proposed Atmosphere Academy Public Charter Schools, Bronx, New York renovation plan. This contract is assignable to Atmosphere Foundation; when formal. This existing building has 4 floors and is approximately 39,000 sq. ft. The first floor has a gym, kitchen, nurse's office and lunch area as well as 3 floors of classrooms.

The project consists of a Survey and Assessment Report with recommendations of all major MEP and Life Safety systems including mechanical, electrical, plumbing, fire protection and fire alarm systems. Our analysis shall be based on "walk-through" site visit with visual observations of the existing systems, review of existing HVAC, Electrical and Plumbing System drawings and service/maintenance records and interviews with building staff.

Mechanical systems will be observed for life expectancy and condition. Electrical systems to be assessed will be main electric service, distribution panels, emergency generators, and general lighting. Plumbing systems will include all incoming utilities, domestic water, sanitary drainage, gas piping, pump systems, domestic water tanks and typical floor toilets and distribution. Fire sprinklers and Fire Alarm systems will be reviewed (if existing).

Cursory review of the existing building conditions, ie roof, facade etc.

Our fee for the services outlined above will be billed monthly on a lump sum of **\$7,500.00** basis at the rates noted below, plus any reimbursable expenses incurred on your behalf:

Principals	\$234.00/Hr.
Department Head	\$195.00/Hr.
Project Manager	\$183.00/Hr.
Senior Engineer	\$166.00/Hr.

**Lilker Associates**  
Consulting Engineers, PC

1001 Avenue of the Americas  
New York, NY 10018

tel 212.695.1000  
fax 212.695.1299

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Engineer/Sr. Designer	\$153.00/Hr.
Designer	\$127.00/Hr.
Jr. Designer	\$110.00/Hr.
CAD Operator/Drafter	\$93.00/Hr.
Clerical	\$76.00/Hr.

Reimbursable expenses shall include the cost plus ten percent of messenger services, blueprint and CAD plots, travel expenses and any consultants which may be required as approved by you.

Invoices are payable when presented. If payments are not received within forty-five (45) days after invoice date, Engineer may at his discretion impose interest on outstanding invoices at the rate of 1½ percent per month. If payments are not received within sixty (60) days after invoice date, Engineer may at his discretion and within fifteen days notice to you, without liability, cease work until payment is received.

It is understood that the Engineer is an independent contractor and that its professional relationship with you shall terminate for this specific project at such time as a final invoice is delivered to you, and payment is made in full. This shall not be construed to limit any remedies or rights you may have at law or in equity arising out of Engineer's performance of Service under this Contract.

We are pleased to have an opportunity to work with you on this project. Please sign a copy of this agreement and return to our office as authorization for us to proceed with this project.

Very truly yours,  
LILKER ASSOCIATES

Steven Hammer, P.E., LEED AP  
Senior Vice President

ACCEPTED: ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOLS

By:

Date: March 3, 2013

Below is the MEP Scope Report that Lilker produced for Atmosphere Academy in conjunction with SubenDougherty Architecture and Design:



## MEP SCOPE REPORT

### Atmosphere Academy Public Charter Schools Bronx, New York

**Date of Site Visit:** December 16, 2013

**Location:** 2512 Marion Ave.  
Bronx, New York

**Team:** Steve Blenkowski  
Steve Hammer

**Year School opened:** 1915



#### **Areas of Concern:**

Existing Mechanical, Electrical, Plumbing and Fire Protection systems and miscellaneous Architectural located at the existing former Our Lady of Mercy School Building in Fordham Bronx, NY. Visual Observations include the basement, ground, first, second, third, fourth and roof levels.

#### **Site Inspection - MEP/Miscellaneous Architectural Findings:**

##### **Physical Data:**

**Name:** (Former) Our Lady of Mercy School

**Address:** 2512 Marion Ave.  
Bronx, New York

**Block:** 3026 / **Lot:** 14

**Building:** Per the DOB information available this existing building consists of 4 floors and the building area total is 89,500 sq. ft. The first floor has a gym, kitchen, nurse's office and lunch area as well as 3 floors of classrooms. From our understanding the school has been closed since June of 2013.



## **I. INTRODUCTION**

The purpose of this report is to outline our findings with regard to the condition and capacity of Mechanical, Electrical, Plumbing, Fire Protection, and infrastructure systems serving the building at 2512 Marion Avenue, Bronx, NY.

It is assumed in this report that the intent is to occupy the school "as is" with some minor changes and no "change of occupancy". If minor changes are performed on the building (cosmetic type change) old 1968 code can be maintained. However, any new or major changes or change of occupancy changes, then new 2008 code will need to be implemented. If any major renovations occur including adding an elevator, emergency generator, adding or changing any fire alarm devices, etc. then upgrades based on the current code would be required. When actual scope of work is understood, further evaluation needs to be considered. There are no drawings available at this time. Day 1 scope of work is assumed that minor renovations will occur. There is presently no vertical transportation in the building. Based on DOB information the average building area per floor is approximately 20,000 square feet and approximately 78 feet in height. All information below is based on this information. Final determination of exact areas per floor and heights of buildings need to be verified and surveyed. This information is pertinent to final determination of all systems required.

## **II. EXECUTIVE MEP SUMMARY**

In evaluating the spaces at 2512 Marion Avenue, we note that the following issues should be understood and/or budgeted:

- Obtain a complete report on the testing of all and any hazardous material existing in the building.
- Per the Department of Buildings, the boiler was converted from No. 6 fuel oil to No. 4 back in 2005. This should be verified with the building representatives for confirmation as phasing out the use of No. 6 fuel oil is a requirement of the DOB.
- A testing and service company should provide a report on the internal conditions of the boiler and the operation of all the controls. Other reports that are recommended are the condition of the fuel oil tank and water tank on the roof. These reports will provide information on any servicing that is required to maintain that the equipment is fully operational and what if any budget will need to be provided for this work.
- It needs to be finalized and determined how the separate building space that is NOT intended to be a part of the lease agreement will be sub-metered or rent inclusive when it comes to the Utility bills.
- Electrical switches and panels are old and antiquated and in poor condition. It is recommended that a budget be put in place for replacement and upgrade of equipment at some time soon.
- Additional emergency light fixtures throughout including all common areas, corridors and toilets are recommended.
- Existing Fire Alarm life safety in the building is old and antiquated. The system needs to be tested for operation. Any maintenance required should be performed immediately.



- Moving into the school in the "as-is" condition minimum testing will be required as indicated on different systems, however, any scope of work where upgrades, adds or changes that might be made to the building will be required to be performed based on the current code. Increase in electric service, new fire alarm systems, standpipe systems, emergency generator, etc will be required. This should be determined upfront as to how the school intends to use the space.
- Since no water meter or NYC approved backflow prevention device was observed installed on the water service, it is recommended that the service be provided with all the NYC code required equipment. Once a meter and backflow preventer is installed it is possible that due to the added equipment and the added pressure drop, the water pressure in the school will be compromised. A hydrant flow test from the water department will be required and calculations on the recommended system will be required to determine this. If the pressure is compromised to a point that affects the fixtures in the building, a constant pressure booster pump will be required to be added to accommodate. Then the electric service may be too small and electric service might need to be upgraded in part or in whole at this time. Calculations and load letters will be needed to determine.
- The existing water service appears to be lead pipe and needs to be verified. This makes sense based on the age of the building. This water service and distribution should be changed out to current copper pipe standards.
- A grease trap needs to be added to the existing 3 compartment sink, filed with the DEP and approved. This is requirement of NYC. This was not observed at the walk thru.
- Grease exhaust system with exhaust hood and associated fire agent needs to be installed above the commercial cooking range. This is a requirement of NYC.
- Install a NYC approved fill containment unit on the fill line outside the boiler room were the oil tank would connect to the fill cap. This containment is a requirement of NYC.
- New "Emergency Break Glass" switch in the boiler room required per NYC code.

### III. MEP FINDINGS

#### A. EXISTING HEATING, VENTILATION AND AIR CONDITIONING SYSTEMS

##### 1. Heating Plant and Systems

The buildings heating plant is located in a separate partial basement mechanical room area. The Boiler and associated systems were turned on at the time of visit seemingly to provide heat for the space. The boiler room heating plant consists of:

- a. One (1) Eastmond Federal oil fired steam boiler, Model FST-100 installed in 1985, approximately 28 years ago **(See Photo #M-1)**. These types of boilers can live an average of 35 years pending the maintenance on the boiler. The boiler was turned on and operating at the time of visit. The boiler is a low pressure steam, four pass scotch marine type boiler. This was considered a high efficient boiler back in 1985. In 1985 the original boiler burned #6 fuel oil. The boiler visually looks to be in fair to poor shape. Per the DOB records, in 2005 the #6 fuel oil was converted to #4 fuel oil **(See Photo #M-2)**. This phase out is a requirement of revised NYC codes. The new and recent converted oil fired burner is



manufactured by Industrial Combustion model number MMG-42P and serial number B2966 burning #4 oil. This needs to still be verified with the buildings owner to be certain. The boiler is rated at 100 BHP, with 3348 MBH Gross output low pressure steam. Combustion air louvers were noticed on the exterior wall for combustion requirements per code (**See Photo #M-3**). The flue from the boiler was combined to one chimney with the domestic water flue. Based on NYC DOB information on the boiler the estimated high gallon of oil usage is estimated at 41063 Gallon while the low end estimate is 28,744 gallons annually. The boiler was fully operational at the time of the visit.

Further information on the boiler can also be seen in the NYC DOB: Oil Boilers - Detailed Fuel Consumption and Building Data Based on

Oil Boilers - Detailed Fuel Consumption and Building Data Detailed data on NYC buildings with oil boilers, including fuel consumption, BBL, building owner/management info, deadline for complying with Audit and Retro commissioning Building Law. All information is located in the web site below. Follow spreadsheet to item # 1059 (2512 Marion Ave., Bronx, NY). The web site link is below.

<https://nycopendata.socrata.com/Housing-Development/Oil-Boilers-Detailed-Fuel-Consumption-and-Building/fzu-vy0n>

In reviewing the DOB web site, there still seems to be (4) open and active violation regarding Local Law 52/91 Boiler inspections dated 1993/1994 on the 2496 property but no information or certificates of occupancy on the 2512 Marion Avenue property. The 24 are attached for the record.

- b. The perimeter heating is performed by 2-pipe steam system serving perimeter type cast iron heaters and several unit heaters throughout the building (**See Photo #M-4**). Each perimeter cast iron heater had individual shut off valves and a visually observed new steam traps. The heaters were all painted. All heaters looked to be in good maintained shape. There were no individual controls associated with the perimeter cast iron heaters.
- c. Steam piping was distributed from the boiler room to the building through underground tunnel/passageways and risers that had access in the boiler mechanical room. It was observed that the main piping distribution had little or no insulation at all (**See Photos #M-5 & #M-9**). Partial amounts of the insulation that was existing seemed to have hazardous material, however, the effort was made to seal and contain these sections.
- d. Most of the existing heating piping that was visible looked to be original to the building. Some of the piping that had no insulation and was visible for observation was noticed to be in rusted and in poor shape and needs to be changed. It was noticed that some of the piping and fittings directly at the boiler in the boiler room was rusted and leaking at the joints and fittings.
- e. The relief valve drains valves and other boiler drains valves were noticed to discharge to the floor at a termination height of approximately above 5 feet (**See Photo #M-1**).



- f. Heating distribution piping with-in the school was noticed to be mostly exposed and noted to be fully encapsulated in a plastic jacket type and painted over. From our understanding it encapsulated the piping in order to contain the hazardous material **(See Photo #M-6)**.
- g. As we understand it, the boiler served heating to the "Our Lady of Mercy" building as well as another smaller 2 story section of building in the rear that will NOT be a part of the lease arrangement. Both building areas share one source of heat and one source of utilities as well as metering.
- h. The boiler room also housed an existing fuel oil above ground storage tank **(See Photo #M-7)**. The tank capacity was 3000 gallons and had full containment. The tank room was easily accessible via a large access door located above the containment level per code. The tank looked visually to be in good shape, clean and painted. The age of the tank is not known at this time. The fuel stored was understood to be #4 oil. The fuel oil fill line located outside the boiler room **(See Photo #M-16)**, was noticed to not have NYC approved containment built in.
- i. Not knowing how the boilers are internally from a visual observation, the conditions of the existing boilers, there associated equipment and piping distribution, it is recommended that the system be tested by a testing company or Service Company to recommend any servicing that is required.
- j. The boiler room has an existing emergency switch that had a key operated switch. This is not to code. **(See Photo #M-15)**. This need to be fixed to meet code.
- k. No heat was noted to be located in the domestic water tank room on the roof.
- l. Per the DOB web site, there are 4 separate active violations that are on the existing boiler. These are related to Local Law 62/91.

## 2. Cooling System

- a. There is presently no central air conditioning serving any of the spaces in the building at this time. It was noticed that there were several small window units around for some remote area use.

## 3. Ventilation Systems

- a. The school presently had no mechanical ventilation systems or equipment serving the building. All occupied areas of the school were naturally ventilated via operable windows.
- b. Classrooms were a part of a passive type ventilation system. No mechanical means was visually seen at the time of the walk thru. A passive system was noticed that had several duct risers in the building at the central core with intake openings on each floor in storage rooms adjacent to classrooms. These opening where utilized to exhaust hot air from the spaces and force in ventilation air to the building. Most likely this system was used during the summer seasons to expel the hot air and from the spaces. It was also most likely utilized



in the heating season for short periods of time all to provide fresh air to the building occupied spaces. There were transom windows and openings between classrooms that made it centrally operate the floor as one. Each relief opening on the floor had manually operated dampers that needed to be open upon use of the system and closed when not in use. These dampers were noticed open at the time of the visit and the central duct system was operating as a chimney. The system was operating as a chimney and the draft effect had been sending heat up the central duct system and relieving building heat to the outdoors. The exhaust terminated on the roof at the top of a large shaft. It was noticed at the site visit large amounts of heat being rejected to the outdoors via the large shaft. It was not known if the exhaust system was mechanically fan operated or not. However, based on the size of the shaft, it could be assumed that the exhaust/relief was all natural effect **(See Photos #M-10a & M-10b)**.

- c. Some rooms (similar to added computer rooms on the 3<sup>rd</sup> floor) additionally had ceiling paddle fans operated via speed controls to move and circulate air **(See Photo #M-13)**.

#### 4. Exhaust Systems

- a. From our visual inspection of the facility revealed the following types of exhaust were existing:
- No toilet exhaust fans in toilet rooms for mechanical exhaust. All performed via natural exhaust and use of windows.
  - No smoke control fans were observed.
  - No Kitchen exhaust was observed above the commercial kitchen gas range per code **(See Photo #M-12)**.
  - No exhaust was noted in the janitors closets that where visually inspected.
  - There was an exhaust fan installed inside the 4<sup>th</sup> floor "IT" room. However, it was discharging the hot moist air to the classroom storage room behind the IT space **(See Photo #M-14)**.

#### 5. Controls

- a. The boiler is controlled via a heat timer **(See Photo #M-11)**. A control panel was located in the boiler room. The boiler would know from the heat timer whether it was okay to operate or not based on set point outside air temperatures. Once the boiler would operate it sends out steam until the pressure in the system has reached its set point then shuts down. Since the system has cast iron radiation the heat to the space would still radiate. If the pressure of the steam in the system drops due to the steam being used, the system would run again until the constant pressure steam was operating to its pressure set point. The steam boiler main header piping was noted to have manual shut-off valves and no automatic zone control valves.
- b. The boiler was noted to have an old antiquated key operated emergency quick disconnect switch to shut the boiler down in case of emergency.



## B. ELECTRICAL

### 1. Power Distribution

- a. Existing Con Edison electrical service (Meter #ACT1CM8319626) for the building is located in the Boiler Room. From the utility service end box, 4#3/0 wire serves a 200 amp service disconnect switch fused at 200 amps. **(See Photos #E-1 & E-2)** Building service is 200 amps based on existing fusing. This service switch feeds a 400 amp CT cabinet and meter which serves an old knife switch distribution panel **(See Photo #E-3)** This panel distributes to the panel located throughout the building as follows:
- 250 amp, 42 pole panel located in the main office. **(See Photo #E-4)**
  - 12 pole panel located in the boiler room (rating of panel not available) **(See Photo #E-5)**
  - 8 pole panel located in the kitchen (rating of panel not available) **(See Photo #E-6)**
  - 42 pole panel located in the stage area. (rating of panel not available) **(See Photo #E-7)**
  - 100 amp, 24 pole panel located in the gym **(See Photo #E-8)**
  - 8 pole panel located on the second floor in class room #106. **(See Photo #E-9)**
  - 8 pole panel located on the third floor in class room **(See Photo #E-10)**
  - The panels located in the main office and the gym, are in good condition.
  - The remaining panels, including the distribution panel in the boiler room are old and in poor condition and most likely reached there service life

### 2. Emergency Power

- a. The building has no provisions for emergency power. There is no generator or fire pump in the building.
- b. The emergency lighting is provided with exit signs battery packs for 90 minutes operation **(See Photo #E-11)**
- c. The emergency lights are provided in the gym/auditorium and corridors. Emergency light coverage is deficient in some areas of the building.

### 3. Miscellaneous Comments

- a. Typical Class Room has one double duplex receptacle, one duplex receptacle and one 2-port data outlet. There are also two ceiling fans controlled by a speed control switch. **(See Photo #E-12)**
- b. Typical Class Room has 2 lamp, 4 foot fluorescent light fixtures, twelve per class room controlled by a wall switch **(See Photo #E-13)**



- c. We didn't observe any hazardous insulation on the existing wiring systems in our survey of the electrical power systems. A full testing report should be performed by a certified testing company to obtain definite results.
- d. There are Public Address Speakers located throughout but it couldn't be determined if it's in working order.

#### 4. Fire Alarm System

- a. The building has an old existing fire alarm system which consists of manual break glass pull stations and alarm bells throughout the building, but does not provide visibility as per ADA requirements. The fire alarm system is operational, but appears to be in poor condition.
- b. There are no smoke detectors installed in the building.
- c. The existing fire alarm control panel is located inside the Boiler Room in the Basement. (See Photo #E-14)
- d. It would be recommended to replace the existing system.

### C. PLUMBING SYSTEMS

#### 1. General

- a. The building's plumbing systems includes sanitary drainage and vent, storm drainage, domestic cold and hot water and natural gas. Generally, the plumbing systems were capable of meeting the building's current requirements as it exists. Below is a summary of our observations and conceptual recommendation for the remedial measures.

#### 2. Sanitary and Storm

- a. Sanitary and storm systems were NYC approved combined systems. The sanitary and storm piping through out the building were separate systems via distribution. The storm piping was provided with running traps before it connected to the sanitary system (See Photo #P-1). Sanitary drainage was collected via gravity and discharged to city sanitary sewer main above the boiler room floor level with in the boiler room located in the partial cellar mechanical room. The distribution piping was generally cast iron pipe with no hub couplings, with the exception of the main piping in the boiler room (hub type). In general, the sanitary pipe distribution systems that were visible appeared to be in fair condition and piping in the boiler room had the average rust. There was one location on the upper floor where the storm piping from the gutters had been maintained and replaced with PVC piping (See Photo #P-2). Based on the age of the piping, it should be expected that leaks will occur.
- b. The boiler room had an existing small single existing sump pump (See Photo #P-3) and no visual floor drains observed. The sump pump discharges drain water back to the sanitary system.



- c. The commercial kitchen had an existing 3 compartment sink **(See Photo #P-4)**. No grease trap was observed for the commercial sink. No floor drains were noted. The commercial pantry/kitchen area seemed to have been added as an after thought. There was an existing access door in the floor adjacent to the sink that we expect was an access door to the pipe tunnel below **(See Photo #P-5)**. There were no signs of any grease trap as it needs to be accessible for cleaning.
- d. Storm water is collected via gravity and also discharges to city storm sewer main above the boiler room floor level in the boiler room. The storm water system consists of roof drains and exterior leaders **(See Photo #P-11)** all collected to interior leaders. We visually noticed in many areas of the building including over classrooms large water stains on the ceiling. This can typically come from old storm piping starting to leak or signs of "ice damming". When snow/ice is on the roof, as the snow/ice melts a re-ices if gutters are no cleaned or maintained properly, the ice starts backing up under the roof. As it melts water penetrates the exterior wall causing staining and even cracking of the wall. Some minor cracking was noticed inside a storage room on the 4<sup>th</sup> floor just below the gutter system.
- e. A further investigation of all storm piping should be performed. As the piping is old, we would expect leakage to occur. The distribution piping visible was generally cast iron pipe with no hub couplings. We did notice several roof drain domes on the roof drains were missing. There were several drain gables that were missing and broken.

### 3. Domestic Water System

- a. The domestic water service entered the building in the partial basement boiler mechanical room. It was estimated as a 3" water service. The existing service pipe appears to be a lead pipe service. The service was noticed to have a shut-off valve at the entrance. However, no water meter or NYC approved backflow prevention device was observed on the service at the point of entry **(See Photo #P-8)**. The water service has no booster pumps noted and was all distributed by street pressure.
- b. Domestic hot water was originally performed via a gas fired domestic hot water heater located in the partial basement mechanical room **(See Photo #P-6)**. The hot water heater was manufactured by General Electric, model # SG80T and a serial number GELN01105. It has a 60 gallon storage capacity. The date noted as installed was 1/2010. It looked to be in good shape. Based on the age of the heater it has approximately 7-8 years of life expectancy left.
- c. Domestic cold water make-up to the boiler was noted to be provided with a backflow prevention device.
- d. The existing domestic water service presently serves as a fill line to the existing water tank located on the roof. The water tank was noted to be full with water. No water riser diagrams for the building were available. The tank was a gravity down feed type system to the fixtures in the school. The tank based on the height above the building is calculated to provide



enough pressure at all the fixtures with in the building. It was noticed that the water piping in the room was partially insulated (See Photo #P-9).

#### 4. Natural Gas System

- a. Low Pressure gas service was brought in and located in the partial basement mechanical room. There was no separate ventilated room. The gas service was noted to be serving the pilot light for the boiler burner, the domestic hot water heater and the commercial gas range. The kitchen range was noticed not to have an automatic gas solenoid valve (See Photo #P-10).

#### 5. Plumbing Fixture

- a. The plumbing fixtures appeared to be original to the building. Each floor was provided a Men's and Women's Toilet Rooms, drinking fountain and Janitor's sink. Existing toilet rooms were observed to have non low flow plumbing fixtures. The toilet rooms were noted in fair maintained condition. Janitor's closets existing on each floor with in a toilet room. Separate electric hot water heaters were added to accommodate the janitor's closets above the janitor's closet ceiling (See Photo #P-7).
- b. Some if not most drinking fountains in the main halls of the classrooms were missing and disconnected (See Photo #P-12).
- c. Floor drains are provided in main toilet rooms.
- d. In general, the plumbing fixtures were in fair condition but they were not water conservation type.

#### D. FIRE PROTECTION SYSTEMS

- a. The building had no existing Fire Sprinkler Systems.
- b. The building had no existing Fire Standpipe System.
- c. Since the commercial range had no exhaust hood there was no dry chemical agent provided for extinguishing fires.
- d. Fire extinguishers were located in the corridor.

#### E. OTHER MISCELLANEOUS ITEMS

- a. Existing windows in the building looked to be in good condition and an added value to the building. They were double pain, double hung windows.



- b. The roof seemed to be in fair shape. It was not indicated or known from the walk thru exactly the age of the roof. There did seem to be some soft areas and areas that the roof membrane was bubbled in spots. This should be verified further with a roofing company.

#### IV. MEP RECOMMENDATIONS/OPTIONS

##### A. HEATING, VENTILATION AND AIR CONDITIONING SYSTEMS

It is assumed that the intent is to occupy the school "as-is" with some minor changes and no "change of occupancy". Below are some descriptions of possible options that can be implemented for MEP systems. Each option has a different affect on the other. If minor changes are performed on the building (cosmetic type change) old 1968 code can be used. However, any new or major changes or change of occupancy changes, then new 2008 code will need to be reviewed and impact scope of work requirements below. Please note that there are no drawings available at this time. Based on DOB information the building area per floor is 4650 square feet and approximately 78 feet in height. All information below is based on this information. Day 1 scope of work is assumed that minor renovations will occur. If any major renovations occurs including adding an elevator then all trades will be affected. All life safety will need to be added and/or upgraded including sprinkler, standpipe and fire alarm. If an elevator is added then an emergency generator will be required.

##### 1. Heating Plant and Systems

- a. Based on the average life expectancy of the boiler per the manufacturer there are approximately +/- 7 years remaining. The boiler was brought on line during the walk thru. As an observation, the school was cold at start but was brought up to an acceptable temperature after sometime. The condition of the boiler from a visual standpoint was fair to poor shape and it has some life still left based on manufacturer average life span estimates. However, this of course depends on many factors, adequate maintenance and the actual life expectancy can only be predicted.

It is recommended that a service company be brought in to test the equipment, controls including combustion air louver operation for its functionality and provide any service needs or replacement part needs. The service company should provide a description and report on the inner tubes of the boiler to see what shape they are in and any recommendations regarding the inner tubes.

- b. No changes to the perimeter heating are required at this time. A service company should check all perimeter shut-off valves and steam vents for operation. A bad steam trap will be the cause of added noise in an already noisy system. Only option available for future for possible better control is individual Dan Foss thermostatic controls can be added to prevent overheating in spaces at times.
- c. Insulation on all steam piping should be added. A report needs to be generated to verify and test all hazardous material including asbestos and lead paint.



- d. There were several pipe fittings inside the boiler room near the boiler that were rusted and leaking that need to be fixed and replaced
- e. The boiler relief valves and other drain valves off the boiler should be extended down to the floor level and discharge to the sump pit. These relief valves (and other drain down valves) need to be extended and terminate above the drain or pump. This is an ASME code requirement. The relief valves are a part of the system to relief extremely hot water in an over pressurization situation and could be extremely dangerous if the valves were discharging at the existing height they are terminated right now. It needs to be determined if the sump pump is working adequately and has enough capacity to account for the added drains.
- f. Insulation on all steam piping in classrooms needs to be further reviewed and tested by a testing company for hazardous material including asbestos and lead paint. Piping with any hazardous material can not be touched in the future unless performed by NYC requirements. Sealing and Containment of such material needs to be performed in a proper fashion and if sealed in place, need to be approved by code. This type of piping still can not be touched in the future for minor maintenance unless the required containment is performed by approved authorities per NYC code. This could become quite costly. Looking into hazardous abatement of all these materials before occupancy is the recommended steps to take if budgets allow.
- g. It needs to be finalized and determined how the separate building space that is NOT intended to be a part of the lease agreement will be sub-metered or rent inclusive when it comes to the heating bills. There is gas, oil and electricity serving the boiler of all are a part of the utility bills. Sub-metering can be difficult. As oil and gas can not be sub-metered. It would need to be based on square footage. The overall heating bill can be broken down and separated into portions based on the utility bills. This is to be determined and agreed upon before finalizing the lease.
- h. It is recommended to have the fuel oil company provide an evaluation on the inside of the tank. The tank company can also test all the bells and whistles inside the tank room that verify in case of a spillage emergency situation. The leak detection should be connected to at minimum a remote dialer to notify someone in case of an emergency. The fill line alarm also should be verified for operation that the tanks alarms are all functional and indicate when the tank has been filled to maximum level. The tank company can provide a full report and list any items that are may not be functional and are in need of replacement. The tank on was in good visual condition. The vault was clean and free of debris.

The existing fuel oil fill line presently located near the entrance to the boiler room just outside doe not have a NYC approved Fuel oil fill overflow/containment (**Photo M-16**). It is only a fill pipe with a turn cap for the oil truck to fill the fuel oil tank inside the boiler room. Per NYC code it is required that NYC approved fuel oil spill containment is required on all fuel oil fill lines serving tanks larger than 660 gallons. (Per section 1305.5.6 of the NYC code). Being that the fuel oil has bee changed and the burner was changed, the approved containment should have been upgraded and containment needs to be added.



- i. A boiler service company should also be contracted to perform a test on the overall boiler. A report will be issued by the company indicating any necessary valves, controls, burner operation and also review the interior physical shape of the exchanger tubes inside the boiler for a complete conditions report.
- j. The existing boiler Emergency Shut-off switch needs to be changed out to meet the requirements of NYC. This can be a break glass type switch with a small hammer attached to break the glass and immediately shut down the boiler in case of emergency.
- k. A separate heater should be provided in the water tank room to protect all from freezing.
- l. The open DOB boiler applications should be reviewed and have closed out if possible. It should be verified that all inspections are completed to date and signed off and approved by the DOB.
- m. Below is a description of several options that ties into any cooling systems selected. Refer to cooling systems for detailed description of each option. Pending on what option is selected each has different code required implications on the existing conditions.

## 2. Cooling System

Below is a description of several types of air conditioning systems that can be implemented into the school. Of course each has a cost associated and all depends on actual budget. These systems were selected for options as they mostly are the more inexpensive ones as well as more flexible when it comes to cost and amount of installation at one time. These options allow for phasing of installation which can be directly associated to first cost available. When any type of mechanical cooling is added to the space mechanical ventilation is then required by code. The following is a summary of these systems:

### Option #1: Leave as No Air Conditioning for classrooms/office areas

- No mechanical cooling for classrooms. This is acceptable to code as long as the open operable window area meets the requirements of the NYC code. It is assumed at this time, this is met since it exists this way and has been approved initially.

### Option #2: Window type air cooled air conditioning units:

- Provide mechanical cooling for classrooms. Use of simple window type units. Once mechanical cooling is provided to occupied spaces, mechanical ventilation is required. Add in mechanical ventilation under this scenario.
- Provide mechanical cooling for classrooms and corridors. Install D/X cooling in rooftop units to deliver and supply 100% outside air to occupied spaces and corridor spaces via duct systems.



**Option #3** Variable Refrigerant Flow (VRF) type air cooled split air conditioning units (ductless)

- Provide mechanical cooling for classrooms. VRF type units as manufactured by Daiken or Mitsubishi. Run refrigeration piping from outdoor units to indoor units. This system allows for several indoor units to operate off one single outdoor unit. This is what makes the difference from the standard split air conditioning system.
- Once mechanical cooling is provided to occupied spaces, mechanical ventilation is required. Add in mechanical ventilation under this scenario. Provide mechanical cooling for classrooms and corridors. Install D/X cooling in rooftop units to deliver and supply 100% outside air to occupied spaces and corridor spaces via duct systems.

Please note:

The above systems can be phased in on a "Need be" basis all pending first cost budgets and architectural changes to building.

Pending scope and budget it also should be reviewed if adding air conditioning to just office and administrative areas and/or "IT" closets with equipment.

There are also much more sophisticated, more energy efficient and better environmental control options if you want to look at but also a significant increase in upfront capital cost (e.g.: condenser water and chiller systems).

### 3. Ventilation Systems

Based on the air conditioning options described above, below is a description of the scope required to render ventilation up to code. Please note that pending the actual scope of work decided to be performed at any one time in the school, may and can change the options described. NYC code allows to grandfather items that are not being touched, however, sometimes can trigger a different scope of work. This needs to be re-evaluated pending the scope determined later on.

**Option #1:** Leave as No Air Conditioning for classrooms/office areas

- If no mechanical cooling is added, no mechanical ventilation is required for occupied areas such as the classrooms and office spaces. All ventilation is performed by Natural ventilation thru operable code windows. This is code acceptable and approved. This is the present set up.
- Corridor spaces (per the new code) require separate mechanical ventilation regardless of occupied areas. However, based on not performing any major work, no system needs to be added.



**Option #2** Window type air cooled air conditioning units:

- Mechanical ventilation will need to be added. New gas fired rooftop unit(s) with DX cooling will need to be added with ductwork to each occupied space.
- Corridor spaces will require separate mechanical ventilation. A 100% dedicated outside air unit with ductwork distribution to corridor will be required to be added

**Option #3** Variable Refrigerant Flow (VRF) type air cooled split air conditioning units (ductless)

- Mechanical Ventilation will need to be added. Upon installing mechanical cooling, mechanical ventilation will be required per code. Natural ventilation is no longer acceptable. New gas fired package rooftop unit(s) with DX cooling for ventilation load will need to be added with ductwork to each occupied space being air conditioned
- Corridor spaces will require separate mechanical ventilation. A 100% dedicated outside air unit with ductwork distribution to corridor will be required to be added.
- If any changes to the gas service is performed, than adequate ventilation will be required to the gas meter room. See gas meter recommendations for description of possible work pending options selected above

**4. Exhaust Systems**

- a. Provide adequate and exhaust fan(s) with proper controls for "IT" room. Discharge needs to terminate to the outdoors. This provides adequate control on moisture removal to the outdoors and not internal building space.
- b. Install code required kitchen exhaust hood with code required life safety fire agent system and controls over the commercial kitchen range. All grease duct to be black iron steel and terminate to the outdoors per code. Roof discharge is recommended. If out and exterior wall, it must meet all code requirements pertaining to side wall discharge with property lines and fire rating protection.
- c. Toilet rooms can stay "as-is". However it is an option to add mechanical exhaust fans discharging to the outdoors for better affect.

**5. Controls**

- a. Pending the option described above, the controls will all be local for the air conditioning in the future. Heating will remain "as-is"
- b. Another option for the heating is to provide Dan Foss controls on each of the radiators. As this type of system typically provides plenty of heat and usually overheats the space. Per the new energy code, opening windows to cool a space down when the heat is on overload is not acceptable. However, since the heating is not being refurbished, the present set up is acceptable

**B. ELECTRICAL****1. Power Distribution**

- a. Replace existing distribution panel, boiler room panel, kitchen panel, second floor panel and stage panel with new. The distribution panel will need to be relocated to the space at the rear of the boiler room.
- b. The distribution feeders to the panels are old. It is recommended to have the wiring tested with a 1,000 volt megohmmeter and replace all wiring that fails testing.
- c. It needs to be finalized and determined how the separate building space that is NOT intended to be a part of the lease agreement will be sub-metered or rent inclusive when it comes to the electric bills.

**2. Emergency Power**

- a. Increase the number of emergency light fixtures throughout including all common areas, corridors and toilets.

**3. Miscellaneous Comments**

- a. Dependant on extent of upgrades and renovation the existing electric service may require upgrading. Additional space would be required for this upgrade.
- b. In the HVAC above regarding option #2&3 cooling, any upgrades or installation of air conditioning will require an electric service upgrade as the existing service is not adequate.

**4. Fire Alarm System**

- a. Assuming the existing fire alarm system has a "NYCFD Letter of Approval" and no changes are being made to the school that requires the existing fire alarm control panel to be modified, then the existing fire alarm system can remain but is recommended that the system be tested for full operation. If a single device is added or requires modification to the fire alarm panel to connect, then the fire alarm system will be required to be brought up to current code. It is recommended to verify with your insurance provider if upgrading the fire alarm system is a condition of there policy.
- b. It should be noted that while there are no area smoke detection located in any utility rooms, electric room, boiler rooms, etc per the old code, they are recommended to be installed. However, installing these devices would then require an upgrade of the fire alarm system to current code.



### C. PLUMBING SYSTEMS

#### 1. General

- a. Overall plumbing distribution was in fair shape. Most of it was exposed to the in the toilet rooms. No recommendations are required for the domestic hot water system. All visually seemed in good condition.

#### 2. Sanitary and Storm

- a. The addition of a grease trap will be required to accommodate the 3 compartment sink per NYC code requirements.
- b. Storm and sanitary systems is estimated to be the age of the building. Some storm piping was noticed to be fixed in place. Any concerns with these systems can not be seen visually from the outside. If other evaluation is preferred a video scoping company can be brought in the send a scope down inside the piping systems to see the conditions of the pipe and any possible blocking issues.

#### 3. Domestic Water System

- a. It is recommended that the roof tank be verified and scoped for internal condition. An outside roof tank maintenance company can provide that information as to the internal conditions.
- b. More and additional insulation should be installed on the water piping in the tank room with heat tracing and alarms if the room is not heated separately.
- c. The existing domestic cold water is now required by the DEP to be protected by an approved backflow preventer device and needs to be installed. The device will require drawings to be filed with the DOB and DEP. The DEP had on record that there where 3 separate services existing. Only one was visually observed. If there are any further water services that might not have been seen during the walk thru, then each water service is required to have the approved backflow installed and approved at this time. Proper inspections are required to obtain approval. Before the installation a "Hydrant Flow Test" will need to be requested (with the associated fees) to the Water Department. Upon receiving the results, a determination can be provided if a domestic booster pump will be required as the backflow preventer has a pressure drop associate with it that might hinder the operation of the existing domestic service and adequate pressure requirements to work properly with the roof tank. This will need to be determined. It needs to be finalized and determined how the separate building space that is NOT intended to be a part of the lease agreement will be sub-metered or rent inclusive when it comes to the water bills.



It is recommended that water service be tested for lead. Upon results of such test, determination needs to be made if the water meets the requirements of the EPA for minimal lead or contaminants. If not, this entire lead pipe system will be required to be replaced with new copper pipe to meet current standards.

#### 4. Natural Gas System

It needs to be finalized and determined how the separate building space that is NOT intended to be a part of the lease agreement. Gas needs to be included in the rent when it comes to the gas utility cost. Gas can not be separately metered.

Based on the option descriptions provided in the heating and cooling sections, gas scope of work will also be affected as follows.

**Option #1:** Leave as No Air Conditioning for classrooms/office areas.

- No change to the gas service is required if this option is implemented

**Option #2:** Window type air cooled air conditioning units

- Under this option, the gas service will most likely not be adequate to accommodate the new added gas fired 100% outside air supply units. A new gas load letter with the spaces new requirements will need to be sent to the local utility company. Most likely an increased gas service to the building will be required. Upon increasing the service a new separate gas meter room with adequate ventilation will be required to be added. As well, new gas piping distribution to added gas fired rooftop ventilation units

**Option #3:** Variable Refrigerant Flow (VRF) type air cooled split air conditioning units (ductless)

- Under this option, the existing gas service will most likely not be adequate to accommodate the new added gas fired 100% outside air supply units. A new gas load letter with the spaces new requirements will need to be sent to the local utility company. Most likely an increased gas service will need to be brought to the building. This will be determined via the utility company. Upon increasing the service a new separate gas meter room typically is required by the utility company with adequate venting.



#### 5. Plumbing Fixture

- a. It is recommended to update all plumbing faucets and flush valves with fixtures to meet water conservation energy codes with required low flow type fixtures.
- b. Add drinking fountains back into the school and re-connect

#### D. FIRE PROTECTION SYSTEMS

1. All fire extinguishers should very verified for full charge and operation
2. Sprinkler: Assuming no changes are being made to the school, the school can remain without sprinkler. Per the 2008 NYC current code section 903.2.2-1&2, all Group E (Educational group) Automatic sprinkler systems would be required if
  - Fire areas greater than 20,000 square feet
  - Every portion of educational buildings below the level of exit discharge

Based on the information we have to date and assumption of the minimal scope of work in this educational facility, per the code, the school does not require an automatic sprinkler system under the new code. Based on the minimal scope of work or "as-is" conditions, the school is presently grandfathered under the old code from installing sprinkler. However, a complete survey and verification of the schools floor areas have to be completed in order to make final determination. If major work is performed and the schools floor and fire areas are greater than 20,000 SF sprinkler will need to be provided under the basis of the new code

3. Standpipe: Assuming no changes are being made to the school, than the school can remain without standpipe. However, if a change of occupancy or major changes and construction to the school were to occur, then per 2008 NYC current code section 905.6-3, in buildings of any floor area having an occupant load of 30 or more that is located 55 feet or more above the lowest level of fire department vehicle access. From the information we have to date on the building, it appears to meet the height restriction and would require a fire standpipe system to be installed based on the minimum scope of work. The existing elevations of this building and its floors still need to be established for final recommendation
4. Assuming no changes are being made to the school, the fire protection system can remain as-is per the current code. It is recommended to verify with your insurance provider if adding and installing the fire protection system is a condition of there policy



Mechanical Pictures:



Picture M- 1



Picture M-2

**Lilker**



Picture M-3



Picture M-4

**Lilker**



Picture M-5



Picture M-6



Picture M-7



Picture M-8



Picture M-9



Picture M-10a



Picture M-10b



Picture M-11

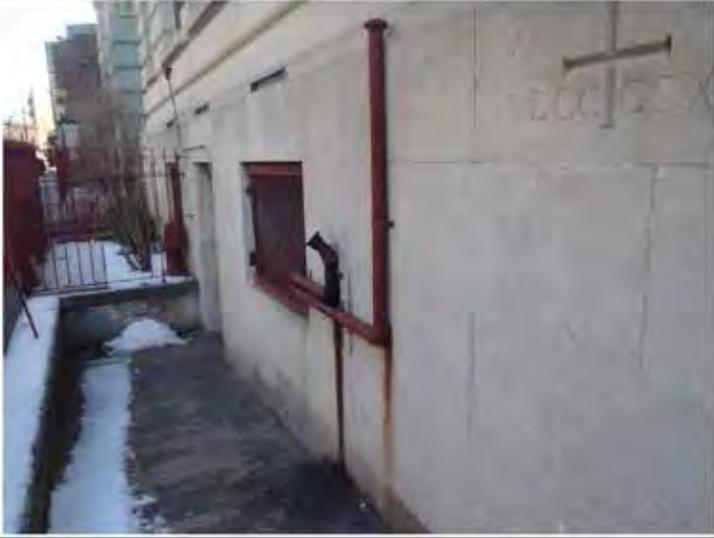
*Lilker*

	<p>Picture M-12</p>
	<p>Picture M-13</p>

**Lilker**

	<p>Picture M-14</p>
	<p>Picture M-15</p>



 A photograph showing the exterior of a light-colored building. A prominent red vertical pipe runs along the wall. To the left, there is a window with a dark frame. The ground in the foreground is covered with snow and ice, suggesting a winter setting. A metal fence is visible in the background.	<p>Picture M-16</p>
 A photograph of an open electrical control panel. The panel is filled with several rows of relays and electrical components. Wires are connected to the terminals. The panel is mounted on a wall, and a yellow folder or document is visible on a surface in the foreground.	<p>Picture E-1</p>



Picture E-2



Picture E-3

*Lilker*

	<p>Picture E-4</p>
	<p>Picture E-5</p>

*Lilker*

	<p>Picture E-6</p>
	<p>Picture E-7</p>

*Lilker*

	<p>Picture E-8</p>
	<p>Picture E-9</p>

*Lilker*

	<p>Picture E-10</p>
	<p>Picture E-11</p>

**Lilker**

	<p>Picture E-12</p>
	<p>Picture E-13</p>

*Lilker*



Picture E-14



Picture P-1



Picture P-2



Picture P-3

*Lilker*



Picture P-4



Picture P-5



Picture P-6



Picture P-7



	<p>Picture P-8</p>
	<p>Picture P-9</p>



Picture P-10



Picture P-11

*Lilker*



Below are gas and electric utility bills (Con Edison) for the Our Lady of Mercy School, a schedule of gas and electric expenses over the past year, and the oil expenses from the past 2 years:



ON IT. Working for you 24/7.

**OUR LADY OF MERCY**

Your account number: 32-6271-9005-0000-4

Service delivered to: 2496 MARION AVE SCHL

Your electric rate: EL1 Residential or Religious  
Your gas rate: GS1 Residential or Religious

Next meter reading date: Thursday, Oct 24, 2013

Avoid estimated bills - please give us access to read your meter.

**Your billing summary as of Sep 25, 2013**

**Your previous charges and payments**

Total charges from your last bill	\$1,085.35
Payments through Sep 23, thank you	-\$1,085.35

Remaining balance None

**Your new charges - details start on page 2**

Billing period: Aug 23, 2013 to Sep 24, 2013

Electricity charges - for 32 days	\$1,177.25
Gas charges - for 32 days	\$48.45

Total new charges \$1,225.70

**Total amount due \$1,225.70**

Direct Payment Plan - Do not mail a payment. The amount of \$1,225.70 will be automatically deducted from your bank on Oct 7, 2013.

*EFT 32235  
10/5/13*

**Message Center**

AN OPPORTUNITY TO SAVE Save energy, save money, help the environment and receive rebates for energy-efficient heating and cooling equipment for your home. For more information call 1-877-870-6118.

Con Edison's offices will be closed Monday, October 14, in observance of Columbus Day. In the event of an emergency, our call center is available 24 hours a day, every day, including the holiday. However, we will experience very high call volumes on Tuesday, October 15. You can avoid an extended wait by not calling on that day.

VISIT MY ENERGY TOOLKIT Visit [www.coned.com/customercentral](http://www.coned.com/customercentral) and select My Energy Toolkit. Then, use the new calculators to estimate your savings when you "go green" and conserve energy.

**Contact us 24 hours a day, 7 days a week**

To report a service problem, call 1-800-75-CONED (1-800-752-6633) or visit [www.conEd.com](http://www.conEd.com)

Visit [www.conEd.com](http://www.conEd.com)  
 For payments, visit [www.conEd.com](http://www.conEd.com) or call 1-888-925-5016

Con Edison  
Cooper Station  
P.O. Box 138  
New York, NY 10276-0138

For other information, call 1-800-75-CONED (1-800-752-6633)

Wondering if you can get a better deal on your energy needs? Explore your choices at [www.PowerYourWay.com](http://www.PowerYourWay.com).

Page 1 of 3



**Direct Payment Record**

Your account number: 32-6271-9005-0000-4

Total amount due: \$1,225.70

The amount of \$1,225.70 will be automatically deducted from your bank on Oct 7, 2013.

OUR LADY OF MERCY  
SCHOOL  
2510 MARION AVE  
BRONX NY 10458

Direct Payment Plan  
Do not mail a payment



97  
0014499

326271900500004 50000122570 50000122570





ON IT. Working for you 24/7.

Name: OUR LADY OF MERCY

Account number: 32-6271-9005-0000-4 Billing period ending: Sep 24, 2013

Page 3 of 3

### Your gas charges

These charges are for the gas you used (supply) and getting that gas to you (delivery). Rates are based on a 30 day period. When your billing period is more or less than 30 days, we prorate your bill accordingly.

<b>Gas you used during this 32 day billing period from Aug 23, 2013 to Sep 24, 2013</b>	
Rate: GS1 Residential or Religious	Meter# 3157157
Gas meters measure the volume of natural gas used in hundred cubic feet (ccf). Gas usage is billed in therms, the heat content of gas. The therm conversion factor converts ccf into therms.	
Sep 24, 13 actual reading	5554
Aug 23, 13 actual reading	<del>5536</del>
Usage in ccf	18 ccf
Therm conversion factor	X1.030
<b>Your gas use</b>	<b>19 therms</b>

#### ► Your supply charges

Supply 19 therms @38.2105¢/therm	\$7.26
Charge for the gas supplied to you by Con Edison.	
Merchant function charge	\$0.91
Charge associated with procuring and storing natural gas, credit and collection related activities and uncollectible accounts.	
GRT & other tax surcharges	\$0.20
Taxes on Con Edison gross receipts from sales of utility services and other tax surcharges.	
<b>Total supply charges</b>	<b>\$8.37</b>

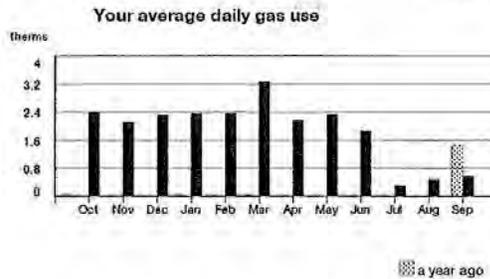
Your total gas supply cost for this bill is 44.0¢ per therm. You can compare this price with those offered by energy services companies (ESCOs). For a list of ESCOs, visit [www.PowerYourWay.com](http://www.PowerYourWay.com) or call 1-800-760-2884.

#### ► Your delivery charges

Basic service charge (includes first 3.2 therms)	\$20.36
Charge for basic system infrastructure and customer-related services, including customer accounting, meter reading and meter maintenance. A billing and payment processing charge of \$0.52, which may be avoided by switching to an energy services company (ESCO), is also included.	
Remaining 15.8 therms @01.5823¢/therm	\$14.47
Charge for maintaining the system through which Con Edison delivers gas to you.	
Monthly rate adjustment @7.8421¢/therm	\$1.49
Adjustment for miscellaneous costs and credits, and from October through May, for the effect of variation from normal weather.	
SBC @1.8421¢/therm	\$0.35
The System Benefits Charge funds New York State environmental and other related public policy programs.	

Temporary NY State Surcharge @8.1579¢/therm	\$1.55
Covers new fees imposed by the state.	
GRT & other tax surcharges	\$1.80
See earlier definition.	

<b>Total delivery charges</b>	<b>\$40.08</b>
<b>►► Total gas charges</b>	<b>\$48.45</b>



**OUR LADY OF MERCY  
UTILITY BILLS**

9/25/13  
8/23/13 – 9/24/13  
Electricity \$1,177.25  
Gas \$ 48.45

Total: \$1,225.70

8/26/13  
7/25/13 – 8/23/13  
Electricity \$1,046.33  
Gas 39.02

Total: \$1,085.35

7/26/13  
6/25/13 – 7/25/13  
Electricity \$1,353.80  
Gas 31.97

Total: \$1,385.77

6/26/13  
5/24/13 – 6/25/13  
Electricity \$2,273.02  
Gas 116.21

Total: \$2,389.23

5/28/13  
4/25/13 – 5/24/13  
Electricity \$1,981.69  
Prev. 230.32

Total: \$2,212.01

5/30/13  
4/8/13 – 4/25/13  
Electricity \$972.81

5/2/13  
3/27/13 – 4/8/13  
Electricity \$631.83

4/26/13  
3/27/13 – 4/25/13  
Electricity \$1,705.70  
Gas 124.19

Total: \$1,829.89

4/2/13  
2/26/13 – 3/27/13  
Electricity \$1,802.60  
Gas 178.02

Total: \$1,980.62

2/27/13  
1/25/13 – 2/26/13  
Electricity \$2,362.63  
Gas 143.84

Total: \$2,506.47

1/28/13  
12/26/12 – 1/25/13  
Electricity \$2,155.45  
Gas 134.11

Total: \$2,289.56

12/27/12  
11/26/12 – 12/26/12  
Electricity \$1,710.54  
Gas 132.46

Total: \$1,843.00

11/27/12  
10/24/12 – 11/26/12  
Electricity \$2,165.53  
Gas 130.79

Total: \$2,296.32

10/25/12  
9/24/12 – 10/24/12  
Electricity \$1,867.63  
Gas 125.21

Total: \$1,992.84

9/25/12  
8/23/12 – 9/24/12  
Electricity \$2,201.85  
Gas 84.12

Total: \$2,285.97

**View Accounts (By Period)  
Our Lady of Mercy School**

An asterisk before Description indicates Inactive Account  
From Period: 1 (09/01/2013) to 7 (03/31/2014)

GL Account #	Description	Begin Balance	Debits	Credits	End Balance
7601-000-20-65-00	Fuel	0.00	19291.14	0.00	19,291.14
Date	Jrnl Acct	Check/Deposit #	Vendor/Employee	Reference	Amount
12/04/2013	AP	1 2001	Castle Oil	Fuel - School	5216.10
01/08/2014	AP	1 2001	Castle Oil	Fuel - School	3839.78
02/21/2014	AP	1	Castle Oil	Fuel - School	5543.76
02/21/2014	AP	1	Castle Oil	Fuel - School	4691.50
<b>Beginning Budget</b>					0.00
<b>YTD Ending Budget</b>					17,500.00
<b>Total Annual Budget</b>					30,000.00
<b>Remaining Budget Balance</b>					10,708.86

5 Records Selected

**View Accounts (By Period)  
Our Lady of Mercy School**

An asterisk before Description indicates Inactive Account  
From Period: 1 (09/01/2012) to 12 (08/31/2013)

GL Account #	Description	Begin Balance	Debits	Credits	End Balance
7601-000-20-65-00	Fuel	0.00	45369.66	0.00	45,369.66
Date	Jrnl Acct	Check/Deposit #	Vendor/Employee	Reference	Amount
11/15/2012	AP	1 1325	Castle Oil		5014.39
12/13/2012	AP	1 1355	Castle Oil	Acct #42792000	5945.82
01/14/2013	AP	1 1380	Castle Oil	Acct#42792000	5756.61
02/11/2013	AP	1 1398	Castle Oil	Acct#42792000	8015.79
02/28/2013	AP	1 1390	Castle Oil	Acct#42792000	7721.40
03/06/2013	AP	1 1398	Castle Oil	Fuel	7460.00
03/28/2013	AP	1 1417	Castle Oil	Acct 42792000	5455.65
<b>Beginning Budget</b>					0.00
<b>YTD Ending Budget</b>					60,000.00
<b>Total Annual Budget</b>					60,000.00
<b>Remaining Budget Balance</b>					14,630.34

8 Records Selected

# Certificate of Fire Resistance

**To:** Our Lady of Mercy School  
2510 Marion Ave.  
Bronx, NY 10458

This is to certify that the following items have been flame-retarded:  
At the above location, on the Stage: 2-Main Curtains each 22'x 14' Blue with 1-matching valance 42"x 3' Blue, 6-side curtains each 9'x 14' Black, 2-Back curtains each 18'x 14', 2-Valances each 42'x 4'. All the above are lined with Black vinyl. Total Square Feet treated 2,338.....

**EXCEPTIONS:** Under no Circumstances will Northeast Fireshield, Inc. assume liability for the Flammability of items cleaned or which a flammable coating has been applied. If items are cleaned, re-application is required by law.

With the flame-retardant product: **INSPECTA-SHIELD PLUS®**  
City of New York Fire Department Certificate of Approval Number 5027

Class A as per NFPA-701 Test.....  
And is rated: New York City MEA # 314-86-M.....

Certificate Number: **FDNYC: Certificate of Fitness #62859509** Date: 10/09/2012  
Expires 10/09/13  
**Northeast Fireshield, Inc. Certificate of Flameproofing #3691012**  
This Certificate of Flameproofing Expires on 10/10/2015



## NORTHEAST FIRESHIELD, INC.

ANGELA M. LORENZO Fabrics, Construction Materials, Thermal Barriers  
NOTARY PUBLIC, State of New York 25 Carlough Road  
Qualified in Suffolk County Bohemia, New York 11716  
No. 01108045836 (631) 563-0960 • (631) 563-0965  
Commission Expires on 7/31

*Angela M. Lorenzo*  
Notary Public

Duly sworn before me  
on the 10<sup>th</sup> day of  
October, 2012  
*Edward Hovaneč*  
Edward Hovaneč/Applicator

Archdiocesan Building Commission



Bishop Fearn Building  
201 Seminary Avenue  
Yonkers, NY 10704

# Invoice

Date	Invoice #
5/3/2013	4484

<b>Bill To</b>
Our Lady of Mercy School 2512 Marion Avenue Bronx, NY 10458

Terms	Project
Net 30	0212-13-SC-20200-03

Item	Description	Total %	Est Amt	Prior Amt	Amount
Asbestos Inspe...	<p>ASBESTOS COMPLIANCE PROGRAM - SIX-MONTH PERIODIC SURVEILLANCE/ASBESTOS COMPLIANCE PROGRAM dated 04/18/2013</p> <p>Attached to this invoice is your Mgmt. Plan and Inspection Report. Please keep this document safe and readily available for inspection.</p> <p>Additionally if you have questions in regard to this report please feel free to contact John Soter, VP of Adelaide Environmental Health Associates, Inc. at (845) 278-7710.</p>	100.00%	350.00		350.00

*(R) 5/16/13*

Should you have any questions please contact Kevin Shaughnessy at 914-584-2376.

<b>Total</b>	\$350.00
<b>Payments/Credits</b>	\$0.00
<b>Balance Due</b>	\$350.00

Phone #	Fax #
914-476-1058	914-376-0610



1511 Route 22, Suite C24, Brewster, NY 10509  
Phone: 845.278.7710 Fax: 845.278.7750

Metro Center, 49 Court Street, Binghamton, NY 13901  
Phone: 607.722.6839 Fax: 607.771.0752

1207 Delaware Avenue, Buffalo, NY 14209  
Phone: 716.402.4580 Fax: 716.877.9570

Email: adelaidemail@adelaidelc.com

ARCHDIOCESE OF NEW YORK  
ASBESTOS HAZARD EMERGENCY RESPONSE ACT – AHERA  
ASBESTOS PERIODIC SURVEILLANCE REPORT

Parish Number: 212  
School: Our Lady of Mercy  
Address: 2510 Marion Avenue  
Bronx, New York 10458  
Telephone: (718) 367-0237  
Principal: Ms. Denise O'Connell  
Survey Date: April 18, 2013

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Asbestos and Lead Consulting • Hazardous Material Investigations • Indoor Air Quality Assessments  
Mold/Bacteria Consulting • Industrial Hygiene Investigations • OSHA Compliance Monitoring

**Asbestos Containing Material Repair List**

SCHOOL NAME: Our Lady of Mercy CODE #: 212  
 ADDRESS: 2510 Marion Ave DATE: 4/18/2013  
Bronx, NY 10458

Space Number	ACM	Amount	Repair/Remove
<b>High Priority Repair/Remove</b>			
1001	CementFittings	2 Fittings	Repair
2012	AC Pipe Insulation	5LF	Repair
2014	AC Pipe Insulation	2LF	Repair
2019	AC Pipe Insulation	1LF	Repair
2024	AC Pipe Insulation	4LF	Repair
2025	CementFittings	2 Fittings	Repair
<b>Medium Priority Repair/Remove</b>			
2008	12x12 Floor Tile	120SF	Remove
<b>Low Priority Repair/Remove</b>			
2009	Floor Tiles	60SF	Repair
3012	12x12 Floor Tile	75SF	Repair

NEW YORK ARCHDIOCESE  
PERIODIC ASBESTOS SURVEILLANCE REPORT

SCHOOL NAME:	<u>Our Lady of Mercy</u>	CODE #:	<u>212</u>
ADDRESS:	<u>2510 Marion Avenue</u>	DATE:	<u>4/18/2013</u>
	<u>Bronx, NY 10458</u>		
LEA DESIGNEE:	<u>Ms. Denise O'Connell</u>	CERTIFICATE:	<u>06-09124</u>
INSPECTOR:	<u>Robert See</u>	APPROVAL:	<u>Ms. Denise O'Connell</u>
PRINCIPAL:	<u>Ms. Denise O'Connell</u>		

MANAGEMENT PLAN CHECKLIST

NOTICE TO PARENTS:	LAST DATE:	<u>5/8/2012</u>
WARNING LABELS POSTED:		<u>Yes</u>
CUSTODIAN AWARENESS TRAINING:		<u>Not Yet</u>

SITE INSPECTION CHECKLIST

ROOM #	ACM	AMOUNT	DAMAGE	CONDITION	CLASSIFICATION	RESPONSE ACTION
2010	AC Pipe Insulation	125	None	Intact	7	Moderate/Observe
2010	Cement Fittings	21	None	Intact	7	Moderate/Observe
2010	12"x12" Floor Tile	500 SF	None	Intact	5	Low/Observe
2011	AC Pipe Insulation	260	None	Intact	7	Moderate/Observe
2011	Cement Fittings	45	None	Intact	7	Moderate/Observe
2012	AC Pipe Insulation	12	5 LF	exposed ends and separated seams.	1	Remove/Repair
2012	Vinyl Asbestos Tiles	150	20SF	Broken tiles	5	Low/ Repair/Remove
2013	AC Pipe Insulation	12	None	Intact	7	Moderate/Observe
2013	Vinyl Asbestos Tiles	120	None	Intact	5	Low/Observe
2014	AC Pipe Insulation	55	2 LF	Intact - Minor tear & (2) separation of seams	1	High/Repair/Remove
2014	Cement Fittings	18	None	Intact	1	Moderate/Observe
2016	Cement Fittings	Not Visible				Possible Above Ceiling
2017	AC Pipe Insulation	30	None	Chipped cover intact insulation	1	Moderate/Observe
2017	Vinyl Asbestos Tiles	240	None	Intact	5	Low/Observe
2018	Cement Fittings	Not Visible				Possible Above Ceiling
2018	AC Pipe Insulation	Not Visible				Possible Above Ceiling

See Legend of Terms  
for explanation of items

NEW YORK ARCHDIOCESE  
PERIODIC ASBESTOS SURVEILLANCE REPORT

SCHOOL NAME:	<u>Our Lady of Mercy</u>	CODE #:	<u>212</u>
ADDRESS:	<u>2510 Marion Avenue</u>	DATE:	<u>4/18/2013</u>
	<u>Bronx, NY 10458</u>		
LEA DESIGNEE:	<u>Ms. Denise O'Connell</u>	CERTIFICATE:	<u>06-09124</u>
INSPECTOR:	<u>Robert See</u>	APPROVAL:	<u>Ms. Denise O'Connell</u>
PRINCIPAL:	<u>Ms. Denise O'Connell</u>		

MANAGEMENT PLAN CHECKLIST

NOTICE TO PARENTS:	LAST DATE:	<u>5/8/2012</u>
WARNING LABELS POSTED:		<u>Yes</u>
CUSTODIAN AWARENESS TRAINING:		<u>Not Yet</u>

SITE INSPECTION CHECKLIST

<u>ROOM #</u>	<u>ACM</u>	<u>AMOUNT</u>	<u>DAMAGE</u>	<u>CONDITION</u>	<u>CLASSIFICATION</u>	<u>RESPONSE ACTION</u>
2019	AC Pipe Insulation	60	1 LF	Intact - Minor separation in cover	1	Moderate/Repair/Remove
2019	Cement Fittings	17	None	Intact	7	Moderate/Observe
2020	AC Pipe Insulation	30	None	Intact	7	Moderate/Observe
2020	Cement Fittings	11	None	Intact	7	Moderate/Observe
2022	AC Pipe Insulation	45	None	Intact	7	Moderate/Observe
2022	Cement Fittings	12	None	Intact	7	Moderate/Observe
2023	AC Pipe Insulation	15	None	Intact	7	Moderate/Observe
2023	Cement Fittings	1	None	Intact	7	Moderate/Observe
2024	AC Pipe Insulation	60	4 LF	Intact - Loose and Missing Cover	1	High/Repair/ Remove
2024	Cement Fittings	11	None	Intact	7	Moderate/Observe
2025	AC Pipe Insulation	Not Visible		Removed no longer there		Provide Documentation
2025	Cement Fittings	2	2 Fittings	Impact Damage	1	High/Remove/Repair
3000	AC Pipe Insulation	60 Only found 50	None	Intact	7	Provide Documentation Moderate/Observe
3000	Cement Fittings	16	None	Intact	7	Moderate/Observe
3002	AC Pipe Insulation	70	None	Intact	7	Moderate/Observe
3002	Cement Fittings	16	None	Intact	7	Moderate/Observe
3006	AC Pipe Insulation	50	None	Intact	7	Moderate/Observe
3006	Cement Fittings	13	None	Intact	7	Moderate/Observe
3007	AC Pipe Insulation	50	None	Intact	7	Moderate/Observe

See Legend of Terms  
for explanation of items

NEW YORK ARCHDIOCESE  
PERIODIC ASBESTOS SURVEILLANCE REPORT

SCHOOL NAME:  
ADDRESS:  
  
LEA DESIGNEE:  
INSPECTOR:  
PRINCIPAL:

Our Lady of Mercy  
2510 Marion Avenue  
Bronx, NY 10458  
Ms. Denise O'Connell  
Robert See  
Ms. Denise O'Connell

CODE #: 212  
DATE: 4/18/2013  
  
CERTIFICATE: 06-09124  
APPROVAL: Ms. Denise O'Connell

MANAGEMENT PLAN CHECKLIST

NOTICE TO PARENTS: LAST DATE: 5/8/2012  
WARNING LABELS POSTED: Yes  
CUSTODIAN AWARENESS TRAINING: Not Yet

SITE INSPECTION CHECKLIST

ROOM #	ACM	AMOUNT	DAMAGE	CONDITION	CLASSIFICATION	RESPONSE ACTION
3007	Cement Fittings	16	None	Intact	7	Moderate/Observe
3009	AC Pipe Insulation	6 LF	None - Found			Provide Documentation
3009	Cement Fittings	1	None - Found			Provide Documentation
3010	AC Pipe Insulation	50	None	Intact	7	Moderate/Observe
3010	Cement Fittings	15	None	Intact	7	Moderate/Observe
3012	AC Pipe Insulation	55	None	Intact	7	Moderate/Observe
3012	Cement Fittings	16 Fittings	None		7	Moderate/Observe
3012	12"x12" Floor Tile	800 SF	75 SF	Broken tiles	5	Low/Repair/Remove
4000	AC Pipe Insulation	55	None	Intact	7	Moderate/Observe
4000	Cement Fittings	14	None	Intact	7	Moderate/Observe
4001	AC Pipe Insulation	32-15 = 17LF	None	Intact-partial removal		Provide Documentation Moderate/Observe
4001	Cement Fittings	16 - 8 = 8Fittings	None	Intact-partial removal		Provide Documentation Moderate/Observe
4006	AC Pipe Insulation	55	None	Intact	7	Moderate/Observe
4006	Cement Fittings	16	None	Intact	7	Moderate/Observe
4007	AC Pipe Insulation	58		No access		Provide Access
4007	Cement Fittings	16		No access		Provide Access
4010	AC Pipe Insulation	48	None	Intact	7	Moderate/Observe
4010	Cement Fittings	14	None	Intact	7	Moderate/Observe
4012	AC Pipe Insulation	50	None	Intact	7	Moderate/Observe
4012	Cement Fittings	16	None	Intact	7	Moderate/Observe
4013	AC Pipe Insulation	16 Fittings		Intact	7	Moderate/Observe

See Legend of Terms  
for explanation of items

NEW YORK ARCHDIOCESE  
PERIODIC ASBESTOS SURVEILLANCE REPORT

SCHOOL NAME:	<u>Our Lady of Mercy</u>	CODE #:	<u>212</u>
ADDRESS:	<u>2510 Marion Avenue</u>	DATE:	<u>4/18/2013</u>
	<u>Bronx, NY 10458</u>		
LEA DESIGNEE:	<u>Ms. Denise O'Connell</u>		
INSPECTOR:	<u>Robert See</u>	CERTIFICATE:	<u>06-09124</u>
PRINCIPAL:	<u>Ms. Denise O'Connell</u>	APPROVAL:	<u>Ms. Denise O'Connell</u>

MANAGEMENT PLAN CHECKLIST

NOTICE TO PARENTS:	LAST DATE:	<u>5/8/2012</u>
WARNING LABELS POSTED:		<u>Yes</u>
CUSTODIAN AWARENESS TRAINING:		<u>Not Yet</u>

SITE INSPECTION CHECKLIST

ROOM #	ACM	AMOUNT	DAMAGE	CONDITION	CLASSIFICATION	RESPONSE ACTION
4013	Cement Fittings	10				
4014	AC Pipe Insulation	58	None	Intact	7	Moderate/Observe
4014	Cement Fittings	16	None	Intact	7	Moderate/Observe
5000	AC Pipe Insulation	8	Not Seen			Provide Documentation
5001	AC Pipe Insulation	57	None	Intact	7	Moderate/Observe
5001	Cement Fittings	14	6 Fittings Found			Provide Documentation
5003	Vinyl Asbestos Tiles	16	None	Intact	5	Low/Observe
5006	AC Pipe Insulation	57	None	Intact	7	Moderate/Observe
5006	Cement Fittings	5	7 Fittings Found			Provide Documentation
5007	AC Pipe Insulation	20	None	Intact	7	Moderate/Observe
5007	Cement Fittings	16	3 Fittings Found			Provide Documentation
5009	AC Pipe Insulation	40	None	Intact	7	Moderate/Observe
5009	Cement Fittings	16	7 Fittings Found			Provide Documentation
5012	AC Pipe Insulation	6	None		7	Provide Documentation
5014	AC Pipe Insulation	57	None		7	Provide Documentation
5014	Cement Fittings	16	5 Fittings Found			Provide Documentation
5015	AC Pipe Insulation	28	None	Intact	7	Moderate/Observe
5015	Cement Fittings	7	None	Intact	7	Moderate/Observe
5016	AC Pipe Insulation	6	None	Intact	7	Moderate/Observe
5016	Vinyl Asbestos Tiles	72	None	Intact	5	Low/Observe
5017	AC Pipe Insulation	28	None	Intact	7	Moderate/Observe
5017	Cement Fittings	16	8 Fittings Found			Provide Documentation
5018	AC Pipe Insulation	40	None	Intact	7	Moderate/Observe
5018	Cement Fittings	4	None	Intact	7	Moderate/Observe

See Legend of Terms  
for explanation of items

NEW YORK ARCHDIOCESE  
 PERIODIC ASBESTOS SURVEILLANCE REPORT

SCHOOL NAME: Our Lady of Mercy CODE #: 212  
 ADDRESS: 2510 Marion Avenue DATE: 4/18/2013  
Bronx, NY 10458  
 LEA DESIGNEE: Ms. Denise O'Connell  
 INSPECTOR: Robert See CERTIFICATE: 06-09124  
 PRINCIPAL: Ms. Denise O'Connell APPROVAL: Ms. Denise O'Connell

MANAGEMENT PLAN CHECKLIST

NOTICE TO PARENTS: LAST DATE: 5/8/2012  
 WARNING LABELS POSTED: Yes  
 CUSTODIAN AWARENESS TRAINING: Not Yet

SITE INSPECTION CHECKLIST

<u>ROOM #</u>	<u>ACM</u>	<u>AMOUNT</u>	<u>DAMAGE</u>	<u>CONDITION</u>	<u>CLASSIFICATION</u>	<u>RESPONSE ACTION</u>
**	Terrazzo Floors	NQ	None	Intact	5	Low/Observe
*	Fire Doors	NQ	None	Intact	6	Low/Observe
<b>Comments:</b> All Fire doors are to be assumed positive until tested, Terrazzo Flooring is to be assumed positive until tested						

See Legend of Terms  
 for explanation of items

NEW YORK ARCHDIOCESE  
LEGEND OF TERMS

<b>Classifications Of Damaged ACBM</b> <small>(Asbestos Containing Building Materials)</small>	
1	Damaged or Significantly Damaged Thermal System Insulation ACM
2	Damaged Friable Surfacing ACM
3	Significantly Damaged Friable Surfacing ACM
4	Damaged or Significantly Damaged Friable Miscellaneous ACM
5	ACBM with potential for damage
6	ACBM with potential for significant damage
7	Any remaining friable ACBM or Friable suspected ACBM
<b>Response Actions Include Potentials for damage</b>	
<b>LOW</b>	Little or no potential for damage Continue Observations
<b>MODERATE</b>	Potential for damage is a concern plans to protect area should be implemented
<b>HIGH</b>	Potential for damage is of great concern and area
*	All Fire doors are to be assumed positive until tested
**	Terrazzo Flooring is to be assumed positive until tested
***	Ceiling tiles are to be assumed positive until confirmatory testing by TEM

**17. Food Services**

**Describe the plans for food services the charter school will provide.**

Regular healthy meals are essential for productive learning. Atmosphere Academy will provide daily breakfast, lunch and snacks to its students and educate them about the importance of nutritious and wholesome diets.

**Food Service Provider:** The school will contract with a food service provider to deliver prepared meals. A vendor analysis will be conducted using a request for proposals (RFP) process based on the following criteria:

1. cost,
2. menu options and nutrition,
3. equipment and staffing requirements,
4. vendor capacity,
5. education programming,
6. experience with charter schools, and
7. experience with federal meals programs.

The founders have researched a number of vendors that meet these criteria, including:

- **Butter Beans:** Butter Beans is the brainchild of local mothers and uses local, organic, seasonal food whenever possible. It offers tastings to schools to collaboratively build menus and its school lunch program includes wellness and food education initiatives. Butter Beans is used by other operating charter schools, such as PAVE Academy Charter School.
- **Revolutions Food:** The philosophy of Revolution Foods is “real food for all.” Fresh meals are prepared daily and include fresh fruit, a serving of vegetables and rBST-free milk with every meal. It maintains all equipment and operating food service areas. Revolution Foods education programming includes classroom instruction and hands-on activities to encourage student interest and involvement in healthy eating.
- **Red Rabbit:** Red Rabbit was founded in 2005 and is based in New York City. It provides meals cooked from scratch with ingredients from local farmers and suppliers and offers education about wellness, nutrition and healthy eating choices. Red Rabbit provides meals at or below the federal reimbursement rate; it works with about 80 public, charter and independent schools as well as Head Start Programs, serving more than 18,000 meals and snacks per day.

Based on evaluation of these vendors, Atmosphere is likely to work with Red Rabbit as its food service provider. Red Rabbit already has a NY DOH permit for its kitchen facility and its food preparation and delivery conform to applicable state and local health sanitation requirements. A Memorandum of Understanding demonstrates that Red Rabbit can prepare and deliver made-from-scratch breakfast, lunch and snacks for \$6.05 per student per day (see the “Response 24(b) – Supplemental Docs” section of this charter application). Red Rabbit will be responsible for preparing, delivering, and distributing meals; all food services staff in the school building will be required to pass a background check.

**Facility:** In order to use an outside food service provider, the school will work with the vendor and the NYC Department of Health and Mental Hygiene to be licensed and inspected (see Response 16(d) - Facilities Documents). The facilities currently under consideration already include kitchen and cafeteria

spaces. The decision to provide hot or cold meals will depend on equipment requirements and costs; the proposed budget includes \$1500 per month for leasing food services equipment.

**Free and Reduced Price Meals:** Atmosphere Academy will participate in the federal School Breakfast Program and the National School Lunch Program under the auspices of the United States Department of Agriculture (USDA) and the school's food services program will meet all nutritional requirements. The school will work diligently to identify students who are eligible for free and reduced price meals, ensure they complete the online School Meals Application form, and maintain accurate records of student eligibility. If warranted by a sufficiently high proportion of low-income students, the school will explore participation in the universal lunch program, which allows all students to eat free of charge. The school will also maintain copies of menus containing nutritional information for auditing purposes.

The school will utilize strategies promulgated by the Food Research and Action Center (FRAC) for improving access to healthy meals. FRAC has identified three primary barriers to enrolling students in subsidized meal programs: "the lack of awareness of the program (some families may have never qualified for free or reduced-price, school meals before), communication barriers between families and schools, and administrative hurdles to distributing and processing applications." To overcome these barriers, Atmosphere Academy will

1. utilize direct certification and categorical eligibility whenever possible
2. conduct an application campaign each summer as part of enrollment and orientation
3. conduct outreach throughout the year to encourage families to apply for free or reduced-price meals
4. encourage students to participate in breakfast program as well as the lunch program
5. hire bilingual staff and translate information and applications in other languages than English

Atmosphere Academy will bill parents and guardians in advance monthly; it will estimate actual meal participation and roll over the impact of overestimation or underestimation to the next pay cycle. The school will explore identification systems, such as card readers or fingerprint scanners, to allow students to register meals without the stigma of identifying their free or reduced price meal eligibility status. Students will always have the option of taking part in the school meals program or may bring their own meals from home. The proposed budget does not include any revenue from students who pay full or reduced price meal fees, providing the school with leeway to provide students with meals who have not completed their forms or are ineligible for free or reduced meals but are otherwise unable to afford the cost of meals.

**Staffing:** The food services program will be the responsibility of the Director of Finance and Operations with support in record-keeping from the Office Manager and beginning in Year 3 the Finance/Operations Assistant. The school will evaluate its food services vendor at least annually based on cost, implementation, and student and family satisfaction.

**Education Programs:** Red Rabbit offers a number of education programs that incorporate botany, culinary skills and nutrition education in conjunction with its food service program. Atmosphere will use these courses to enhance elective options and provide resources to parents. These programs include:

- **Cooking Labs:** These weekly sessions help students make choices that focus on healthy, whole foods, empower students to experiment with new foods at home, and encourage students to look critically at food packaging.
- **Gardening Labs:** These provide students with opportunities to grow their own food, encourage students to eat local, whole foods, and help students understand how their choices affect the earth's sustainability.
- **Parent Learning Labs:** Red Rabbit chefs and instructors provide parents and guardians with knowledge and tools to make them more informed consumers. Topics may include whole versus processed foods, balanced meals, sugars and sweeteners, organic versus conventional foods, and local and seasonal foods.
- **Family Cooking Labs:** These workshops allow parents and children to cook together and learn about nutrition and healthy diets.

**17. Food Services**

**Describe the plans for food services the charter school will provide.**

Regular healthy meals are essential for productive learning. Atmosphere Academy will provide daily breakfast, lunch and snacks to its students and educate them about the importance of nutritious and wholesome diets.

**Food Service Provider:** The school will contract with a food service provider to deliver prepared meals. A vendor analysis will be conducted using a request for proposals (RFP) process based on the following criteria:

1. cost,
2. menu options and nutrition,
3. equipment and staffing requirements,
4. vendor capacity,
5. education programming,
6. experience with charter schools, and
7. experience with federal meals programs.

The founders have researched a number of vendors that meet these criteria, including:

- **Butter Beans:** Butter Beans is the brainchild of local mothers and uses local, organic, seasonal food whenever possible. It offers tastings to schools to collaboratively build menus and its school lunch program includes wellness and food education initiatives. Butter Beans is used by other operating charter schools, such as PAVE Academy Charter School.
- **Revolutions Food:** The philosophy of Revolution Foods is “real food for all.” Fresh meals are prepared daily and include fresh fruit, a serving of vegetables and rBST-free milk with every meal. It maintains all equipment and operating food service areas. Revolution Foods education programming includes classroom instruction and hands-on activities to encourage student interest and involvement in healthy eating.
- **Red Rabbit:** Red Rabbit was founded in 2005 and is based in New York City. It provides meals cooked from scratch with ingredients from local farmers and suppliers and offers education about wellness, nutrition and healthy eating choices. Red Rabbit provides meals at or below the federal reimbursement rate; it works with about 80 public, charter and independent schools as well as Head Start Programs, serving more than 18,000 meals and snacks per day.

Based on evaluation of these vendors, Atmosphere is likely to work with Red Rabbit as its food service provider. Red Rabbit already has a NY DOH permit for its kitchen facility and its food preparation and delivery conform to applicable state and local health sanitation requirements. A Memorandum of Understanding demonstrates that Red Rabbit can prepare and deliver made-from-scratch breakfast, lunch and snacks for \$6.05 per student per day (see the “Response 24(b) – Supplemental Docs” section of this charter application). Red Rabbit will be responsible for preparing, delivering, and distributing meals; all food services staff in the school building will be required to pass a background check.

**Facility:** In order to use an outside food service provider, the school will work with the vendor and the NYC Department of Health and Mental Hygiene to be licensed and inspected (see Response 16(d) - Facilities Documents). The facilities currently under consideration already include kitchen and cafeteria

spaces. The decision to provide hot or cold meals will depend on equipment requirements and costs; the proposed budget includes \$1500 per month for leasing food services equipment.

**Free and Reduced Price Meals:** Atmosphere Academy will participate in the federal School Breakfast Program and the National School Lunch Program under the auspices of the United States Department of Agriculture (USDA) and the school's food services program will meet all nutritional requirements. The school will work diligently to identify students who are eligible for free and reduced price meals, ensure they complete the online School Meals Application form, and maintain accurate records of student eligibility. If warranted by a sufficiently high proportion of low-income students, the school will explore participation in the universal lunch program, which allows all students to eat free of charge. The school will also maintain copies of menus containing nutritional information for auditing purposes.

The school will utilize strategies promulgated by the Food Research and Action Center (FRAC) for improving access to healthy meals. FRAC has identified three primary barriers to enrolling students in subsidized meal programs: "the lack of awareness of the program (some families may have never qualified for free or reduced-price, school meals before), communication barriers between families and schools, and administrative hurdles to distributing and processing applications." To overcome these barriers, Atmosphere Academy will

1. utilize direct certification and categorical eligibility whenever possible
2. conduct an application campaign each summer as part of enrollment and orientation
3. conduct outreach throughout the year to encourage families to apply for free or reduced-price meals
4. encourage students to participate in breakfast program as well as the lunch program
5. hire bilingual staff and translate information and applications in other languages than English

Atmosphere Academy will bill parents and guardians in advance monthly; it will estimate actual meal participation and roll over the impact of overestimation or underestimation to the next pay cycle. The school will explore identification systems, such as card readers or fingerprint scanners, to allow students to register meals without the stigma of identifying their free or reduced price meal eligibility status. Students will always have the option of taking part in the school meals program or may bring their own meals from home. The proposed budget does not include any revenue from students who pay full or reduced price meal fees, providing the school with leeway to provide students with meals who have not completed their forms or are ineligible for free or reduced meals but are otherwise unable to afford the cost of meals.

**Staffing:** The food services program will be the responsibility of the Director of Finance and Operations with support in record-keeping from the Office Manager and beginning in Year 3 the Finance/Operations Assistant. The school will evaluate its food services vendor at least annually based on cost, implementation, and student and family satisfaction.

**Education Programs:** Red Rabbit offers a number of education programs that incorporate botany, culinary skills and nutrition education in conjunction with its food service program. Atmosphere will use these courses to enhance elective options and provide resources to parents. These programs include:

- **Cooking Labs:** These weekly sessions help students make choices that focus on healthy, whole foods, empower students to experiment with new foods at home, and encourage students to look critically at food packaging.
- **Gardening Labs:** These provide students with opportunities to grow their own food, encourage students to eat local, whole foods, and help students understand how their choices affect the earth's sustainability.
- **Parent Learning Labs:** Red Rabbit chefs and instructors provide parents and guardians with knowledge and tools to make them more informed consumers. Topics may include whole versus processed foods, balanced meals, sugars and sweeteners, organic versus conventional foods, and local and seasonal foods.
- **Family Cooking Labs:** These workshops allow parents and children to cook together and learn about nutrition and healthy diets.

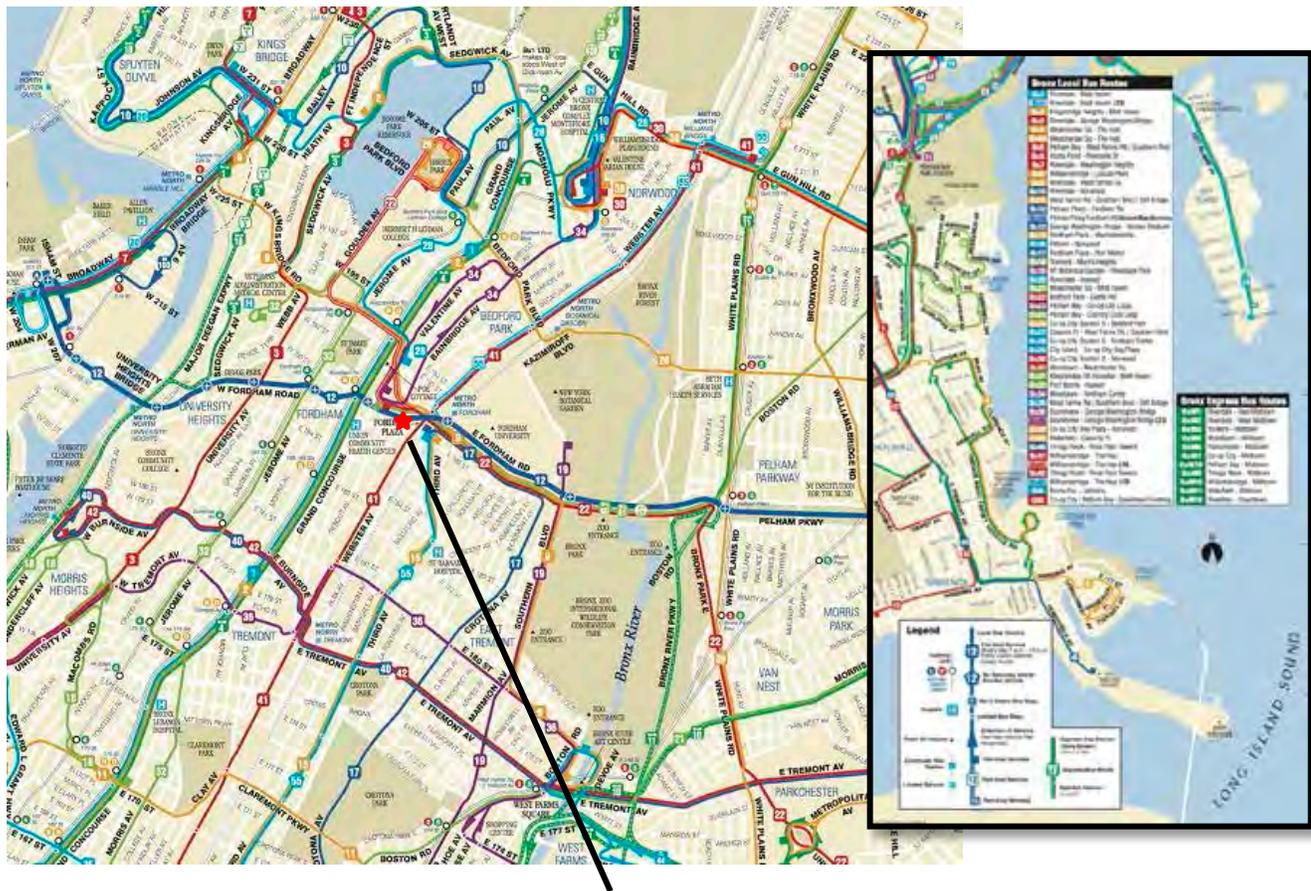
19. Transportation

Describe the transportation arrangements for students including arrangements made for students who would not qualify for public school transportation under Education Law §3635, and any supplemental transportation arrangements planned with sending school districts.

Atmosphere Academy will be located in CSD 10 in the Bronx and focus its enrollment on the neighborhoods of Bedford Park, Belmont, East Tremont, Fordham, Kingsbridge, Morris Heights, Norwood, Tremont, and University Heights. This area is crossed by major arteries, including Grand Concourse and Fordham Road, and has numerous public transportation options. For example, the B and D subway lines run along Grand Concourse and the 4 subway line follows Jerome Avenue. In addition, many public bus routes cross through this section of the Bronx.

Atmosphere has signed a letter of intent with the Archdiocese of New York to lease Atmosphere’s primary facility option, the Our Lady of Mercy School building located at 2512 Marion Avenue. Below are maps and notes detailing the proximity of mass transportation to this location:

- MTA Bus: Atmosphere’s proposed school location on Marion Avenue is within less than half a block (160 feet) of the MTA Bus stops on East Fordham Road that serve the 9, 22, 12, 60, 61, and 62 bus lines. Moreover, the location provides easy access to the MTA Bus stops on Webster Avenue and other streets within a four to five block radius of the building that serve the 41, 55, 28, 34, 1, 2, 4, and 15 bus lines. Below is an MTA Bus map with 2512 Marion Avenue’s central location clearly labeled:



2512 Marion Avenue

Below are pictures of the MTA Bus stop on East Fordham Road that is within 160 feet of the school:

MTA Bus stop on East Fordham Road



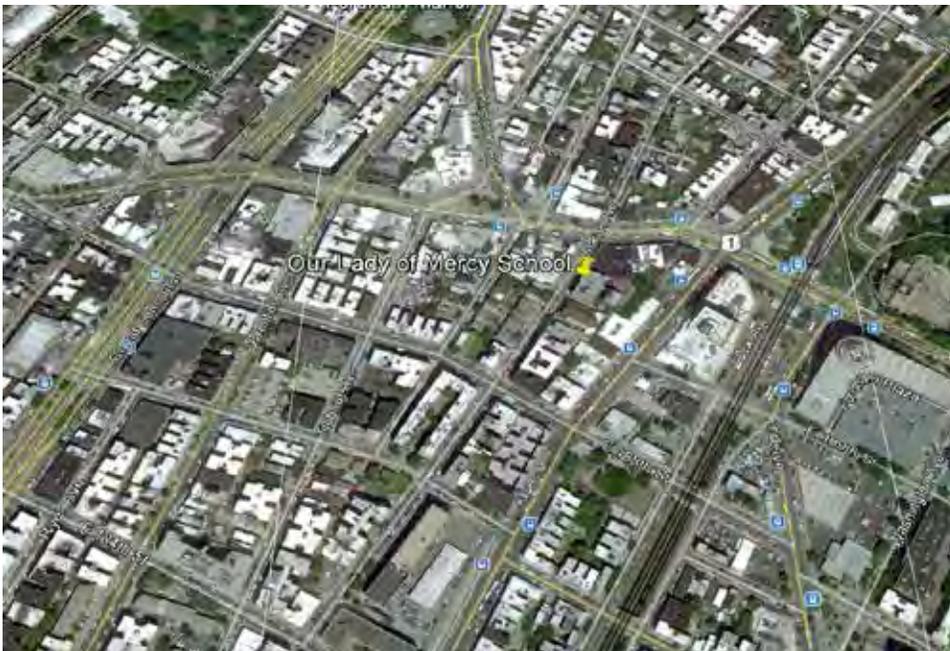
Atmosphere Academy's primary facility option at 2512 Marion Avenue

MTA Bus stop on East Fordham Road



Atmosphere Academy's primary facility option at 2512 Marion Avenue

Below is a map that includes all of the MTA Bus stops in the area (marked by blue bus stop icons):



- MTA Subway: Atmosphere’s proposed school location on Marion Avenue is within 5 blocks walking distance of the Fordham Road station of the C and D subway lines as well as 10 blocks walking distance of the Fordham Road station of the 4 subway line. Below is a subway map that shows the buildings placement among nearby subway lines:



- MTA Metro North: Atmosphere’s proposed school location on Marion Avenue is within less than one block walking distance of the Fordham station of the Metro North Railroad’s Harlem Line as depicted in the above map (dotted red line).

Charter schools are considered non-public schools for the purpose of receiving transportation services under Education Law §2853(4)(b); therefore, the New York City Department of Education (NYCDOE) is responsible for providing the same transportation services as it provides to other non-public school students. Atmosphere Academy will coordinate with the NYCDOE Office of Pupil Transportation (OPT) to provide eligible students with MetroCards for bus and subway transportation.

For the grades that Atmosphere Academy will offer, the following Chancellor’s Regulations apply:

- Pupils in grades 3-6 are eligible for free transportation if they reside 1 mile or more from their school.
- Pupils in grades 3 - 6 are eligible for half fare surface transportation if they reside .5 mile and less than 1 mile from their school.
- Pupils in grades 7 - 12 are eligible for free fare privileges on public transit facilities if they reside 1.5 miles or more from school.
- Pupils in grades 7 - 12 are eligible for half fare surface transportation if they reside .5 mile and less than 1.5 miles from their school

Atmosphere Academy will provide an extended school year and will be in session on days when other NYC public schools are not. Therefore, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements. The proposed budget includes funds to cover these costs. Special education students will receive transportation as mandated in their IEPs; the school will work closely with the Committee on Special Education (CSE) to ensure appropriate transportation is required and provided. The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from school. The school will work with families to help them coordinate carpools.

The school's Director of Finance and Operations will be responsible for coordinating transportation, including submission of required eligibility forms. The school will hold students accountable for their behavior on their way to and from school.

**20. Insurance**

**Describe the insurance coverage the charter school education corporation will carry 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.**

Atmosphere Academy will obtain insurance coverage for liability, property loss, and the personal injury of students as well as any other insurance that the school deems necessary or is set forth in the Terms of Operation of the Charter Agreement. The school will competitively bid out and purchase insurance policies. The insurance certificates for this coverage will be maintained in the offices of the school. Each insurance policy will contain a clause that requires that the SUNY Charter Schools Institute will receive notice within 30 days if there are any material changes, non-renewal, or termination of the any policy.

Insurance policies will be in effect by July 30 of the year in which the school's charter is granted; liability insurance policies will be in force by the date that the school contracts with any employee. The schools will submit certificates of insurance demonstrating coverage within five days of the commencement of each policy.

At a minimum, the school's policy will include:

- General liability insurance with \$4 million aggregate coverage and \$1 million coverage for each occurrence.
- Umbrella liability insurance with at least \$5 million of coverage.
- Directors and Officers insurance with at least \$1 million in coverage.
- Student accident and medical expense insurance with at least \$1 million in coverage.
- Automobile insurance for privately-owned vehicles used for school business.
- Property insurance with at least \$250,000 in coverage for leasehold improvements, school furnishings and equipment.
- Worker's Compensation insurance at the rate set by the State of New York.

Atmosphere has investigated the types of insurance it should have to protect the Academy, the Board, the students, the staff, and other constituencies. The school has worked with EBNY Insurance Services, Inc., located at 80 Fifth Avenue, New York, NY. This agency has worked with 30 charter schools. A broad range of insurance coverage will be required. The preliminary list is:

- Directors and Officers Coverage
- Property and Casualty Coverage
- Student Accident Coverage
- Professional Liability Coverage
- Workers Compensation Coverage
- Crime Coverage
- Data Processing and Electronic Transaction Coverage
- Molestation Coverage
- Cyber Crime Coverage

- Employee Practices Coverage
- Hired Auto Coverage

Other insurance covering retirement plan commitments may also be needed. An initial range of cost estimated by the broker was \$12,000 to \$25,000, which is well within Atmosphere’s proposed budget for insurance. A formal application will be needed with substantial detail about school operations, staffing, practices and student population before this can be refined to a more precise number. If Atmosphere is awarded its charter, Directors and Officers coverage would be the initial step necessary to support Board decisions.

**21. Programmatic Audits**

**Describe planned annual program audits the school will initiate including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools. Include any plans to hire outside consultants to perform such audits.**

Atmosphere is committed to being a reflective and data-driven organization that adheres to the principles of continuous improvement. The Board of Trustees in consultation with school leadership will establish annual goals for the school that are aligned to the school’s charter agreement, especially the Accountability Plan goals, and other indicators of organizational and financial well-being. The board will task school leadership with monitoring progress towards said goals and reporting annually to the board on whether the school is achieving its mission and on track to a successful charter renewal at the end of the charter term. This report will then inform the annual report that the school is required to submit to the SUNY Charter Schools Institute and the state in August. In addition, the school’s Shared Decision Making Team (SDMT) will use the report to generate a set of recommendations and strategic plan to address any identified areas for improvement.

Below is a description of the key audit categories, the methods that will be used to evaluate them and who will be responsible for undertaken that component of the audit:

**Programmatic Audits**

<b>Audit Category</b>	<b>Data Sources</b>	<b>Responsibility</b>
Academic Performance	<ul style="list-style-type: none"> <li>• State assessments results</li> <li>• Internal assessments results</li> <li>• Pearson learning assessments results</li> <li>• Pearson clinical assessment results</li> <li>• Grades</li> <li>• Promotion/Retention</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Leadership Team</li> </ul>
Enrollment	<ul style="list-style-type: none"> <li>• Application numbers</li> <li>• Waitlist numbers</li> <li>• Admissions policy review</li> <li>• Enrollment and retention target analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Finance and Operations</li> </ul>
Atmosphere	<ul style="list-style-type: none"> <li>• Family surveys</li> <li>• Staff surveys</li> <li>• Student surveys</li> <li>• Observation of Skills Advisory classes</li> <li>• Attendance records</li> <li>• Discipline records</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of School Life</li> </ul>
Family Satisfaction	<ul style="list-style-type: none"> <li>• Family surveys</li> <li>• Student retention and attrition</li> <li>• Public comments at Board meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of School Life</li> </ul>

	<ul style="list-style-type: none"> <li>• Grievances</li> <li>• Participation rates</li> </ul>	
Curriculum and Instruction	<ul style="list-style-type: none"> <li>• Unit and lesson plan review</li> <li>• Classroom observations</li> <li>• Staff surveys</li> <li>• Student surveys</li> <li>• Family surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Leadership Team</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• PD surveys</li> <li>• Staff surveys</li> <li>• Classroom observations</li> <li>• Inquiry team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Leadership Team</li> </ul>
Special Education	<ul style="list-style-type: none"> <li>• IEP goal attainment</li> <li>• Disaggregated state assessments results</li> <li>• Disaggregated internal assessments results</li> <li>• Disaggregated Pearson learning assessments results</li> <li>• Disaggregated Pearson clinical assessment results</li> <li>• Compliance reporting</li> <li>• CSE feedback</li> <li>• Family surveys</li> <li>• Students surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Student Learning</li> </ul>
ESL Services	<ul style="list-style-type: none"> <li>• NYSESLAT results</li> <li>• Disaggregated state assessments results</li> <li>• Disaggregated internal assessments results</li> <li>• Disaggregated Pearson learning assessments results</li> <li>• Disaggregated Pearson clinical assessment results</li> <li>• Compliance reporting</li> <li>• Family surveys</li> <li>• Students surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Language</li> </ul>
Partnerships	<ul style="list-style-type: none"> <li>• Partner surveys</li> <li>• Staff surveys</li> <li>• Student surveys</li> <li>• Family surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>

The school also expects that it will be evaluated by its authorizer and will welcome that feedback to assist in identify areas for improvement. In addition, Atmosphere intends to be an open and welcoming learning community, and to that end will encourage critical feedback from guests who visit the school. In particular, Atmosphere hopes to be a model for the education community by encouraging staff from other schools to visit in order to learn from and contribute to the school’s academic program.

**22. Fiscal Soundness****(a) Budget**

**Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences” or set-asides in their admissions policies will not be eligible for federal; CSP grant funding.**

Atmosphere has developed a fiscally sound budget with conservative assumptions regarding revenue and costs. This budget was developed in conjunction with David Hruby, Data & Financial Analytics Manager at Charter School Business Management (CSBM) and former SUNY Charter Schools Institute Director of School Finance. CSBM has extensive experience working with New York charter school finance and management, providing it with timely knowledge of the true costs of operating a successful school.

The budget is designed to allow the school to operate each year and provide for growth over time as the school adds grades. Each year net income is positive with a growing ending cash balance over the five year charter term. By Year 5 the school expects to have an approximately \$1 million surplus with which to fund ongoing growth of the high school program and capital expenses.

The budget template has been modified to not only include the required worksheets, but also to provide additional worksheets with background information regarding enrollment and staffing that informs revenue and expenditure calculations. General assumptions are as follows:

- **Enrollment:** The school is budgeting for full enrollment. It intends to accept through the lottery process more students than its actual target enrollment numbers and assumes some attrition will lead to achieving the targets.
- **Per Pupil Revenue:** Atmosphere assumes it will receive \$13,527 per student and that this will remain constant over the five years of the charter.
- **CSP:** The school assumes it will receive a \$500,000 CSP grant, and has included that in the budgets for start-up and the first two years of operation. Atmosphere also believes it should be eligible for the additional \$250,000 for meeting one or more program design priorities, namely it would lease the proposed facility for a minimum of 3 years of operation, and enroll a sufficient number of students in its first year to suggest that it is likely to meet or exceed all of its enrollment targets for at-risk students when it applies for charter renewal. However, without certainty these additional funds were not included in this proposed budget.
- **Philanthropy:** The budget assumes a small amount of philanthropic funding, a combined \$30,000 of contributions and fundraising each year. Members of the founding team and board have experience with fundraising and grant writing and believe this is a reasonable estimate. Moreover, the budget results in net income each year, meaning that should philanthropic support not materialize it will not have an adverse effect on the budget.

- **Taxes and Benefits:** Based on state rates, the budget assumes the following payroll taxes as a percentage of salary: 6.2% for social security, 1.45% for Medicare, and 6.6% for state unemployment insurance. Atmosphere will provide a comprehensive package of health, vision and dental insurance to its full-time employees; the school expects this to cost 12% of salary in Year 1 and, given current trends in health insurance, increase by one percentage point each year. Finally, copying a practice from other successful charter schools, Atmosphere will provide a 5% match for contributions to a 403(b) plan with a one year vesting period for all new employees.
- **Title I:** Atmosphere is locating in and intends to target for recruitment low-income students. As a result, the school expects 90% of enrollment to qualify for free and reduced-price lunch.
- **Special Education:** By offering a comprehensive special education program, including self-contained classes, Atmosphere expects 30% of enrollment to be students with disabilities. Approximately one-quarter to one-third of these students will be eligible for services at the 60% or greater level and two-thirds to three-quarters at 20-59%.
- **English Language Learners:** Atmosphere is locating in a district with a high percentage of ELL students and anticipates 30% of its enrollment will qualify for ELL services.
- **Food Services:** While Atmosphere plans to participate in the federal school breakfast and lunch program and has included that revenue in the budget, it has not included revenue for students who pay full- or reduced-price meals. Given the predominantly low-income community in which it will be located, the school intends to provide meals and snacks to all students, regardless of ability to pay. While it intends to seek fees from eligible families for meals, the budget assumes this will generate minimal revenue and there remains conservative by not including it.
- **Salaries:** All salary calculations in the proposed budgets assume a 3% annual increase over starting salary. Should the budget be tight at some point, this is one place the school could adjust by providing a smaller increase overall or selectively providing increases of different amounts to different employees based on merit. The board will set this policy annually based on the school's financial condition.

Detailed notes and assumptions annotate individual budget lines in the "Response 22(e) – Budget Template" section of this charter application; below is an overview of the various budgets and cash flow projections.

#### Pre-Opening Period Budget

**Revenue:** \$180,000. The school intends to use \$180,000 of its Charter School Program (CSP) grant to fund start-up costs, which will begin in March 2015. While it is anticipated that this will provide enough time for the CSP application and paperwork to be completed, should CSP funding be delayed contingencies include deferral of salary for start-up staff and negotiating deferral of payment to vendors. This is a common practice, especially with vendors who have worked with charter schools and understand the cash flow constraints during start-up. The school may also consider a bridge loan until per-pupil funding begins to flow in August.

**Expenditures:** \$177,489. The bulk of the pre-opening costs are salary for the Principal, which will start in March, and the Office Manager, which will start in April, as well as related employment taxes and benefits for a total of \$112,489. Addition expenditures include:

- \$3,000 to develop the Financial Procedures and Policies and set up the chart of accounts and accounting system
- \$37,000 for contracted services, including website development, start-up operations consulting (CSBM), Erate consulting, and technology consulting
- \$10,000 for student recruitment, including marketing materials and events
- \$4,000 for administrative technology and telephone costs
- \$2,500 for teacher recruitment and hiring, including materials and events
- \$2,000 for administrative professional development
- \$2,500 for directors and officers as well as liability insurance

### Year 1 Budget

**Revenue:** \$2,868,246. The school expects to enroll 120 students in Year 1 and receive a commensurate \$1,623,240 in per pupil revenue via New York City. A one time DYCD grant of \$104,160 is also anticipated. About \$.5 million will come from state per pupil funds for students with disabilities and about another \$100,000 from federal sources for students with disabilities and low-income students. A little over \$100,000 will also be generated by the federal school lunch program. Finally, the school intends to utilize the remaining \$320,000 of its CSP grant in Year 1. Total revenues are estimated to be \$2,868,246.

**Expenditures:** \$2,841,725. The school projects a balanced budget in Year 1 with a net income of \$26,521.

- **Personnel:** \$1,282,500. The school plans to bring on the bulk of its middle school administrative team in Year 1, which includes the Principal, the Directors of STEM, Literacy, Language, Student Learning, School Life, and Finance and Operations, and the Office Manager. In the core subjects there will be three Reading and Writing Teachers, and one each of Math Teacher, Science Teacher and History Teacher. There will also be two Learning Specialists and one ELL Specialist to support students with disabilities and ELL students. Art, Physical Education and Language will be served by part-time positions. Altogether there will be 18.5 FTE for a total salary cost of \$1,282,500. Taxes and benefits add another \$336,656 for a total of \$ 1,619,156 in personnel costs, which is 57% of total expenditures.
- **Contracted Services:** \$428,900. Contracted services include an annual audit, food services from Red Rabbit, payroll services, and special education services, such as speech, OT and PT. Funds are also budgeted for CSBM (accounting and operations consulting), Fordham Coaching, Datacation, Substitute Teachers, and NTN Math. Contracted services are 15% of expenditures. Total contracted services is \$428,900, which is 15% of total expenditures.
- **School Operations:** \$322,469. In its first year \$61,400 is allocated for instructional resources, including curriculum materials and teaching supplies for general and special education students. This includes curriculum from NTN (worktexts and digital); Scholastic's Read180, Expert21, and System 44 (worktexts); Scope Magazine; National Geographic Extreme Explorer; Pearson's Keytstone; HMM's Science Fusion; HMM's History; Rosetta Stone; and Red Rabbit Gardening and Culinary Education among other resources. \$35,000 will be spent on classroom equipment and another \$105,000 on technology, which includes laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. \$12,000 is

allocated for assessment based on a MOU with Pearson MOU that estimates \$75 per student plus additional costs for teacher training. While some funds are allocated in the pre-opening period for students and staff recruitment, additional funds are allocated in Year 1 for ongoing recruitment efforts. Finally, \$9,200 is allocated for staff development (\$500 per staff member). School operations accounts for 11% of total expenditures.

- **Facility Operations and Maintenance:** \$431,200. Based on initial facility negotiations, rent is estimated at 85 square feet per students plus 1000 square feet of admin space calculated at \$21 per square feet, which comes to \$235,200 for rent in Year 1. Utilities assume \$4000 per month based on doubling of prior Our Lady of Mercy School electricity and gas bills, which averaged approximately \$1,947.90 for 2012-2013, plus \$25,000.00 annually for oil, which comes to \$73,000. Additional expenses include insurance (\$25,000), janitorial costs (\$35,000), maintenance (\$15,000), security (\$30,000) and lease of food service equipment (\$18,000). Total facility cost is \$431,200, which is 15% of total expenditures.
- **Dissolution:** \$25,000. Atmosphere will put the required amount in an escrow account in Year 1.
- **Year 1 Cash Flow:** The school projects a positive cash balance each month and an end of year cash balance of \$44,032.

#### Five Year Budget

**Revenue:** \$11,076,428 in Year 5. Enrollment will increase from 120 students in Year 1 to 576 students and \$7,795,610 in per-pupil revenue in Year 5. Total special education revenue from state and federal sources will rise to \$2,355,598 and Title I revenue to \$259,335 at the end of the charter term. After the first year when the school incurs substantial infrastructure costs, it assumes Erate funds will decline to about \$40,000 each year.

**Expenditures:** \$10,725,743 in Year 5. Though the school intends to add students and staff each year, Atmosphere expects revenues to exceed expenditures in each year of the charter period. By Year 5 the school plans to have \$1,132,882 in reserve:

- **Personnel:** \$7,343,726 in Year 5. As the school grows, salaries as a percentage of total expenditures will increase through the charter period, rising to 68% of total expenditures by Year 5. The school will add core and special teachers each year. In addition, in Year 2 a Director of Data will be hired and starting that year a social worker per year will join the school. In Year 4 an Executive Director and high school Principal will be brought on. While administrative salaries will account for about half of total salary costs in Year 1, this will decrease to 26% in Year 5 as the school approaches scale. Beginning in Year the budget also includes funds for merit bonuses.
- **Contracted Services:** \$948,690 in Year 5. This budget category will decline over the charter term as the school develops systems and capacity and has the scale to hire its own staff to handle previously outsourced tasks. For instance, CSBM will play a substantial role in accounting and finance in the early years, but as the school adds office and finance/operations staff of its own it will transition to a training and support role. Similarly, as instructional staff and leaders develop expertise in the school's curriculum programs and instructional tools, the cost of external professional development will decrease. On the other hand, the school will step up contracted services for special education as that population is anticipated to grow. The largest growth will occur in food services, which is a direct function of enrollment growth. Nevertheless, total contracted services will decline to 9% of total expenditures in Year 5.

**School Operations:** \$813,835 in Year 5. A number of line items fluctuate because of large start-up costs, followed by more moderate increases based on enrollment growth. For instance, the school estimates that textbooks/workbooks will cost \$350 per student in Year 1 but only \$250 per new student in subsequent years because of initial costs associated with implementing digital learning technologies and software. In addition, equipment and furniture will be slightly more in Year 1 to purchase administrative resources; thereafter equipment and equipment will only be required for addition classrooms. Finally, technology infrastructure is a large investment in the first year, but new and replacement technology is much lower for the next two years, followed by another large investment in infrastructure for the high school. As the school grows to scale it is able invest more in instruction-related items. For example, the budget affords \$50 per student for field trips in Year 1, but \$100 per student in subsequent years. By Year 5 total school operation costs will be \$ 813,835, or 8% of total expenditures.

- **Facility Operations and Maintenance:** \$1,584,493 in Year 5. While rent will grow as a function of student enrollment, other costs are adjusted based on the expected addition of another building in Year 4. Thus there is a significant jump in utilities and janitorial expenses that year. The school expects to be paying \$1,584,493 in facility-related costs in Year 5, which remains at 15% of total expenditures.
- **Dissolution:** \$75,000. Atmosphere will put \$25,000 in an escrow account in Years 1, 2 and 3.

**(b) Financial Planning**

**Explain the process the school will use to develop its annual budget, including;**

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and,**
- **Procedures for monitoring and modifying budgets and on what interval.**

**Budget Development**

The Board of Trustees will adopt an annual budget each spring prior to the beginning of the next fiscal year, which begins on July 1. The Principal and Director of Finance and Operations will initiate the budget development process by conducting a needs assessment that takes into account past revenues and expenditures, especially large variances in budget to actuals, as well as projections that consider anticipated growth of student enrollment, personnel, programs and facility space. Each department will submit to school leadership a list of its needs and priorities for the coming year. The expertise of Charter School Business Management will be sought to inform key cost and revenue assumptions based on the experiences of other charter schools. School leaders will draft a preliminary budget for review by the Finance Committee, which will ensure the budget is in alignment with the school's mission and vision and provides for the long-term financial stability of the school. Key priorities will be the core academic program, including personnel and resources to carry it out, as well as a safe and secure facility for the school. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans.

**Budget Monitoring and Modification**

The Director of Finance and Operations will be responsible for tracking all revenues and expenditures, and will report to the Principal on these issues, particularly those that may need to be escalated to the Board for possible budget modification. Budgets are monitored on a monthly basis. The Director of Finance and Operations will work with CSBM to generate reports, including budget to actual, cash flow and balance statements, that are reviewed each month by the Board Treasurer and Finance Committee. They will present a report to the full Board at each meeting on the financial health of the school. Should projected expenses in any domain significantly exceed budgeted amounts, the Principal and Director of Finance and Operations may work with the Finance Committee to develop recommendations for budget modifications to ensure a balanced budget and adequate cash flow. The Board has sole power to make changes to the annual budget.

**(c) Fiscal Audits**

**Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.**

Atmosphere will contract with an independent New York State certified public accountant to perform annual audits of the finances of the schools, which will be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The Board Finance Committee will be responsible for selecting and recommending the annual auditor to the full Board, which approve hiring of said auditor. The proposed budget includes \$15,000 in Year 1 for this purpose and increases by \$2000 each year. The audit will not be conducted by the same individual or organization that provides the school's accounting services. School staff will ensure that the auditor has access to all pertinent information and documents for both pre-audit and audit activities. The audit will cover all required financial reports, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing any significant findings or material weakness in the financial processes of the school. The Board Finance Committee will ensure that the fiscal audit is completed with assistance from the school's Director of Finance and Operations. The audit will be presented to and reviewed by the Board and submitted to the authorizer each year in a timely manner. Should the audit report include any negative findings, the Director of Finance and Operations will create and present to the Board a plan for resolving the issues in a timely manner.

**(d) Dissolution Procedures**

**Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing any remaining assets to either another charter school within the school district of location of the proposed education corporation or to that school district in the event of a corporate dissolution.**

Dissolution Process

In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner.

Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership. The Board would expect to delegate to the school leader (initially the Principal and later the Executive Director when that position is filled) responsibility for managing the dissolution process; should the school leader be unavailable the Board will designate another school staff member to implement the closure plan.

The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to another charter school in New York City selected by the Board of Trustees.

The proposed Atmosphere budget includes \$75,000 for the cost of dissolution by setting aside \$25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

Dissolution Timeline**Within 10 Days:**

- Atmosphere will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
- Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.

- The Director of Finance and Operations will work with CSBM to settle all outstanding financial obligations. In addition, the Director of Finance and Operations will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.
- The Principal, Director of Finance and Operations, and Board Treasurer will work with CSBM to begin producing final financial statements through the closure and a preliminary process for identifying assets required for transfer.
- The Principal and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
- School leaders will hold student meetings and share information about the school closure and the placement process.
- Atmosphere will host information sessions for families and students about other school opportunities and assist student in the application process.
- Atmosphere will post all official closure information on its website.

**Within 20 Days:**

- Atmosphere staff will meet with each student and their parents/guardians to determine placement options.
- The school will notify local public and private schools of the planned closure and placement needs of students.
- The Director of Finance and Operations will provide a status report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

**Within 30 Days:**

- Atmosphere staff will continue to meet with each student and their parents until placement is determined.
- The school will transfer students records to the schools in which students are subsequently enrolled.
- Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.
- The Director of Finance and Operations will provide a final report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

**After 30 Days:**

- The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
- Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which is furnished to the authorizer.
- Available assets after all debts have been met will then be distributed to the charter school selected by the Board of Trustees.

**(e) Budget Template**

Please see the “Response 22(3) – Budget Template” section of this charter application.



**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

## Atmosphere Academy

Contact Name:	Colin Greene
Contact Title:	Lead Applicant
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

	Examples
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

**Atmosphere Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	180,000
<b>Total Expenses</b>	177,489
<b>Net Income</b>	2,511
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	-	-

Special Education Revenue

Grants	-
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	-
Charter School Program (CSP) Planning & Implementation	180,000
Other	-
Other	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	180,000

of the CSP.

**LOCAL and OTHER REVENUE**

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-

<b>TOTAL REVENUE</b>	<b>180,000</b>
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**Atmosphere Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	180,000	
<b>Total Expenses</b>	177,489	
<b>Net Income</b>	2,511	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
<b>START-UP PERIOD</b>		
<b>EXPENSES</b>		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
	No. of Positions	
Executive Management	-	-
Instructional Management	0.33	46,200
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	0.33	42,900
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>0.66</b>	<b>89,100</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>0.66</b>	<b>89,100</b>
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		12,697
Fringe / Employee Benefits		10,692
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>23,389</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>0.66</b>	<b>112,489</b>
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		3,000
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		500
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		37,000
<b>TOTAL CONTRACTED SERVICES</b>		<b>40,500</b>
<b>SCHOOL OPERATIONS</b>		
Board Expenses		1,000
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		2,000
Technology		2,000
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		1,500
Staff Development		2,000
Staff Recruitment		2,500
Student Recruitment / Marketing		10,000
School Meals / Lunch		-
Travel (Staff)		1,000
Fundraising		-
Other		-
<b>TOTAL SCHOOL OPERATIONS</b>		<b>22,000</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		2,500
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>2,500</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>		
		-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		
		-
<b>TOTAL EXPENSES</b>		<b>177,489</b>
<b>NET INCOME</b>		<b>2,511</b>

Principal (Hire in March)

Office Manager (Hire in April)

Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 6.6%).  
 12% of Total Compensation for Medical, Dental, Vision, etc.

FPP and Initial Statement work  
 Pro Bono (if needed)

Website Development (\$2k), CSBM (\$30k), Erate Consulting (\$1k), Technology Consulting (\$2k), Other/Misc. (\$2k)

Board Expenses during Pre-opening period

Equipment & Phone/fax charges (includes cell phone and plans)  
 Technology for Admin Staff (Computers, printers, etc. for start-up staff)

PD for Admin staff; Conference fees, Subscriptions, etc.  
 Teacher Recruitment

Marketing materials, Student Recruitment events

Travel to and from PD and recruiting events

D&O, General Liability, etc.

**Atmosphere Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	180,000
<b>Total Expenses</b>	177,489
<b>Net Income</b>	2,511
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

DESCRIPTION OF ASSUMPTIONS

START-UP PERIOD

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
<b>TOTAL ENROLLMENT</b>	<b>-</b>

<b>REVENUE PER PUPIL</b>	-
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<b>EXPENSES PER PUPIL</b>	-
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**Atmosphere Academy**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
 January 1, 2015 to June 30, 2015

<b>Total Revenue</b>	-	-	36,000	70,000	50,000	24,000	180,000
<b>Total Expenses</b>	-	-	35,997	54,831	42,831	43,831	177,489
<b>Net Income</b>	-	-	3	15,169	7,169	(19,831)	2,511
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	3	15,172	22,342	-
<b>Net Income</b>	-	-	3	15,172	22,342	2,511	2,511
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	36,000	70,000	50,000	24,000	180,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	36,000	70,000	50,000	24,000	180,000
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	-	-	36,000	70,000	50,000	24,000	180,000

**Atmosphere Academy**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	-	-	36,000	70,000	50,000	24,000	180,000
<b>Total Expenses</b>	-	-	35,997	54,831	42,831	48,831	177,489
<b>Net Income</b>	-	-	3	15,169	7,169	(19,831)	2,511
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	3	15,172	22,342	-
<b>Net Income</b>	-	-	3	15,172	22,342	2,511	2,511
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	0.33	-	11,550	11,550	11,550	11,550	46,200
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	0.33	-	10,725	10,725	10,725	10,725	42,900
Administrative Staff	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>0.66</b>	-	<b>22,275</b>	<b>22,275</b>	<b>22,275</b>	<b>22,275</b>	<b>89,100</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>	-	-	-	-	-	-	-
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>	-	-	-	-	-	-	-
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>0.66</b>	-	<b>22,275</b>	<b>22,275</b>	<b>22,275</b>	<b>22,275</b>	<b>89,100</b>
<b>PAYROLL TAXES AND BENEFITS</b>	-	-	3,174	3,174	3,174	3,174	12,697
Payroll Taxes	-	-	3,174	3,174	3,174	3,174	12,697
Fringe / Employee Benefits	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	<b>5,847</b>	<b>5,847</b>	<b>5,847</b>	<b>5,847</b>	<b>23,389</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>0.66</b>	-	<b>28,122</b>	<b>28,122</b>	<b>28,122</b>	<b>28,122</b>	<b>112,489</b>
<b>CONTRACTED SERVICES</b>	-	-	-	3,000	-	-	3,000
Accounting / Audit	-	-	-	3,000	-	-	3,000
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	125	125	125	125	500
Special Ed Services	-	-	-	-	-	-	-
Tilement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	5,750	12,750	9,250	9,250	37,000
<b>TOTAL CONTRACTED SERVICES</b>	-	-	<b>5,875</b>	<b>15,875</b>	<b>9,375</b>	<b>9,375</b>	<b>40,500</b>
<b>SCHOOL OPERATIONS</b>	-	-	-	1,000	-	-	1,000
Board Expenses	-	-	-	1,000	-	-	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	1,000	333	333	333	2,000
Technology	-	-	1,000	1,000	-	-	2,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services- other	-	-	-	-	-	-	-
Office Expense	-	-	-	500	500	500	1,500
Staff Development	-	-	-	1,000	-	1,000	2,000
Staff Recruitment	-	-	-	833	833	833	2,500
Student Recruitment / Marketing	-	-	-	3,333	3,333	3,333	10,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	333	333	333	1,000
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	<b>2,000</b>	<b>8,333</b>	<b>5,333</b>	<b>6,333</b>	<b>22,000</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	2,500	-	-	2,500
Insurance	-	-	-	2,500	-	-	2,500
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	<b>2,500</b>	-	-	<b>2,500</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	<b>35,997</b>	<b>54,831</b>	<b>42,831</b>	<b>48,831</b>	<b>177,489</b>
<b>NET INCOME</b>	-	-	<b>3</b>	<b>15,169</b>	<b>7,169</b>	<b>(19,831)</b>	<b>2,511</b>
<b>CASH FLOW ADJUSTMENTS</b>							
<b>OPERATING ACTIVITIES</b>							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>NET INCOME</b>	-	-	<b>3</b>	<b>15,169</b>	<b>7,169</b>	<b>(19,831)</b>	<b>2,511</b>
<b>Beginning Cash Balance</b>	-	-	-	<b>3</b>	<b>15,172</b>	<b>22,342</b>	-
<b>ENDING CASH BALANCE</b>	-	-	<b>3</b>	<b>15,172</b>	<b>22,342</b>	<b>2,511</b>	<b>2,511</b>





**Atmosphere Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	1,642,099	1,155,374	-	-	70,773	2,868,246
<b>Total Expenses</b>	1,775,909	654,316	-	-	411,500	2,841,725
<b>Net Income</b>	(133,810)	501,058	-	-	(340,728)	26,521
<b>Actual Student Enrollment</b>	84	36				120
<b>Total Paid Student Enrollment</b>	84	36				120

PROGRAM SERVICES			SUPPORT SERVICES			TOTAL
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		

REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City CSD	13,527	1,136,268	486,972	-	-	-	1,623,240
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	1,136,268	486,972	-	-	-	1,623,240
Special Education Revenue		-	477,948	-	-	-	477,948
Grants		-	-	-	-	-	-
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		72,912	31,248	-	-	-	104,160
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		1,209,180	996,168	-	-	-	2,205,348
<b>REVENUE FROM FEDERAL FUNDING</b>		-	-	-	-	-	-
IDEA Special Needs		-	43,566	-	-	-	43,566
Title I		37,800	16,200	-	-	-	54,000
Title Funding - Other		3,500	1,500	-	-	-	5,000
School Food Service (Free Lunch)		79,146	33,920	-	-	-	113,065
Grants		-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		240,000	48,000	-	-	32,000	320,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		360,446	143,186	-	-	32,000	535,631
<b>LOCAL and OTHER REVENUE</b>		-	-	-	-	-	-
Contributions and Donations		-	-	-	-	20,000	20,000
Fundraising		-	-	-	-	10,000	10,000
Erate Reimbursement		65,797	13,159	-	-	8,773	87,729
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		6,676	2,861	-	-	-	9,538
OTHER		-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		72,473	16,021	-	-	38,773	127,267
<b>TOTAL REVENUE</b>		1,642,099	1,155,374	-	-	70,773	2,868,246

SEE 5 YEAR BUDGET FOR ALL ASSUMPTIONS

Assumes a 70% / 30% / 0% / 0% / 0% split

Assumes a 0% / 100% / 0% / 0% / 0% split

Assumes a 70% / 30% / 0% / 0% / 0% split

Assumes a 0% / 100% / 0% / 0% / 0% split

Assumes a 70% / 30% / 0% / 0% / 0% split

Assumes a 75% / 15% / 0% / 0% / 10% split

Assumes a 0% / 0% / 0% / 0% / 100% split

Assumes a 0% / 0% / 0% / 0% / 100% split

Assumes a 75% / 15% / 0% / 0% / 10% split

Assumes a 70% / 30% / 0% / 0% / 0% split

**Atmosphere Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	1,642,099	1,155,374	-	-	70,773	2,868,246
<b>Total Expenses</b>	1,775,909	654,316	-	-	411,500	2,841,725
<b>Net Income</b>	(133,810)	501,058	-	-	(340,728)	26,521
<b>Actual Student Enrollment</b>	84	36				120
<b>Total Paid Student Enrollment</b>	84	36				120

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES							
	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	84,500	19,500	-	-	26,000	130,000
Deans, Directors & Coordinators	5.00	263,250	60,750	-	-	81,000	405,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	2.00	84,500	19,500	-	-	26,000	130,000
Administrative Staff	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.00</b>	<b>432,250</b>	<b>99,750</b>	<b>-</b>	<b>-</b>	<b>133,000</b>	<b>665,000</b>

Assumes a 65% / 15% / 0% / 0% / 20% split  
 Assumes a 65% / 15% / 0% / 0% / 20% split  
 Assumes a 65% / 15% / 0% / 0% / 20% split

<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	2.00	-	120,000	-	-	-	120,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	8.50	348,250	149,250	-	-	-	497,500
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>10.50</b>	<b>348,250</b>	<b>269,250</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>617,500</b>

Assumes a 0% / 100% / 0% / 0% / 0% split  
 Assumes a 70% / 30% / 0% / 0% / 0% split

<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>						

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>18.50</b>	<b>780,500</b>	<b>369,000</b>	<b>-</b>	<b>-</b>	<b>133,000</b>	<b>1,282,500</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	111,221	52,583	-	-	18,953	182,756
Fringe / Employee Benefits	-	115,425	23,085	-	-	15,390	153,900
Retirement / Pension	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>226,646</b>	<b>75,668</b>	<b>-</b>	<b>-</b>	<b>34,343</b>	<b>336,656</b>

Assumes a 75% / 15% / 0% / 0% / 10% split

<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>18.50</b>	<b>1,007,146</b>	<b>444,668</b>	<b>-</b>	<b>-</b>	<b>167,343</b>	<b>1,619,156</b>
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<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	-	-	-	-	15,000	15,000
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	95,760	41,040	-	-	-	136,800
Payroll Services	-	2,405	555	-	-	740	3,700
Special Ed Services	-	-	14,400	-	-	-	14,400
Titliment Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	194,250	38,850	-	-	25,900	259,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>292,415</b>	<b>94,845</b>	<b>-</b>	<b>-</b>	<b>41,640</b>	<b>428,900</b>

Assumes a 0% / 0% / 0% / 0% / 100% split  
 Assumes a 100% / 0% / 0% / 0% / 0% split  
 Assumes a 0% / 100% / 0% / 0% / 0% split  
 Assumes a 70% / 30% / 0% / 0% / 0% split  
 Assumes a 65% / 15% / 0% / 0% / 20% split  
 Assumes a 0% / 100% / 0% / 0% / 0% split  
 Assumes a 75% / 15% / 0% / 0% / 10% split

<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	1,500	1,500
Classroom / Teaching Supplies & Materials	-	9,000	-	-	-	-	9,000
Special Ed Supplies & Materials	-	-	5,400	-	-	-	5,400
Textbooks / Workbooks	-	29,400	12,600	-	-	-	42,000
Supplies & Materials other	-	3,500	1,500	-	-	-	5,000
Equipment / Furniture	-	26,250	5,250	-	-	3,500	35,000
Telephone	-	27,828	5,566	-	-	3,710	37,104
Technology	-	78,750	15,750	-	-	10,500	105,000
Student Testing & Assessment	-	8,400	3,600	-	-	-	12,000
Field Trips	-	4,200	1,800	-	-	-	6,000
Transportation (student)	-	2,940	1,260	-	-	-	4,200
Student Services - other	-	12,600	5,400	-	-	-	18,000
Office Expense	-	-	-	-	-	15,000	15,000
Staff Development	-	6,938	1,388	-	-	925	9,250
Staff Recruitment	-	3,469	694	-	-	463	4,625
Student Recruitment / Marketing	-	3,780	1,620	-	-	-	5,400
School Meals / Lunch	-	2,793	1,197	-	-	-	3,990
Travel (Staff)	-	750	150	-	-	100	1,000
Fundraising	-	-	-	-	-	-	-
Other	-	2,100	900	-	-	-	3,000
<b>TOTAL SCHOOL OPERATIONS</b>	<b>-</b>	<b>222,697</b>	<b>64,074</b>	<b>-</b>	<b>-</b>	<b>35,698</b>	<b>322,469</b>

Assumes a 0% / 0% / 0% / 0% / 100% split  
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 Assumes a 70% / 30% / 0% / 0% / 0% split

<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	-	-	25,000	25,000
Janitorial	-	-	-	-	-	35,000	35,000
Building and Land Rent / Lease	-	176,400	35,280	-	-	23,520	235,200
Repairs & Maintenance	-	-	-	-	-	15,000	15,000
Equipment / Furniture	-	-	-	-	-	18,000	18,000
Security	-	22,500	4,500	-	-	3,000	30,000
Utilities	-	54,750	10,950	-	-	7,300	73,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	<b>253,650</b>	<b>50,730</b>	<b>-</b>	<b>-</b>	<b>126,820</b>	<b>431,200</b>

Assumes a 0% / 0% / 0% / 0% / 100% split  
 Assumes a 0% / 0% / 0% / 0% / 100% split  
 Assumes a 75% / 15% / 0% / 0% / 10% split  
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 Assumes a 0% / 0% / 0% / 0% / 100% split  
 Assumes a 75% / 15% / 0% / 0% / 10% split

<b>DEPRECIATION &amp; AMORTIZATION</b>							
	-	-	-	-	-	15,000	15,000
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>							
	-	-	-	-	-	25,000	25,000

Assumes a 0% / 0% / 0% / 0% / 100% split  
 Assumes a 0% / 0% / 0% / 0% / 100% split

<b>TOTAL EXPENSES</b>	<b>-</b>	<b>1,775,909</b>	<b>654,316</b>	<b>-</b>	<b>-</b>	<b>411,500</b>	<b>2,841,725</b>
<b>NET INCOME</b>	<b>-</b>	<b>(133,810)</b>	<b>501,058</b>	<b>-</b>	<b>-</b>	<b>(340,728)</b>	<b>26,521</b>

**Atmosphere Academy**  
**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**  
 July 1, 2015 to June 30, 2016

DESCRIPTION OF ASSUMPTIONS

<b>Total Revenue</b>	1,642,099	1,155,374	-	-	70,773	2,868,246
<b>Total Expenses</b>	1,775,909	654,316	-	-	411,500	2,841,725
<b>Net Income</b>	(133,810)	501,058	-	-	(340,728)	26,521
<b>Actual Student Enrollment</b>	84	36				120
<b>Total Paid Student Enrollment</b>	84	36				120

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

New York City CSD	84	36	-			120
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
<b>TOTAL ENROLLMENT</b>	<b>84</b>	<b>36</b>	<b>-</b>			<b>120</b>

<b>REVENUE PER PUPIL</b>	<b>19,549</b>	<b>32,094</b>	<b>-</b>			<b>23,902</b>
<b>EXPENSES PER PUPIL</b>	<b>21,142</b>	<b>18,175</b>	<b>-</b>			<b>23,681</b>

**Atmosphere Academy**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2015 to June 30, 2016

<b>Total Revenue</b>	380,198	-	350,198	151,590	351,788	106,590	384,310	149,655	389,310	117,729	382,720	104,160	2,868,246
<b>Total Expenses</b>	124,891	257,599	275,033	219,953	257,258	206,953	277,508	232,453	240,008	231,953	232,083	286,028	2,841,725
<b>Net Income</b>	255,307	(257,599)	75,165	(68,364)	94,529	(100,364)	106,801	(82,799)	149,301	(114,224)	150,637	(181,868)	26,521
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	15,000
<b>Beginning Cash Balance</b>	2,511	257,818	219	75,383	7,019	101,549	1,185	107,986	25,187	174,488	60,264	210,900	2,511
<b>Ending Cash Balance</b>	257,818	219	75,383	7,019	101,549	1,185	107,986	25,187	174,488	60,264	210,900	44,032	44,032

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
New York City CSD	13,527												
School District 2 (Enter Name)	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	1,623,240
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	13,527												
Special Education Revenue	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	1,623,240
Grants	79,658	-	79,658	-	79,658	-	79,658	-	79,658	-	79,658	-	477,948
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DVCD (Department of Youth and Community Developm.)	-	-	-	-	-	-	-	-	-	-	-	104,160	104,160
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	350,198	-	350,198	-	350,198	-	350,198	-	350,198	-	350,198	104,160	2,205,348
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	-	-	-	-	-	-	14,522	-	14,522	-	14,522	-	43,566
Title I	-	-	-	-	-	-	18,000	-	18,000	-	18,000	-	54,000
Title Funding - Other	-	-	-	-	-	-	-	-	5,000	-	-	-	5,000
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	113,065	-	-	-	113,065
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	150,000	-	105,000	-	35,000	-	30,000	-	-	-	320,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	150,000	-	105,000	-	32,522	148,065	37,522	30,000	32,522	-	535,631
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	20,000	-	-	-	-	-	-	-	-	-	-	-	20,000
Fundraising	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	87,729	-	-	87,729
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	1,590	1,590	1,590	1,590	1,590	1,590	-	-	-	9,538
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	30,000	-	1,590	1,590	1,590	1,590	1,590	1,590	1,590	87,729	-	-	127,267
<b>TOTAL REVENUE</b>	380,198	-	350,198	151,590	351,788	106,590	384,310	149,655	389,310	117,729	382,720	104,160	2,868,246

**Atmosphere Academy**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2015 to June 30, 2016

<b>Total Revenue</b>	380,198	-	350,198	151,590	351,788	106,590	384,310	149,655	389,310	117,729	382,720	104,160	2,868,246
<b>Total Expenses</b>	124,891	257,599	275,033	219,953	257,258	206,953	277,508	232,453	240,008	231,953	232,083	286,028	2,841,725
<b>Net Income</b>	255,307	(257,599)	75,165	(68,364)	94,529	(100,364)	106,801	(82,799)	149,301	(114,224)	150,637	(181,868)	26,521
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	15,000
<b>Beginning Cash Balance</b>	2,511	257,818	219	75,383	7,019	101,549	1,185	107,986	25,187	174,488	60,264	210,900	2,511
<b>Ending Cash Balance</b>	257,818	219	75,383	7,019	101,549	1,185	107,986	25,187	174,488	60,264	210,900	44,032	44,032

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
Deans, Directors & Coordinators	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	96,000
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	2,000	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	120,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	8,500	45,227	45,227	45,227	45,227	45,227	45,227	45,227	45,227	45,227	45,227	45,227	497,500
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	10,500	56,136	56,136	56,136	56,136	56,136	56,136	56,136	56,136	56,136	56,136	56,136	617,500
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	18,500	64,136	64,136	64,136	64,136	64,136	64,136	64,136	64,136	64,136	64,136	64,136	713,500
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	7,897	15,896	15,896	15,896	15,896	15,896	15,896	15,896	15,896	15,896	15,896	15,896	182,756
Fringe / Employee Benefits	6,650	13,386	13,386	13,386	13,386	13,386	13,386	13,386	13,386	13,386	13,386	13,386	153,900
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	14,547	29,282	29,282	29,282	29,282	29,282	29,282	29,282	29,282	29,282	29,282	29,282	336,656
<b>TOTAL PERSONNEL SERVICE COSTS</b>	18,500	69,964	69,964	69,964	69,964	69,964	69,964	69,964	69,964	69,964	69,964	69,964	713,500
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	15,000
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	12,436	136,800
Payroll Services	308	308	308	308	308	308	308	308	308	308	308	308	3,700
Special Ed Services	-	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	14,400
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	5,000	5,000	24,900	12,900	24,900	100	61,900	24,900	24,900	24,900	24,900	24,900	259,000
<b>TOTAL CONTRACTED SERVICES</b>	5,308	17,745	39,085	27,085	39,085	14,085	76,085	39,085	39,085	39,085	39,085	39,085	428,900
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	-	-	500	-	-	-	500	-	-	500	1,500
Classroom / Teaching Supplies & Materials	-	4,500	4,500	-	-	-	-	-	-	-	-	-	9,000
Special Ed Supplies & Materials	-	5,400	-	-	-	-	-	-	-	-	-	-	5,400
Textbooks / Workbooks	-	21,000	10,500	-	10,500	-	-	-	-	-	-	-	42,000
Supplies & Materials other	-	2,500	-	-	-	-	-	2,500	-	-	-	-	5,000
Equipment / Furniture	-	12,500	7,500	-	7,500	-	-	7,500	-	-	-	-	35,000
Telephone	3,092	3,092	3,092	3,092	3,092	3,092	3,092	3,092	3,092	3,092	3,092	3,092	37,104
Technology	5,000	4,500	14,325	8,995	9,550	8,995	7,550	8,995	9,550	8,995	9,550	8,995	105,000
Student Testing & Assessment	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
Field Trips	-	600	600	600	600	600	600	600	600	600	600	600	6,000
Transportation (student)	-	420	420	420	420	420	420	420	420	420	420	420	4,200
Student Services - other	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	18,000
Office Expense	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Staff Development	925	925	925	925	925	925	925	925	925	925	925	925	9,250
Staff Recruitment	385	385	385	385	385	385	385	385	385	385	385	385	4,625
Student Recruitment / Marketing	450	450	450	450	450	450	450	450	450	450	450	450	5,400
School Meals / Lunch	-	399	399	399	399	399	399	399	399	399	399	399	3,990
Travel (Staff)	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	250	250	250	250	250	250	250	250	250	250	250	250	3,000
<b>TOTAL SCHOOL OPERATIONS</b>	11,436	56,836	47,680	19,850	38,905	19,850	28,405	20,350	20,405	19,850	19,980	18,925	322,469
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	12,500	-	6,250	-	6,250	-	-	-	-	-	-	-	25,000
Janitorial	-	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000
Building and Land Rent / Lease	19,600	19,600	19,600	19,600	19,600	19,600	19,600	19,600	19,600	19,600	19,600	19,600	235,200
Repairs & Maintenance	-	7,500	-	-	-	-	-	-	7,500	-	-	-	15,000
Equipment / Furniture	-	9,000	9,000	-	-	-	-	-	-	-	-	-	18,000
Security	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Utilities	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	6,083	73,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	38,183	42,183	47,433	32,183	38,433	32,183	32,183	32,183	39,683	32,183	32,183	32,183	431,200
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	15,000
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	25,000
<b>TOTAL EXPENSES</b>	124,891	257,599	275,033	219,953	257,258	206,953	277,508	232,453	240,008	231,953	232,083	286,028	2,841,725
<b>NET INCOME</b>	255,307	(257,599)	75,165	(68,364)	94,529	(100,364)	106,801	(82,799)	149,301	(114,224)	150,637	(181,868)	26,521
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	15,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>													

Atmosphere Academy PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,868,246	4,574,201	6,621,757	8,876,171	11,076,428	
Total Expenses	2,841,725	4,436,249	6,319,657	8,688,057	10,725,743	
Net Income (Before Cash Flow Adjustments)	26,521	137,951	302,101	188,114	350,684	
Actual Student Enrollment	120	234	342	462	576	
Total Paid Student Enrollment	120	234	342	462	576	
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	Per Pupil Revenue Percentage Increase					
	0.0%	0.0%	0.0%	0.0%	0.0%	Flat rate for the initial 5 year charter period.
New York City CSD	13,527					
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527					
Special Education Revenue	477,948	905,658	1,288,506	1,698,448	2,146,372	Assumes 30% of student population is SPED per enrollment chart in application.
Grants						
Stimulus	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	104,160	-	-	-	-	Typical grant each school sees. \$51k plus \$443 per middle school student (120).
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	2,205,348	4,070,976	5,918,798	7,951,880	9,941,982	
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	43,566	84,954	124,272	167,838	209,226	Assumes 30% SPED at the current rate of \$1,210.17 per student.
Title I	54,000	105,300	154,035	208,035	259,335	Assumes 90%. Typically this is a difficult number to predict as allocations change depending on what other schools receive. \$500 assumed here.
Title Funding - Other	5,000	5,000	5,000	5,000	5,000	Title IIA
School Food Service (Free Lunch)	113,065	220,477	322,518	435,584	542,996	If school goes Private Food Service it can expect to be reimbursed at the Free Reduced Lunch Federal rate which is \$1.90 - Breakfast, \$2.85 - Lunch, \$.76 - Snack = \$5.51. Assumes FRL % -> 90%. IF School goes with DOE no Food Revenue assumed.
Grants						
Charter School Program (CSP) Planning & Implementation	320,000	-	-	-	-	CSP Grant of \$500,000. \$180,000 used during Start-up and \$320,000 used in YR 1.
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	535,631	415,731	605,826	816,457	1,016,557	
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	20,000	20,000	20,000	20,000	20,000	
Fundraising	10,000	10,000	10,000	10,000	10,000	
Erate Reimbursement	87,729	38,895	39,927	40,990	42,085	ERATE \$ assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology and 100% of Telephone expenses (lines 126 and 127 below) reimbursed at 90%. Yrs 2-5 include 100% of Telephone and \$5k a year for Technology.
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	School will attempt to collect fees from parents but to be conservative no revenue planned.
Text Book	9,538	18,598	27,206	36,744	45,804	Per student: NYSLT - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	127,267	87,494	97,133	107,734	117,889	
<b>TOTAL REVENUE</b>	<b>2,868,246</b>	<b>4,574,201</b>	<b>6,621,757</b>	<b>8,876,171</b>	<b>11,076,428</b>	

Atmosphere Academy PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	2,868,246	4,574,201	6,621,757	8,876,171	11,076,428	
Total Expenses	2,841,725	4,436,249	6,319,657	8,688,057	10,725,743	
Net Income (Before Cash Flow Adjustments)	26,521	137,951	302,101	188,114	350,684	
Actual Student Enrollment	120	234	342	462	576	
Total Paid Student Enrollment	120	234	342	462	576	
	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019	
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	No. of Positions					ALL POSITIONS ASSUME 3% RAISE YEAR TO YEAR
Instructional Management	1.00	130,000	133,900	137,917	272,055	280,216
Deans, Directors & Coordinators	5.00	405,000	477,150	491,465	591,208	768,945
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	2.00	130,000	133,900	172,917	213,105	219,498
Administrative Staff	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.00</b>	<b>665,000</b>	<b>744,950</b>	<b>802,299</b>	<b>1,236,367</b>	<b>1,433,458</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	2.00	120,000	123,600	247,308	374,727	505,969
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	8.50	497,500	1,034,925	1,648,473	2,150,427	2,787,440
Aides	-	-	60,000	121,800	185,454	251,018
Therapists & Counselors	-	-	110,000	278,300	396,649	463,548
Other	-	-	10,000	15,000	20,000	25,000
<b>TOTAL INSTRUCTIONAL</b>	<b>10.50</b>	<b>617,500</b>	<b>1,338,525</b>	<b>2,310,881</b>	<b>3,127,257</b>	<b>4,032,975</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL COSTS</b>	<b>18.50</b>	<b>1,282,500</b>	<b>2,083,475</b>	<b>3,113,179</b>	<b>4,363,625</b>	<b>5,466,433</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		182,756	296,895	443,628	621,817	778,967
Fringe / Employee Benefits		153,900	270,852	435,845	654,544	874,629
Retirement / Pension		-	66,049	106,784	159,556	223,697
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>336,656</b>	<b>633,796</b>	<b>986,257</b>	<b>1,435,916</b>	<b>1,877,293</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>18.50</b>	<b>1,619,156</b>	<b>2,717,271</b>	<b>4,099,436</b>	<b>5,799,541</b>	<b>7,343,726</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		15,000	17,000	19,000	21,000	23,000
Legal		-	3,000	4,000	5,000	6,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		136,800	266,760	390,222	527,022	656,982
Payroll Services		3,700	6,500	10,100	13,600	17,000
Special Ed Services		14,400	56,160	82,152	110,952	138,312
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		259,000	243,446	222,670	207,350	107,396
<b>TOTAL CONTRACTED SERVICES</b>		<b>428,900</b>	<b>592,866</b>	<b>728,144</b>	<b>884,924</b>	<b>948,690</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses		1,500	1,545	1,591	1,639	1,688
Classroom / Teaching Supplies & Materials		9,000	29,250	42,788	57,788	86,445
Special Ed Supplies & Materials		5,400	12,285	17,971	24,271	30,256
Textbooks / Workbooks		42,000	28,500	54,075	66,000	73,500
Supplies & Materials other		5,000	10,000	10,000	10,000	10,000
Equipment / Furniture		35,000	30,000	30,000	30,000	30,000
Telephone		37,104	38,217	39,364	40,545	41,761
Technology		105,000	68,900	89,705	115,460	137,360
Student Testing & Assessment		12,000	20,550	28,673	37,673	46,223
Field Trips		6,000	23,400	34,230	46,230	57,300
Transportation (student)		4,200	8,190	11,981	16,181	20,171
Student Services - other		18,000	58,500	68,460	92,460	115,260
Office Expense		15,000	25,000	35,000	45,000	55,000
Staff Development		9,250	16,250	25,250	34,000	42,500
Staff Recruitment		4,625	4,875	7,575	10,200	12,750
Student Recruitment / Marketing		5,400	5,130	4,874	5,400	5,130
School Meals / Lunch		3,990	7,781	11,381	15,371	19,162
Travel (Staff)		1,000	1,750	2,500	3,250	4,000
Fundraising		-	-	-	-	-
Other		3,000	10,000	15,000	20,000	25,000
<b>TOTAL SCHOOL OPERATIONS</b>		<b>322,469</b>	<b>400,123</b>	<b>530,416</b>	<b>671,466</b>	<b>813,835</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance		25,000	27,500	30,250	33,275	36,603
Janitorial		35,000	50,000	65,000	80,000	95,000
Building and Land Rent / Lease		235,200	438,690	632,006	926,797	1,149,667
Repairs & Maintenance		15,000	35,000	45,000	55,000	65,000
Equipment / Furniture		18,000	18,000	18,000	18,000	18,000
Security		30,000	31,500	33,075	34,729	36,465
Utilities		73,000	80,300	88,330	94,326	100,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>431,200</b>	<b>680,990</b>	<b>911,661</b>	<b>1,302,126</b>	<b>1,584,493</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
		15,000	20,000	25,000	30,000	35,000
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>2,841,725</b>	<b>4,436,249</b>	<b>6,319,657</b>	<b>8,688,057</b>	<b>10,725,743</b>
<b>NET INCOME</b>		<b>26,521</b>	<b>137,951</b>	<b>302,101</b>	<b>188,114</b>	<b>350,684</b>

For all FTE/Staffing detail please see the 'Staffing' tab of this file.

Student teachers will be obtained from Bard and Fordham, but will not impact budget.

Instructional personnel bonuses.

The school will apply for/ request that the NYC DoE provide a nurse/nursing services to the school at no cost.

Will hire a cleaning service and pay for maintenance in conjunction with landlord. See "Facility Operation and Maintenance."

Will hire a security service. See "Facility Operation and Maintenance."

Payroll Taxes (\$5 - 6.2%, Med. - 1.45%, NY SUI - 6.6%).

12% of Total Compensation for Medical, Dental, Vision, etc. Escalates 1% each YR after YR 1.

ONE year vesting period for all new employees. 5% contribution once vested; 403b plan.

Year 1 - \$15,000 with 2% increase year to year.

Pro Bono Legal Services in YR 1

The school will apply for/ request that the NYC DoE provide a nurse/nursing services to the school at no cost.

If school uses Private services it can expect to pay roughly \$6.00 per student; reimbursed at the Federal rates above under 'School food services' revenue. If school uses NYCDOE services then the school pays for students NOT Free Reduced Lunch -> 10%, at DOE prices (below under 'School Meals/Lunch').

Based on number of staff, roughly \$200 per staff.

\$400 per IEP for contracted services, e.g., Speech, OT/PT in YR 1; \$800 in YRS 2-5.

Fordham Coaching + Datacenter + Substitute Teachers + CSBM (financial management, decreasing after year 2) + Background Screening (decreasing after year 1) + NTN Math Professional Coaching + Scholastic Reading Software Suite Licenses (including Expert 21, Read 180, System 44) (based on January 2013 Scholastic contract with large school district).

COLA Increase of 3% Yr. to Yr.

Year 1 - \$75 per student / Year 2-4 - \$125 per student / Year 5 - \$150 per student.

Year 1 - \$150 per student / Year 2-5 - \$175 per student, per year.  
Year 1 - \$350 per Student - Includes bulk purchases of workbooks and instructional material - higher to account for start-up costs / Year 2-5 - \$250 per NEW Student / Year 3-5 - Replacement cost of additional \$9,000 annuity for worktexts or iPad applications for each grade level. Includes curriculum from NTN (worktexts and digital); Scholastic's Read180, Expert21, and System 44 (worktexts); Scope Magazine (\$9.00 per student per year); National Geographic Extreme Explorer (\$5.80 per student per year); Pearson's Keynotes: HMH's Science Fusion; HMH's History; Rosetta Stone (\$70 per student); Red Rabbit Gardening and Culinary Education (\$3000 per year) and others.

Physical Education & Arts included. Will seek out donated supplies in year 1.

\$5,000 Per Class Room / \$5,000 Admin. in YR 1. \$5,000 Per New Class Room in Yrs 2-5.

Telephone: 3% inflation factor; Service contract, regular service, internet access, etc.  
Tech costs to start school will be roughly \$75,000, of which 75% will be ERATE-able (80%). Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance.

YR 1 also includes \$250 per new student for technology expenses. Yrs 2 - 5 assumes \$350 per new student, \$200 per existing student plus \$5K for annual admin. expenses.

Numbers reflect cushion above assessment expenses quote in Pearson MOU (\$75 per student per year, \$3000 for assessment PD per year).

Based on Student - Year 1 - \$50 per student / Year 2-5 - \$100 per student.

Based on Student - \$35 per student.

Based on Student - Year 1 - \$150 per student / Year 2 - \$250 per student / Year 3-5 - \$200 per student. Uniforms enrollment, after school program, summer academy, etc.

Includes: copier and printing costs & leases, office supplies, postage. \$15,000 in year one and additional \$10,000 each year thereafter.

Based on Staff - \$500 per staff member (includes conferences, workshops, professional texts, etc.).

Based on Staff - Year 1 - \$250 / Years 2-5 - \$150 per staff member (includes staff appreciation, retention and recruiting).

Based on Student - \$45 per NEW student (Includes ads, community outreach, newspapers, mailings, meetings.

If school pays for students NOT Free Reduced Lunch -> 10%, at DOE prices; roughly \$1.75 (Breakfast and snack always provided, Free pays no lunch, Reduced pays \$.25 for lunch and Full Price pays \$1.50 for lunch.

Year 1 - Based on other start up charter schools / Year 2-5 based on Year 1 plus 10% inflation.  
Increase of 10,000 square feet per year will result in additional \$15,000 per year up to \$80,000.  
Year 1, 2, and 3 - Assumption includes 85 sq. ft. per child at \$21 per sq. ft. 1000 sq. ft. of admin space also assumed. Price per sq. ft. adjusted to align with current negotiation with Archdiocese on terms for Our Lady of Mercy School. Year 4 and 5 - Increased rate per sq. ft. based on additional building. These numbers are based on Archdiocese's agreement to rent space to Atmosphere for \$2,000 per student or approximately \$20 per square foot, whichever is lower (see "Response 16(d) - Facility Documents").

Based on other comparable start up charter schools with additional cost built in for added space up to \$50,000.

\$1500/month for food service equipment lease. Also see line 125 "Equipment / Furniture."

Using current operational charter schools as comparables; Atmosphere will use a combination of a hired security service (\$30k per year) and alarm system (\$50 - \$100 per month) and existing staff when needed.

\$4000 per month based on doubling of prior Our Lady of Mercy School electricity and gas bills, which averaged approximately \$1,947.90 for 2012-2013 (see "Response 16(d) - Facility Documents"), along with \$25,000.00 annually for oil and 10% increase year over year. In Year 4, a second building is added.

Estimate

Year 1, 2, and 3 - \$25,000 each year, total \$75,000 kept in separate escrow account.

Atmosphere Academy						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	2,868,246	4,574,201	6,621,757	8,876,171	11,076,428	
<b>Total Revenue</b>	2,868,246	4,574,201	6,621,757	8,876,171	11,076,428	
<b>Total Expenses</b>	2,841,725	4,436,249	6,319,657	8,688,057	10,725,743	
<b>Net Income (Before Cash Flow Adjustments)</b>	26,521	137,951	302,101	188,114	350,684	
<b>Actual Student Enrollment</b>	120	234	342	462	576	
<b>Total Paid Student Enrollment</b>	120	234	342	462	576	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
New York City CSD	120	234	342	462	576	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>120</b>	<b>234</b>	<b>342</b>	<b>462</b>	<b>576</b>	
<b>REVENUE PER PUPIL</b>	<b>23,902</b>	<b>19,548</b>	<b>19,345</b>	<b>19,200</b>	<b>19,220</b>	
<b>EXPENSES PER PUPIL</b>	<b>23,681</b>	<b>18,958</b>	<b>18,462</b>	<b>18,793</b>	<b>18,611</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	15,000	20,000	25,000	30,000	35,000	
Other	-	-	-	-	-	
Total Operating Activities	15,000	20,000	25,000	30,000	35,000	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>15,000</b>	<b>20,000</b>	<b>25,000</b>	<b>30,000</b>	<b>35,000</b>	
<b>NET INCOME</b>	<b>41,521</b>	<b>157,951</b>	<b>327,101</b>	<b>218,114</b>	<b>385,684</b>	
<b>Beginning Cash Balance</b>	<b>2,511</b>	<b>44,032</b>	<b>201,983</b>	<b>529,084</b>	<b>747,198</b>	
<b>ENDING CASH BALANCE</b>	<b>44,032</b>	<b>201,983</b>	<b>529,084</b>	<b>747,198</b>	<b>1,132,882</b>	

## Atmosphere Academy

	Number of Students	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, etc.)	Total Dollars to Charter School from NYCDOE	* Total Operating Budget for NYCDOE	% of Total Budget
<b>Year 1 (2015-16)</b>	120	13,527	1,623,240	582,108	2,205,348	\$19,800,000,000	0.011%
<b>Year 2 (2016-17)</b>	234	13,527	3,165,318	905,658	4,070,976	\$19,800,000,000	0.021%
<b>Year 3 (2017-18)</b>	342	13,527	4,630,292	1,288,506	5,918,798	\$19,800,000,000	0.030%
<b>Year 4 (2018-19)</b>	462	13,527	6,253,532	1,698,448	7,951,980	\$19,800,000,000	0.040%
<b>Year 5 (2019-20)</b>	576	13,527	7,795,610	2,146,372	9,941,982	\$19,800,000,000	0.050%

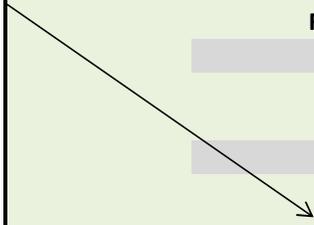
\* 2013-14 NYC budget consists of \$19.8 Operating / \$4.9 Pension and Debt Service for a total of \$24.8. No increase is assumed from 2013-14 to 2014-15 as any increase would make the lower the impact on the NYSCD.

<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

Enrollment - General and Special Education	GRADES							
	6	7	8	9	10	11	12	Total
<b>2015</b>								
Regular Ed	84.00	-	-	-	-	-	-	<b>84.00</b>
Special Ed < 20%	-	-	-	-	-	-	-	-
Special Ed 20 - 59%	24.00	-	-	-	-	-	-	<b>24.00</b>
Special Ed > 60%	12.00	-	-	-	-	-	-	<b>12.00</b>
<b>TOTAL - SPED</b>	<b>36.00</b>	-	-	-	-	-	-	<b>36.00</b>
<b>TOTAL - ALL Enrollment</b>	<b>120.00</b>	-	-	-	-	-	-	<b>120.00</b>
								30.0%
<b>2016</b>								
Regular Ed	84.00	79.80	-	-	-	-	-	<b>163.80</b>
Special Ed < 20%	-	-	-	-	-	-	-	-
Special Ed 20 - 59%	25.56	24.28	-	-	-	-	-	<b>49.84</b>
Special Ed > 60%	10.44	9.92	-	-	-	-	-	<b>20.36</b>
<b>TOTAL - SPED</b>	<b>36.00</b>	<b>34.20</b>	-	-	-	-	-	<b>70.20</b>
<b>TOTAL - ALL Enrollment</b>	<b>120.00</b>	<b>114.00</b>	-	-	-	-	-	<b>234.00</b>
<b>2017</b>								
Regular Ed	84.00	79.80	75.81	-	-	-	-	<b>239.61</b>
Special Ed < 20%	-	-	-	-	-	-	-	-
Special Ed 20 - 59%	27.03	25.68	24.39	-	-	-	-	<b>77.10</b>
Special Ed > 60%	8.97	8.52	8.10	-	-	-	-	<b>25.59</b>
<b>TOTAL - SPED</b>	<b>36.00</b>	<b>34.20</b>	<b>32.49</b>	-	-	-	-	<b>102.69</b>
<b>TOTAL - ALL Enrollment</b>	<b>120.00</b>	<b>114.00</b>	<b>108.30</b>	-	-	-	-	<b>342.30</b>
<b>2018</b>								
Regular Ed	84.00	79.80	75.81	84.00	-	-	-	<b>323.61</b>
Special Ed < 20%	-	-	-	-	-	-	-	-
Special Ed 20 - 59%	28.28	26.87	25.52	28.28	-	-	-	<b>108.96</b>
Special Ed > 60%	7.72	7.33	6.97	7.72	-	-	-	<b>29.73</b>
<b>TOTAL - SPED</b>	<b>36.00</b>	<b>34.20</b>	<b>32.49</b>	<b>36.00</b>	-	-	-	<b>138.69</b>
<b>TOTAL - ALL Enrollment</b>	<b>120.00</b>	<b>114.00</b>	<b>108.30</b>	<b>120.00</b>	-	-	-	<b>462.30</b>
<b>2019</b>								
Regular Ed	84.00	79.80	75.81	84.00	79.80	-	-	<b>403.41</b>
Special Ed < 20%	-	-	-	-	-	-	-	-
Special Ed 20 - 59%	27.58	26.20	24.89	27.58	26.20	-	-	<b>132.46</b>
Special Ed > 60%	8.42	8.00	7.60	8.42	8.00	-	-	<b>40.43</b>
<b>TOTAL - SPED</b>	<b>36.00</b>	<b>34.20</b>	<b>32.49</b>	<b>36.00</b>	<b>34.20</b>	-	-	<b>172.89</b>
<b>TOTAL - ALL Enrollment</b>	<b>120.00</b>	<b>114.00</b>	<b>108.30</b>	<b>120.00</b>	<b>114.00</b>	-	-	<b>576.30</b>

**Other Information**

<b>Rate(s)</b>	<b>School Days</b>
	190
\$ 13,527	
\$ 10,390	<b>Free &amp; Reduced Lunch %</b>
\$ 19,049	90.0%
	<b>Food Service</b>
	Private
	<b>ELL %</b>
	30.0%
	<b>SPED %</b>
	30.0%



Total Overall Enrollment								
	6	7	8	9	10	11	12	Total
2015	120	-	-	-	-	-	-	120
2016	120	114	-	-	-	-	-	234
2017	120	114	108	-	-	-	-	342
2018	120	114	108	120	-	-	-	462
2019	120	114	108	120	114	-	-	576

5% attrition per year for grades 6 through 8. New admits in 9th grade bring total back to 120 with 5% attrition thereafter.

ELL Model								
	6	7	8	9	10	11	12	Total
2015	36.0	-	-	-	-	-	-	36.0
2016	36.0	32.4	-	-	-	-	-	68.4
2017	36.0	32.4	27.5	-	-	-	-	95.9
2018	36.0	32.4	27.5	28.2	-	-	-	124.1
2019	36.0	32.4	27.5	28.2	23.6	-	-	147.7
Prior year Carry over		90.0%	90.0%	90.0%	90.0%	90.0%		

SPED Distribution		
	21-59%	More than 60%
2015	66.7%	33.3%
2016	71.0%	29.0%
2017	75.1%	24.9%
2018	78.6%	21.4%
2019	76.6%	23.4%

- (f) Letters of Commitment**  
**Attach letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.**

Not Applicable.

<b>Task</b>	<b>Start Date</b>	<b>Completion Date</b>	<b>Responsibility</b>	<b>Key</b>
<b>CURRICULUM</b>				P = Principal
Review CCLS, state and national standards	Jul 2014	Jan 2015	P	DFO = Director of Finance and Operations
Research commercial programs	Jul 2014	Jan 2015	P	DSLe = Director of Student Learning
Order sample materials	Jul 2014	Mar 2015	P	DSLl = Director of School Life
Negotiate agreement with Pearson, NTN, Scholastic, etc.	Nov 2014	Mar 2015	P	DL = Director of Language
Select and order curriculum materials	Jan 2015	Jun 2015	P, DFO	AD = Academic Directors
Identify curriculum resources in community	Jan 2015	Aug 2015	P, AD	OM = Office Manager
Create unit and lesson plan templates	Mar 2015	Jul 2015	P, AD	BOT = Board of Trustees
Create scope and sequences	Mar 2015	Aug 2015	P, AD	
Create unit plans	May 2015	Aug 2015	P, AD	
Create lessons for first unit	Jul 2015	Aug 2015	P, AD	
Create resources to fill standards gaps in commercial resources	Jul 2015	Aug 2015	P, AD	
Create resource library for teachers	Apr 2015	Aug 2015	P, AD	
Collect exemplars	Jan 2015	Aug 2015	P, AD	
<b>FACILITIES</b>				
Secure legal counsel	Jul 2014	Sept 2014	P, BOT	
Negotiate and sign lease	Aug 2014	Nov 2014	P, BOT	
Create leasehold improvement timeline	Nov 2014	Dec 2014	P, BOT	
Install food service equipment	Jun 2015	Jul 2015	P, DFO	
Prepare building for opening	May 2015	Aug 2015	P, DFO	
Obtain SUNY approval	Aug 2015	Aug 2015	P, DFO	
Create initial bulletin board displays	Aug 2015	Aug 2015	P, AD	
Establish security protocols	Jul 2015	Aug 2015	P, DFO	
Conduct alarm checks	Aug 2015	Aug 2015	DFO	
Install AED	Jul 2015	Aug 2015	DFO	
<b>ENROLLMENT</b>				
Develop marketing materials	Dec 2014	Jan 2015	P	
Develop application	Dec 2014	Jan 2015	P	
Translate materials and applications	Dec 2014	Jan 2015	P	
Join common application	Jan 2015	Jan 2015	P	
Canvas neighborhoods	Jan 2015	Mar 2015	P	
Meet with local elementary school counselors	Jan 2015	Mar 2015		
Hold open houses	Jan 2015	Mar 2015	P, OM	
Set lottery date	Jan 2015	Jan 2015	P	
Identify and secure lottery location	Jan 2015	Feb 2015	P	
Identify third party witness	Jan 2015	Mar 2015	P	
Hold lottery	Apr 2015	Apr 2015	P	
Create enrollment forms	Mar 2015	Apr 2015	OM	
Mail admissions and waitlist letters	Apr 2015	Apr 2015	OM	
Hold admissions meeting with families	Apr 2015	Jun 2015	P, DSLi	

Collect enrollment forms	Apr 2015	Jul 2015	OM
Submit rosters via ATS	Aug 2015	Aug 2015	OM
<b>HIRING</b>			
Draft job descriptions	Jul 2014	Sept 2014	P, DFO
Post job openings	Jan 2015	Jun 2015	DFO
Screen resumes	Jan 2015	Jun 2015	P, DFO
Conduct phone interviews	Feb 2015	Jun 2015	P, DFO
Conduct demonstration lessons	Feb 2015	Jun 2015	P, AD
Contact references	Mar 2015	Jun 2015	P, DFO
Google candidates	Mar 2015	Jun 2015	DFO
Conduct background checks	May 2015	Aug 2015	DFO
Make job offers	Feb 2015	Aug 2015	P, DFO
Secure signed offer letters	Feb 2015	Aug 2015	DFO
Draft and finalize Staff Handbook	Jan 2015	May 2015	P, DFO
Enroll in insurance plans	Mar 2015	Mar 2015	DFO
Enroll in direct deposit	Mar 2015	Mar 2015	DFO
Enroll in 403(b)	Mar 2015	Mar 2015	DFO
<b>TECHNOLOGY</b>			
Create and approve technology plan	Jul 2014	Dec 2014	P, BOT, DFO
Install ATS	Jun 2015	Aug 2015	DFO
Create RFP for equipment and installation	Dec 2014	Mar 2015	DFO
Solicit bids for technology services	Jan 2015	Mar 2015	DFO
Purchase and/or lease equipment	Apr 2015	Aug 2015	DFO
Install infrastructure (e.g., network)	May 2015	Aug 2015	DFO
Map website design	Mar 2015	May 2015	P, DFO
Secure Internet provider	Mar 2015	May 2015	DFO
<b>FINANCE</b>			
Secure federal ID	Jul 2014	Aug 2014	P, BOT
Secure 501(c)3 status	Jul 2014	Dec 2014	P, BOT
Create chart of accounts	Jul 2014	Aug 2014	P
Establish bank accounts	Jul 2014	Aug 2014	P
Draft and approval Financial Policies and Procedures	Jul 2014	Dec 2014	P, BOT
Hire payroll company	Mar 2015	Mar 2015	P
Set up accounting system	Feb 2015	May 2015	P, DFO
Create and adopt development plan	Jul 2014	Nov 2014	P, BOT
Establish 403(b) accounts	Mar 2015	Jun 2015	DFO
Develop asset tracking system	Mar 2015	Jun 2015	DFO
Develop receipt tracking system	Mar 2015	Jun 2015	DFO
Create reporting calendar	Jan 2015	Jan 2015	DFO
Research and select audit firm	Jan 2015	May 2015	P, DFO, BOT
<b>PROFESSIONAL DEVELOPMENT</b>			

Create annual PD plan	Mar 2015	Jul 2015	P
Research PD providers	Jan 2015	May 2015	P
Select PD providers	Mar 2015	Jul 2015	P, AD
Identify orientation topics	May 2015	Jul 2015	P, AD, DSLi, SDLe
Create summer orientation agenda	Jun 2015	Jul 2015	P, AD, DSLi, SDLe
Develop orientation materials	Jun 2015	Jul 2015	P, AD, DSLi, SDLe
Create observation and feedback protocols and forms	Jun 2015	Aug 2015	P, AD
Develop protocol for looking at student work	Jun 2015	Aug 2015	P, AD
Create PLC protocols	Jun 2015	Aug 2015	P, AD
Conduct staff orientation	Aug 2015	Aug 2015	P, AD, DSLi, SDLe
Conduct staff needs assessment	Aug 2015	Aug 2015	P, AD, DSLi, SDLe

#### GOVERNANCE

Negotiate and sign charter agreement	Jul 2014	Aug 2014	P, BOT
Adopt by-laws	Jul 2014	Jul 2014	BOT
Elect officers	Jul 2014	Jul 2014	BOT
Appoint committee chairs	Jul 2014	Jul 2014	BOT
Set annual board meeting calendar	Jul 2014	Jul 2014	BOT
Adopt school policies	Nov 2014	Aug 2014	BOT
Create meeting agendas	Jul 2014	ongoing	BOT
Draft and disseminate minutes	Jul 2014	ongoing	BOT
Recruit additional members	Jul 2014	ongoing	BOT
Establish annual school goals	Jan 2015	May 2015	P, BOT
Adopt annual budget	Feb 2015	Jun 2015	BOT
Establish leader evaluation process	Feb 2015	Jun 2015	P, BOT

#### COMMUNITY RELATIONS

Develop marketing materials	Jul 2014	Feb 2015	P
Research local CBOs and businesses	Jul 2014	Feb 2015	P
Meet with district superintendent	Dec 2014	Jan 2015	P
Meet with local politicians	Jul 2014	ongoing	P, DFO
Meet with community leaders	Jul 2014	ongoing	P, DFO
Negotiate and sign MOUs with partner organizations	Jul 2014	Dec 2014	P, DFO
Conduct neighborhood walks with staff	Mar 2015	Aug 2015	P, DSLi
Create newsletter mailing list	Jan 2015	ongoing	DFO
Disseminate monthly newsletter	Jan 2015	ongoing	P, DFO
Post board meeting dates in local media	Jan 2015	ongoing	OM
Pitch stories to local media	Jan 2015	ongoing	P, DFO

#### ATMOSPHERE

Create building and classroom norms	Nov 2014	Aug 2015	P, DSLi
Finalize code of conduct	Mar 2015	Aug 2015	P, DSLi
Draft and finalize Family Handbook	Mar 2015	Aug 2015	P, DSLi
Develop Advisory program	Mar 2015	Aug 2015	P, DSLi
Print wall posters	Aug 2015	Aug 2015	OM

Develop referral protocol and forms	Jun 2015	Aug 2015	P, DSLi, DSLe
Define social work intern roles	Jun 2015	Aug 2015	P, DSLi
Plan and conduct parent orientation	Jul 2015	Aug 2015	P, DSLi
Plan and conduct student orientation	Jul 2015	Aug 2015	P, DSLi
Create parent communication plan	May 2015	Aug 2015	P, DSLi
Plan parent organization	Jul 2015	Aug 2015	P, DSLi
<b>ASSESSMENT AND DATA</b>			
Develop plan for common assessments (baseline, interim, etc.)	Jan 2015	Aug 2015	P, AD
Develop calendar for grading and assessment cycles	Apr 2015	Aug 2015	P, AD
Develop expectations for classroom instructional rubrics	May 2015	Aug 2015	P, AD
Develop grading policy	Jun 2015	Aug 2015	P, AD
Develop homework policy	Jun 2015	Aug 2015	P, AD
Develop system for looking at and using data	Jul 2015	Aug 2015	P, AD
Determine data tracking system/platform	May 2015	Aug 2015	P, AD
Train teachers on data tracking system/platform	Aug 2015	Aug 2015	P, AD
<b>AT-RISK STUDENTS</b>			
Develop RRTI referral process	May 2015	Aug 2015	DSLe, DSLi
Develop RRTI meeting protocols	Jun 2015	Aug 2015	DSLe, DSLi
Develop data tracking system	Jun 2015	Aug 2015	DSLe, DSLi
Create resource and strategy lists	May 2015	Aug 2015	DSLe, DSLi
Develop CST referral process	Jul 2015	Aug 2015	DSLe
Obtain IEP and special education records of identified students with disabilities	May 2015	Aug 2015	DSLe
Meet with CSE to review IEPs and placement options	Jun 2015	Aug 2015	DSLe
Revise IEPs as necessary	Jun 2015	Aug 2015	DSLe
Create IEP summaries for teachers	Jul 2015	Aug 2015	DSLe
Establish team teaching expectations	Jun 2015	Aug 2015	DL, DSLe
Conduct home language surveys	Jun 2015	Aug 2015	DL
Administer LAB-R	Jul 2015	Aug 2015	DL
Train teachers on intervention programs	Aug 2015	Aug 2015	DL, DSLe
<b>OPERATIONS</b>			
Purchase or lease office equipment and furniture	Mar 2015	Jun 2015	P, OM
Install office equipment	Mar 2015	Aug 2015	DFO, OM
Create record-keeping systems	Mar 2015	Jul 2015	DFO, OM
Establish FERPA protocols	Mar 2015	Jun 2015	DFO, OM
Create attendance system	Jun 2015	Aug 2015	DFO, OM
Negotiate agreement with Red Rabbit	Jan 2015	Mar 2015	DFO
Establish food service procedures	Apr 2015	Aug 2015	DFO
Establish relationship with Office of Pupil Transportation	May 2015	Jun 2015	DFO
Obtain metro-cards	Jul 2015	Aug 2015	OM
Create reception protocols	Mar 2015	May 2015	OM
Draft and adopt school safety plan	Apr 2015	Jun 2015	DFO
Establish fire drill procedures	Jun 2015	Aug 2015	DFO

Estalbish lock down procedures

Jun 2015

Aug 2015

DFO

**24. Supplemental Information**

**(a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of the information and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.**

Below is a table detailing the additional information (supplemental and support documents) that Atmosphere is providing in the “Response 24(b) – Supplemental Docs” section of this charter application as well as the rationale for its inclusion:

Document	Signee	Rationale for Inclusion
Certificate of Incorporation Atmosphere Foundation	Alan Dillon Colin Greene Jesse Greene	To demonstrate the incorporation of a nonprofit charity in New York State that will support Atmosphere Academy in myriad ways.
Certificate of Amendment of the Certificate of Incorporation Atmosphere Foundation	Jesse Greene	To demonstrate Atmosphere Foundation’s intention to change from a type C corporation to a type B corporation to better align with its purpose and intent to operate as an educational nonprofit.
Bylaws Atmosphere Foundation	Jesse Greene	To demonstrate the strong governance structure that Atmosphere Foundation has adopted.
Conflict of Interest Policy Atmosphere Foundation	Jesse Greene	To demonstrate the strong governance structure that Atmosphere Foundation has adopted.
Letter of Intent Fordham University Graduate School of Education Center for Educational Partnerships	Dr. Anita Batisti, Ph.D Associate Dean and Director	To formally establish the professional development and professional coaching (ELL and literacy) services that Atmosphere will receive from Fordham.
Letter of Intent Fordham University Graduate School of Social Service	Vincenza Corcoran, MS, LCSW Associate Director of Field Instruction	To formally establish the social worker internship program that will place 2 Fordham social worker interns per grade level at Atmosphere.
Letter of Intent Montefiore Medical Center School Health Program	Dr. David Appel, MD Director	To formally establish Atmosphere’s school health program in conjunction and partnership with Montefiore.

<p>Memorandum of Understanding Pearson</p>	<p>Laurie Lombard General Manager New York State</p>	<p>To formally establish the vendor partnership between Atmosphere and Pearson with specific focus on learning assessments, clinical assessments, and behavior management systems.</p>
<p>Letter of Intent Mosholu Montefiore Community Center (MMCC)</p>	<p>Laurie Meltzer Bandremer Director of Development</p>	<p>To formally establish the way in which Atmosphere will work with MMCC to create a dynamic after school experience for all participating students.</p>
<p>Letter of Intent Westmoreland Sanctuary</p>	<p>Michele Miller Executive Director</p>	<p>To formally establish a nature education program and collaborative relationship between Westmoreland Sanctuary and Atmosphere.</p>
<p>Memorandum of Understanding National Training Network (NTN)</p>	<p>Nicole Beck Executive Vice President of Growth and Development</p>	<p>To formally establish the anticipated terms of Atmosphere’s relationship with NTN both in terms of math curriculum as well as math instructional coaching.</p>
<p>Letter of Intent Charter Stone Capital (CSC)</p>	<p>Michael Searles Founder</p>	<p>To formally establish a working relationship between Atmosphere and CSC that is intended to identify a long term facility solution for Atmosphere’s high school.</p>
<p>Memorandum of Understanding Red Rabbit</p>	<p>Rhys Powell President and Founder</p>	<p>To formally establish the terms of a future contract with Red Rabbit should the school be chartered.</p>
<p>Education Labs Proposal Red Rabbit</p>	<p>Rebecca Gildiner Education Manager</p>	<p>To propose the parameters and costs of a weekly gardening and cooking program for students and parents</p>
<p>Food Services Proposal Red Rabbit</p>	<p>Shari Mermelstein, RD Program Development Director</p>	<p>To propose the parameters and costs of a customized food service program for the school.</p>

If applicable, include the following in support of the narrative:

(b) Supplemental and Support Documents

Below is the initial Certificate of Incorporation for Atmosphere Foundation, which has been incorporated in New York State as a nonprofit charity to support Atmosphere Academy in myriad ways:

***STATE OF NEW YORK***  
***DEPARTMENT OF STATE***

I hereby certify that the annexed copy has been compared with the original document in the custody of the Secretary of State and that the same is a true copy of said original.

WITNESS my hand and official seal of the  
Department of State, at the City of Albany,  
on January 16, 2014.



*Anthony Giardina*

Anthony Giardina  
Executive Deputy Secretary of State

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New York State Department of State  
Division of Corporations, State Records and Uniform Commercial Code  
One Commerce Plaza, 99 Washington Ave. Albany, NY 12231  
www.dos.ny.gov

CERTIFICATE OF INCORPORATION  
OF

Atmosphere Foundation, Inc.

*(Insert Corporation Name)*

Under Section 402 of the Not-for-Profit Corporation Law

FIRST: The name of the corporation is:

Atmosphere Foundation, Inc.

SECOND: The corporation is a corporation as defined in subparagraph (a)(5) of Section 102 (Definitions) of the Not-for-Profit Corporation Law.

THIRD-Part A: The purpose or purposes for which the corporation is formed are as follows:

Atmosphere Foundation, Inc. will endeavor to financially support the formation and operation of charter schools (including but not limited to the yet-to-be-authorized, planned formation of the Atmosphere Academy Charter Schools) exclusively through fund raising.

The Foundation will also seek to develop and operate an out-of-school enrichment program that offers participants the opportunity to gain knowledge of and experience in activities that have significant barriers to entry and general lack of access due to the high cost of the activity or the logistics involved. This program will be designed to supplement the standard educational process by incorporating academic and other topics (such as reading, writing, science, and history) into the activities.

The corporation does not intend to function as a charter school management company. Nothing herein shall authorize the corporation to operate, maintain, or manage a charter school, or to operate or maintain a nursery school, an elementary school, a secondary school, a college, university or to advertise or offer credit-bearing courses or degrees in New York State or elsewhere.

**THIRD-Part B:** If the corporation is a Type C corporation, the lawful public or quasi-public objective which each business purpose will achieve is:

The lawful public or quasi-public objective of Atmosphere Foundation's efforts is to improve educational opportunity for all public school students (enrolled in both charter schools and non-charter schools).

---

**FOURTH:** The corporation shall be a Type A  Type B  Type C  Type D  corporation pursuant to Section 201 of the Not-for-Profit Corporation Law.

**FIFTH:** The office of the corporation is to be located in the County of Westchester, State of New York.

**SIXTH:** The names and addresses of the three initial directors of the corporation are:  
*(A minimum of three are required)*

Name: Colin J. Greene

Address: [REDACTED]

Name: Alan Dillion

Address: [REDACTED]

Name: Jesse J. Greene, Jr.

Address: [REDACTED]

**SEVENTH:** The Secretary of State is designated as agent of the corporation upon whom process against it may be served. The address to which the Secretary of State shall mail a copy of any process accepted on behalf of the corporation is:

[REDACTED]

**EIGHTH:** *(Optional - Corporations seeking tax exempt status may include language required by the Internal Revenue Service in this paragraph.)*

The following language relates to the corporation's tax exempt status and is not a statement of purposes and powers. Consequently, this language does not expand or alter the corporation's purposes or powers set forth in paragraph THIRD:

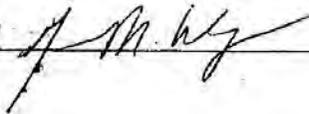
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Incorporator Name: Gerard M. Wrynn

*(Type or Print)*

Address: [REDACTED]

Signature



STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
Albany, New York

**CONSENT TO FILING WITH THE DEPARTMENT OF STATE  
(General Use)**

Consent is hereby given to the filing of the annexed certificate of incorporation  
of ATMOSPHERE FOUNDATION, INC.  
[name of entity]

pursuant to the applicable provisions of the Education Law, the Not-for-Profit Corporation Law,  
the Business Corporation Law, the Limited Liability Company Law or any other applicable  
statute.

This consent is issued solely for purposes of filing the annexed document by the  
Department of State and shall not be construed as approval by the Board of Regents, the  
Commissioner of Education or the State Education Department of the purposes or objects of such  
entity, nor shall it be construed as giving the officers or agents of such entity the right to use the  
name of the Board of Regents, the Commissioner of Education, the University of the State of  
New York or the State Education Department in its publications or advertising matter.

IN WITNESS WHEREOF this instrument is  
executed and the seal of the State Education  
Department is affixed.

JOHN B. KING, JR.  
Commissioner of Education

By: Kathleen Marinelli  
Kathleen Marinelli

Commissioner's authorized designee

1/8/14  
Date

**THIS DOCUMENT IS NOT VALID WITHOUT THE SIGNATURE OF THE  
COMMISSIONER'S AUTHORIZED DESIGNEE AND THE OFFICIAL SEAL OF THE  
STATE EDUCATION DEPARTMENT.**



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CERTIFICATE OF INCORPORATION  
OF

Atmosphere Foundation, Inc.

(Insert Corporation Name)

Under Section 402 of the Not-for-Profit Corporation Law

FILED BY: Name: Gerard M. Wynn, Esq., Ferguson Cohen, LLP  
Mailing Address: [REDACTED]  
City: White Plains State: NY Zip Code: 10601

*Cont Ed 759261AJE*

NOTE: This sample form is provided by the New York State Department of State Division of Corporations for filing a certificate of incorporation. This form is designed to satisfy the minimum filing requirements pursuant to the Not-for-Profit Corporation Law. The Division will accept any other form which complies with the applicable statutory provisions. The Division recommends that this legal document be prepared under the guidance of an attorney. The Division does not provide legal, accounting or tax advice. This certificate must be submitted with a \$75 filing fee made payable to the "Department of State."

For DOS use only

ICC  
STATE OF NEW YORK  
DEPARTMENT OF STATE

FILED JAN 15 2014

TAX \$

BY: *[Signature]*

RECEIVED

2014 JAN 14 PM 4:03

2014 JAN 15 PM 1:16

FILED

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Page 4 of 4

Below is the Certificate of Amendment of the Certificate of Incorporation, which Atmosphere Foundation will file in order to change the status of the corporation to type B from type C:

New York State  
Department of State  
Division of Corporations, State Records and Uniform Commercial Code  
One Commerce Plaza, 99 Washington Avenue  
Albany, NY 12231  
www.dos.ny.gov

CERTIFICATE OF AMENDMENT  
OF THE  
CERTIFICATE OF INCORPORATION  
OF

ATMOSPHERE FOUNDATION, INC.

*(Insert Name of Domestic Corporation)*

Under Section 803 of the Not-for-Profit Corporation Law

FIRST: The name of the corporation is:

ATMOSPHERE FOUNDATION, INC.

If the name of the corporation has been changed, the name under which it was formed is:

\_\_\_\_\_

SECOND: The certificate of incorporation was filed by the Department of State on:

January 15, 2014

\_\_\_\_\_

THIRD: The law the corporation was formed under is: Section 402 of NY Not-for-Profit Corp. Law

FOURTH: The corporation is a corporation as defined in Section 102(a)(5) of the Not-for-Profit Corporation Law.

FIFTH: The corporation is a Type C corporation. If the corporate purposes are being enlarged, limited or otherwise changed, the corporation shall be a Type B corporation.

SIXTH: The amendment effected by this certificate of amendment is as follows:

(Set forth each amendment in a separate paragraph providing the subject matter and full text of each amended paragraph. For example, as amendment changing the name of the corporation would read as follows: "Paragraph *First* of the Certificate of Incorporation relating to *the corporate name* is hereby amended to read in its entirety as follows:  
*First: The name of the corporation is ... (new name) ...*")

Paragraph Third Part B of the Certificate of Incorporation relating to Type C corporations is no longer applicable as the Corporation upon filing of this Certificate will be a Type B Corporation.

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is hereby [check the appropriate box]  added to read in its entirety as follows or  amended to read in its entirety as follows:

Not applicable.

Paragraph Eighth of the Certificate of Incorporation relating to  
Optional language relating to the Corporation's tax exempt status

is hereby [check the appropriate box]  added to read in its entirety as follows or  amended to read in its entirety as follows:

ATMOSPHERE FOUNDATION, INC. is organized exclusively for educational purposes as set forth in Article THIRD, Part A, above, including, for such purposes, (1) entering contracts and expending funds to assist prospective not-for-profit organizations, that are planned to qualify as §501(c)(3) organizations or other entities (private, governmental, or quasi-governmental) where contributions to such organization will be tax deductible, under 170(c)(1) or 170(c)(2) of the Internal Revenue Code with formation, and (2) making distributions to: i.) organizations that qualify as exempt organizations under §501(c)(3) of the Internal Revenue Code (or corresponding section of any future Federal tax code), and ii.) other entities (private, governmental or quasi-governmental) where contributions are deductible under 170(c)(1) or 170 (c)(2) of the Internal Revenue Code (or corresponding section of any future federal tax code). No part of the net earnings of ATMOSPHERE FOUNDATION, INC. shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on: (a) by any organization exempt from federal income tax under §501 (c) (3) of the Internal Revenue Code or (b) by an organization, contributions to which are deductible under §170(c)(1) or 170 (c) (2) of the Internal Revenue Code, or corresponding §§ of any future Federal tax code..

ATMOSPHERE FOUNDATION, INC. is not organized and shall not be operated for the private gain of any person. The property of the corporation is irrevocably dedicated to its educational, religious, charitable purposes. No part of the receipts, or net earnings of the corporation shall inure to the benefit of, or be distributed to any individual. The corporation may, however, pay reasonable compensation for services rendered, and make other payments and distributions consistent with these Articles.

In the event of dissolution, all remaining assets and property of the Corporation shall after payment of necessary expenses and satisfaction of all liabilities thereof be distributed upon approval of a Justice of the Supreme Court of the State of New York to another entity exempt under §501(c)(3) of the Internal Revenue Code or to the Federal government, or state or local government for a public purpose.

In any taxable year in which the Corporation is a private foundation as described in §509(a) of the Internal Revenue Code, the Corporation shall distribute its income for said period at such time and in such manner as not to subject it to tax under §4942 of the Internal Revenue Code; and the Corporation shall not (a) engage in any act of self- dealing as defined in §4941(d) of the Internal Revenue Code, (b) retain any excess business holdings as defined in §4943(c) of the Internal Revenue Code, (c) make any investments in such manner as to subject the corporation to tax under §4944 of the Internal Revenue Code, or (d) make any taxable expenditures as defined in §4945(d) of the Internal Revenue Code.

*(Remove this page if not needed)*

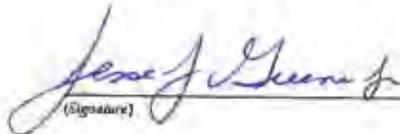
SEVENTH: The Secretary of State is designated as agent of the corporation upon whom process against it may be served. The address to which the Secretary of State shall forward copies of process accepted on behalf of the corporation is:

114 Davids Way  
Bedford Hills, NY 10507

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EIGHTH: The certificate of amendment was authorized by: *(Check the appropriate box)*

- The amendment was authorized by a vote of a majority of the members at a meeting.
- The amendment was authorized by the unanimous written consent of the members entitled to vote thereon.
- The amendment was authorized by a vote of a majority of the entire board of directors. The corporation has no members.

  
*(Signature)*

Director  
*(Signer's Title)*

Jesse J. Greene, Jr.  
*(Print or Type Signer's Name)*

CERTIFICATE OF AMENDMENT  
OF THE  
CERTIFICATE OF INCORPORATION  
OF

ATMOSPHERE FOUNDATION, INC.  
*(Insert Name of Domestic Corporation)*

Under Section 803 of the Not-for-Profit Corporation Law

Filer's Name Gerard M. Wynn, Esq., Ferguson Cohen, LLP

Address [REDACTED]

City, State and Zip Code Greenwich, CT 06830

NOTE: The certificate must be submitted with a \$30 filing fee. This form was prepared by the New York State Department of State. It does not contain all optional provisions under the law. You are not required to use this form. You may draft your own form or use forms available at legal stationery stores. The Department of State recommends that all documents be prepared under the guidance of an attorney. Please be sure to review Section 804 and Section 404 of the Not-for-Profit Corporation Law to determine if any consents or approvals are required to be attached to this certificate of amendment.

*For Office Use Only*

Below are the Bylaws adopted by Atmosphere Foundation’s Board of Directors:

**BYLAWS OF ATMOSPHERE FOUNDATION, INC.**

**ARTICLE I**

**1.01 Name**

**ATMOSPHERE FOUNDATION, INC.**

The name of this corporation shall be ATMOSPHERE FOUNDATION, INC. The business of the corporation will be conducted as ATMOSPHERE FOUNDATION, INC.

**ARTICLE II  
PURPOSES AND POWERS**

**2.01 Purpose**

ATMOSPHERE FOUNDATION, INC. (sometimes referred to herein as, the “corporation”) is a non-profit corporation and shall be operated exclusively for educational and charitable purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended from time to time or the corresponding section of any future Federal tax code and the Regulations promulgated thereunder.

ATMOSPHERE FOUNDATION, INC.’s purposes are as follows:

ATMOSPHERE FOUNDATION, INC. will endeavor to financially support the formation and operation of charter schools (including but not limited to the yet-to-be-authorized, planned formation of the Atmosphere Academy Charter Schools) exclusively through fund raising.

The corporation will also seek to develop and operate an out-of-school enrichment program that offers participants the opportunity to gain knowledge of and experience in activities that have significant barriers to entry and general lack of access due to the high cost of the activity or the logistics involved. This program will be designed to supplement the standard educational process by incorporating academic and other topics (such as reading, writing, science, and history) into the activities.

The corporation does not intend to function as a charter school management company. Nothing herein shall authorize the corporation to operate, maintain, or manage a charter school, or to operate or maintain a nursery school, an elementary school, a secondary school, a college, university or to advertise or offer credit-bearing courses or degrees in New York State or elsewhere.

Atmosphere Foundation, Inc. may pay for goods and services to form a new or to support an existing charter school.

ATMOSPHERE FOUNDATION, INC. is organized exclusively for educational purposes as set forth Article THIRD, Part A, above, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code or organizations where

contributions to such organizations qualify for tax deductions under section 170(c)(1) or section 170(c)(2) of the Internal Revenue Code, or the entering of contracts and the expending of funds to assist prospective not-for-profit organizations, that are planned to qualify as §501(c)(3) organizations or other entities (private, governmental, or quasi-governmental) where contributions to such organization will be tax deductible, under 170(c)(1) or 170(c)(2) of the Internal Revenue Code with formation. No part of the net earnings of ATMOSPHERE FOUNDATION, INC. shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by any organization exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ATMOSPHERE FOUNDATION, INC. is not organized and shall not be operated for the private gain of any person. The property of the corporation is irrevocably dedicated to its educational, religious, charitable purposes. No part of the receipts, or net earnings of the corporation shall inure to the benefit of, or be distributed to any individual. The corporation may, however, pay reasonable compensation for services rendered, and make other payments and distributions consistent with these Articles.

The corporation's programs will include: sending out ambassadors to raise social consciousness about the corporation's cause on a local level, and to hold fundraising events in order to further our purposes.

To maximize our impact on current efforts, we may seek to collaborate with other non-profit organizations which fall under the 501(c) (3) section of the Internal Revenue Code and are operated exclusively for educational and charitable purposes.

At times, per the discretion of the board of directors, we may provide internships or volunteer opportunities which shall provide opportunities for involvement in said activities and programs in order to have a greater impact for change.

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the corporation's above stated charitable purposes, for which the corporation was organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain those purposes. The powers of the corporation may include, but shall not be limited to, the acceptance of contributions from the public and private sectors, whether by way of financial or in-kind contributions.

### **2.03 Nonprofit Status and Exempt Activities Limitation.**

(a) Nonprofit Legal Status. ATMOSPHERE FOUNDATION, INC. is a New York not-for-profit corporation, formed pursuant to New York's Not for Profit Corporations Law. The corporation will file for recognition of its status as a tax exempt organization under Internal Revenue Code Section 501(c) (3).

(b) Exempt Activities Limitation. Notwithstanding any other provision of these Bylaws, no director, officer, employee, member, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended, or by any organization contributions to which are deductible under Section 170(c)(1) or 170(c)(2) of such Code and the Regulations promulgated thereunder, as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director, officer, member, or other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

(c) Distribution upon Dissolution. Upon termination or dissolution of the ATMOSPHERE FOUNDATION, INC., any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code, as amended from time to time (or as described in any corresponding provision of any successor statute); which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

The organization to receive the assets of the ATMOSPHERE FOUNDATION, INC. hereunder shall be selected in the discretion of a majority of the managing body of the corporation, and if its members cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in filed in a court of proper jurisdiction against the ATMOSPHERE FOUNDATION, INC., by one (1) or more of its managing body which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of New York.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose

similar to the ATMOSPHERE FOUNDATION, INC., then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of New York to be added to the general fund.

### **ARTICLE III MEMBERSHIP**

#### **3.01 No Membership Classes**

The corporation shall have no members who have any right to vote or title or interest in or to the corporation, its properties and franchises.

#### **3.02 Non-Voting Affiliates**

The board of directors may approve classes of non-voting affiliates with rights, privileges, and obligations established by the board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The board, a designated committee of the board, or any duly elected officer in accordance with board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the board of directors, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights, and are not members of the corporation.

#### **3.03 Dues**

Any dues for affiliates shall be determined by the board of directors.

### **ARTICLE IV BOARD OF DIRECTORS**

#### **4.01 Number of Directors**

ATMOSPHERE FOUNDATION, INC. shall have a board of directors consisting of at least three (3) and no more than fifteen (15) directors. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors.

#### **4.02 Powers**

All corporate powers shall be exercised by or under the authority of the board and the affairs of the ATMOSPHERE FOUNDATION, INC. shall be managed under the direction of the board, except as otherwise provided by law.

#### **4.03 Terms**

- (a) All directors shall be elected to serve a two-year term, however the term may be extended until a successor has been elected.
- (b) Director terms shall be staggered so that approximately half the number of directors will end their terms in any given year.
- (c) Directors may serve terms in succession.
- (d) The term of office shall be considered to begin January 1 and end December 31 of the second year in office, unless the term is extended until such time as a successor has been elected.

#### **4.04 Qualifications and Election of Directors**

In order to be eligible to serve as a director on the board of directors, the individual must be 18 years of age and an affiliate within affiliate classifications created by the board of directors. Directors may be elected at any board meeting by the majority vote of the existing board of directors. The election of directors to replace those who have fulfilled their term of office shall take place in January of each year.

#### **4.05 Vacancies**

The board of directors may fill vacancies due to the expiration of a director's term of office, resignation, death, or removal of a director or may appoint new directors to fill a previously unfilled board position, subject to the maximum number of directors under these Bylaws.

- (a) Unexpected Vacancies. Vacancies in the board of directors due to resignation, death, or removal shall be filled by the board for the balance of the term of the director being replaced.

#### **4.06 Removal of Directors**

A director may be removed by two-thirds [OK] vote of the board of directors then in office, if:

- (a) the director is absent and unexcused from two (2) or more meetings of the board of directors in a twelve (12) month period. The board president is empowered to excuse directors from attendance for a reason deemed adequate by the board president. The president shall not have the power to excuse him/herself from the board meeting attendance and in that case, the board vice president shall excuse the president. Or:
- (b) for cause or no cause, if before any meeting of the board at which a vote on removal will be made the director in question is given electronic or written notification of the board's intention to discuss her/his case and is given the opportunity to be heard at a meeting of the board.

#### **4.07 Board of Directors Meetings.**

- (a) Regular Meetings. The board of directors shall have a minimum of four (4) regular meetings each calendar year at times and places fixed by the board. Board meetings shall be held upon four (4) days'

notice by first-class mail, electronic mail, or facsimile transmission or forty-eight (48) hours' notice delivered personally or by telephone. If sent by mail, facsimile transmission, or electronic mail, the notice shall be deemed to be delivered upon its deposit in the mail or transmission system. Notice of meetings shall specify the place, day, and hour of meeting. The purpose of the meeting need not be specified.

(b) Special Meetings. Special meetings of the board may be called by the president, vice president, secretary, treasurer, or any two (2) other directors of the board of directors. A special meeting must be preceded by at least two (2) days' notice to each director of the date, time, and place, but not the purpose, of the meeting.

(c) Waiver of Notice. Any director may waive notice of any meeting, in accordance with New York law.

#### **4.08 Manner of Acting.**

(a) Quorum. The greater of 3 directors or a majority of the directors in office immediately before a meeting shall constitute a quorum for the transaction of business at that meeting of the board. No business shall be considered by the board at any meeting at which a quorum is not present.

(b) Majority Vote. Except as otherwise required by law or by the articles of incorporation, the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the board.

(c) Tied Vote on Board Decisions. On the occasion that directors of the board are unable to make a decision based on a tied number of votes, the president or treasurer in the order of presence shall have the power to swing the vote based on his/her discretion.

(d) Participation. Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, directors may participate in a regular or special meeting through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

#### **4.09 Compensation for Board Service**

Directors shall receive no compensation for carrying out their duties as directors. The board may adopt policies providing for reasonable reimbursement of directors for expenses incurred in conjunction with carrying out board responsibilities, such as travel expenses to attend board meetings.

#### **4.10 Compensation for Professional Services by Directors**

Directors are not restricted from being remunerated for professional services provided to the corporation. Such remuneration shall be reasonable and fair to the corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

### **ARTICLE V COMMITTEES**

#### **5.01 Committees**

The board of directors may, by the resolution adopted by a majority of the directors then in office, designate one (1) or more committees, each consisting of two (2) or more directors, to serve at the pleasure of the board. Any committee, to the extent provided in the resolution of the board, shall have all the authority of the board, except that no committee, regardless of board resolution, may:

- (a) take any final action on matters which also requires board members' approval or approval of a majority of all members;
- (b) fill vacancies on the board of directors or in any committee which has the authority of the board;
- (c) amend or repeal Bylaws or adopt new Bylaws;
- (d) amend or repeal any resolution of the board of directors which by its express terms is not so amendable or repeal-able;
- (e) appoint any other committees of the board of directors or the members of these committees;
- (f) expend corporate funds to support a nominee for director; or
- (g) approve any transaction;
- (i) to which the corporation is a party and one (1) or more directors have a material financial interest; or
- (ii) between the corporation and one (1) or more of its directors or between the corporation or any person in which one (1) or more of its directors have a material financial interest.

#### **5.2 Meetings and Action of Committees**

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of Article IV of these Bylaws concerning meetings of the directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the board of directors or by resolution of the committee. Special meetings of the committee may also be called by resolution of the board of directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The board of directors may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

#### **5.3 Informal Action by The Board of Directors**

Any action required or permitted to be taken by the board of directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an e-mail transmission from an e-mail address on

record constitutes a valid writing. The intent of this provision is to allow the board of directors to use email to approve actions, as long as a quorum of board members gives consent.

#### **ARTICLE VI OFFICERS**

##### **6.01 Board Officers**

The officers of the corporation shall be a , president, vice-president, secretary, controller and treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. The corporation may have a chairman. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional vice-presidents and such other officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two (2) or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required. None of the offices of board chairman, president or secretary may be held by the same person.

##### **6.02 Term of Office**

Each officer shall serve a one-year term of office and may not serve more than three (3) consecutive terms of office. Unless unanimously elected by the board at the end of his/her three (3) year terms or to fill a vacancy in an officer position, each board officer's term of office shall begin upon the adjournment of the board meeting at which elected and shall end upon the adjournment of the board meeting during which a successor is elected.

##### **6.03 Removal and Resignation**

The board of directors may remove an officer at any time, with or without cause. Any officer may resign at any time by giving written notice to the corporation without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise specified in the notice. The acceptance of the resignation shall not be necessary to make it effective.

##### **6.04 Board President**

The board president shall be the chief volunteer officer of the corporation. The board president, or his designee shall lead the board of directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the board of directors, and shall perform all other duties incident to the office or properly required by the board of directors.

##### **6.05 Vice President, Secretary and Controller**

In the absence or disability of the board president, the ranking vice-president, secretary, controller or vice-president designated by the board of directors shall perform the duties of the board president. When so acting, the officer or vice-president shall have all the powers of and be subject to all the restrictions upon the board president. The president, vice-president or other officer shall have such other powers and perform such other duties prescribed for them by the board of directors or the board president. The ranking vice president shall normally accede to the office of board president upon the completion of the board president's term of office.

#### **6.06 Secretary**

The secretary shall keep or cause to be kept a book of minutes of all meetings and actions of directors and committees of directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The secretary shall cause notice to be given of all meetings of directors and committees as required by the Bylaws. The secretary shall have such other powers and perform such other duties as may be prescribed by the board of directors or the board chairman. The secretary may appoint, with approval of the board, a director to assist in performance of all or part of the duties of the secretary.

#### **6.07 Treasurer**

The treasurer shall be the lead director for oversight of the financial condition and affairs of the corporation. The treasurer shall oversee and keep the board informed of the financial condition of the corporation and of audit or financial review results. In conjunction with other directors or officers, the treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis or as may be required by the board of directors. The treasurer shall perform all duties properly required by the board of directors or the board president. The treasurer may appoint, with approval of the board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the treasurer.

#### **6.08 Non-Director Officers**

The board of directors may designate additional officer positions of the corporation and may appoint and assign duties to other non-director officers of the corporation.

### **ARTICLE VII**

#### **CONTRACTS, CHECKS, LOANS, INDEMNIFICATION AND RELATED MATTERS**

##### **7.01 Contracts and other Writings**

Except as otherwise provided by resolution of the board or board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the corporation shall be executed on its behalf by the treasurer or other persons to whom the corporation has delegated authority to execute such documents in accordance with policies approved by the board.

**7.02 Checks, Drafts**

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the ATMOSPHERE FOUNDATION, INC. of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the board.

**7.03 Deposits**

All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depository as the board or a designated committee of the board may select.

**7.04 Loans**

No loans shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its ATMOSPHERE FOUNDATION, INC. unless authorized by resolution of the board. Such authority may be general or confined to specific instances.

**7.05 Indemnification**

(a) Mandatory Indemnification. The corporation shall indemnify a director or former director, who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which he or she was a party because he or she is or was a director of the corporation against reasonable expenses incurred by him or her in connection with the proceedings.

(b) Permissible Indemnification. The corporation shall indemnify a director or former director made a party to a proceeding because he or she is or was a director of the corporation, against liability incurred in the proceeding, if the determination to indemnify him or her has been made in the manner prescribed by the law and payment has been authorized in the manner prescribed by law.

(c) Advance for Expenses. Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding, as authorized by the board of directors in the specific case, upon receipt of (I) a written affirmation from the director, officer, employee or agent of his or her good faith belief that he or she is entitled to indemnification as authorized in this article, and (II) an undertaking by or on behalf of the director, officer, employee or agent to repay such amount, unless it shall ultimately be determined that he or she is entitled to be indemnified by the corporation in these Bylaws.

(d) Indemnification of Officers, Agents and Employees. An officer of the corporation who is not a director is entitled to mandatory indemnification under this article to the same extent as a director. The corporation may also indemnify and advance expenses to an employee or agent of the corporation who is not a director, consistent with New York Law and public policy, provided that such indemnification, and the scope of such indemnification, is set forth by the general or specific action of the board or by contract.

**ARTICLE VIII  
MISCELLANEOUS**

**8.01 Books and Records**

The corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of all meetings of its board of directors, a record of all actions taken by board of directors without a meeting, and a record of all actions taken by committees of the board. In addition, the corporation shall keep a copy of the corporation's Articles of Incorporation and Bylaws as amended to date.

**8.02 Fiscal Year**

The fiscal year of the corporation shall be from January 1 to December 31 of each year.

**8.03 Conflict of Interest**

The board shall adopt and periodically review a conflict of interest policy to protect the corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

**8.04 Nondiscrimination Policy**

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of ATMOSPHERE FOUNDATION, INC. not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

**8.05 Bylaw Amendment**

These Bylaws may be amended, altered, repealed, or restated by a vote of the majority of the board of directors then in office at a meeting of the Board, provided, however,

- (a) that no amendment shall be made to these Bylaws which would cause the corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended from time to time, or the corresponding section of any future Federal tax code; and,
- (b) that an amendment does not affect the voting rights of directors. An amendment that does affect the voting rights of directors further requires ratification by a two-thirds (?) vote of a quorum of directors at a Board meeting.
- (c) that all amendments be consistent with the Articles of Incorporation.

**ARTICLE IX  
COUNTERTERRORISM AND DUE DILIGENCE POLICY**

In furtherance of its exemption by contributions to other organizations, domestic or foreign, ATMOSPHERE FOUNDATION, INC. shall stipulate how the funds will be used and shall require the recipient to provide the corporation with detailed records and financial proof of how the funds were utilized.

Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, ATMOSPHERE FOUNDATION, INC. willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks.

ATMOSPHERE FOUNDATION, INC. shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

#### **ARTICLE X DOCUMENT RETENTION POLICY**

##### **10.01 Purpose**

The purpose of this document retention policy is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of ATMOSPHERE FOUNDATION, INC. records.

##### **10.02 Policy**

Section 1. General Guidelines. Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

From time to time, ATMOSPHERE FOUNDATION, INC. may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Section 2. Exception for Litigation Relevant Documents. ATMOSPHERE FOUNDATION, INC. expects all officers, directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you believe, or the ATMOSPHERE FOUNDATION,

INC. informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Section 3. Minimum Retention Periods for Specific Categories:

(a) Corporate Documents. Corporate records include the corporation's Articles of Incorporation, By-Laws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.

(b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the corporation's revenues. Tax records should be retained for at least seven years from the date of filing the applicable return.

(c) Employment Records/Personnel Records. State and federal statutes require the corporation to keep certain recruitment, employment and personnel information. The corporation should also keep personnel files that reflect performance reviews and any complaints brought against the corporation or individual employees under applicable state and federal statutes. The corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven years.

(d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the corporation's minute book. A clean copy of all other Board and Board Committee materials should be kept for no less than three years by the corporation.

(e) Press Releases/Public Filings. The corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the corporation.

(f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten (10) years.

(g) Marketing and Sales Documents. The corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three (3) years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three (3) years beyond the life of the agreement.

(h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents

detailing the development process are often also of value to the corporation and are protected as a trade secret where the corporation:

- (i) derives independent economic value from the secrecy of the information; and
- (ii) has taken affirmative steps to keep the information confidential.

The corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

(i) **Contracts.** Final, execution copies of all contracts entered into by the corporation should be retained. The corporation should retain copies of the final contracts for at least three (3) years beyond the life of the agreement, and longer in the case of publicly filed contracts.

(j) **Correspondence.** Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.

(k) **Banking and Accounting.** Accounts payable ledgers and schedules should be kept for seven (7) years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three (3) years. Any inventories of products, materials, and supplies and any invoices should be kept for seven (7) years.

(l) **Insurance.** Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.

(m) **Audit Records.** External audit reports should be kept permanently. Internal audit reports should be kept for three (3) years.

Section 4. **Electronic Mail.** E-mail that needs to be saved should be either:

- (i) printed in hard copy and kept in the appropriate file; or
- (ii) downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

#### ARTICLE XI

##### Transparency and Accountability

##### Disclosure of Financial Information with The General Public

###### 11.01 Purpose

By making full and accurate information about its mission, activities, finances, and governance publicly available, ATMOSPHERE FOUNDATION, INC. practices and encourages transparency and accountability to the general public. This policy will:

- (a) indicate which documents and materials produced by the corporation are presumptively open to staff and/or the public

- (b) indicate which documents and materials produced by the corporation are presumptively closed to staff and/or the public
- (c) specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this policy are as follow:

**11.02 Financial and IRS documents (The form 1023 and the form 990)**

ATMOSPHERE FOUNDATION, INC. shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

**11.03 Means and Conditions of Disclosure**

ATMOSPHERE FOUNDATION, INC. shall make "Widely Available" the aforementioned documents on its internet website: \_\_\_\_\_ to be viewed and inspected by the general public.

- (a) The documents shall be posted in a format that allows an individual using the Internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- (b) The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- (c) ATMOSPHERE FOUNDATION, INC. shall not charge a fee for downloading the information. Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- (d) ATMOSPHERE FOUNDATION, INC. shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within seven (7) days for mailed requests.

**11.04 IRS Annual Information Returns (Form 990)**

ATMOSPHERE FOUNDATION, INC. shall submit the Form 990 to its board of directors prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the corporation's Form 990 shall be submitted to each member of the board of director's via (hard copy or email) at least ten (10) days before the Form 990 is filed with the IRS.

**11.05 Board**

- (a) All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential.

(b) All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential.

(c) All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

**11.06 Staff Records**

(a) All staff records shall be available for consultation by the staff member concerned or by their legal representatives.

(b) No staff records shall be made available to any person outside the corporation except the authorized governmental agencies.

(c) Within the corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that

(d) Staff records shall be made available to the board when requested.

**11.07 Donor Records**

(a) All donor records shall be available for consultation by the members and donors concerned or by their legal representatives.

(b) No donor records shall be made available to any other person outside the corporation except the authorized governmental agencies.

(c) Within the corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that;

(d) donor records shall be made available to the board when requested.

**ARTICLE XII  
CODES OF ETHICS AND WHISTLEBLOWER POLICY**

**12.01 Purpose**

ATMOSPHERE FOUNDATION, INC. requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of ATMOSPHERE FOUNDATION, INC. to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation’s goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

**12.02 Reporting Violations**

If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of ATMOSPHERE FOUNDATION, INC. is in violation of law, a written complaint must be filed by that person with the vice president or the board president.

#### **12.03 Acting in Good Faith**

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be viewed as a serious disciplinary offense.

#### **12.04 Retaliation**

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of ATMOSPHERE FOUNDATION, INC. and provides the ATMOSPHERE FOUNDATION, INC. with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

ATMOSPHERE FOUNDATION, INC. shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of ATMOSPHERE FOUNDATION, INC. or of another individual or entity with whom ATMOSPHERE FOUNDATION, INC. has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

ATMOSPHERE FOUNDATION, INC. shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of ATMOSPHERE FOUNDATION, INC. that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

#### **12.05 Confidentiality**

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

#### **12.06 Handling of Reported Violations**

The board president or vice president shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days. All reports shall be promptly investigated by the board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

This policy shall be made available to all directors, officers, staffs or employees and they shall have the opportunity to ask questions about the policy.

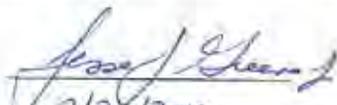
**ARTICLE XIII  
AMENDMENT OF Articles of Incorporation**

**13.01 Amendment**

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3<sup>rd</sup>) of the board of directors.

**CERTIFICATE OF ADOPTION OF BYLAWS**

I do hereby certify that the above stated Bylaws of ATMOSPHERE FOUNDATION, INC. were approved by the Atmosphere Foundation, Inc.'s board of directors on 20, February   , 2014 and constitute a complete copy of the Bylaws of the corporation.

Secretary:   
Date: 2/24/2014

Below is the Conflict of Interest Policy adopted by Atmosphere Foundation’s Board of Directors:

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Conflict of Interest Policy

Atmosphere Foundation, Inc.  
Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

**1. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

**2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

**1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

**2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

**3. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

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**4. Violations of the Conflicts of Interest Policy**

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
  - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
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**Article IV**

**Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
  - b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
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**Article V**

**Compensation**

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
  - b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
  - c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.
- [Hospital Insert - for hospitals that complete Schedule C
- d. Physicians who receive compensation from the Organization, whether directly or indirectly or as employees or independent contractors, are precluded from membership on any committee whose jurisdiction includes compensation matters. No physician, either individually or collectively, is prohibited from providing information to any committee regarding physician compensation.]
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**Article VI**

**Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
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**Article VII**

**Periodic Reviews**

## Atmosphere Foundation

## Conflict of Interest Policy

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

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**Article VIII**

**Use of Outside Experts**

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When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

The following states have adopted legislation satisfying the requirements of section 508(e) relating to private foundation governing instruments. Information derived from Revenue Ruling 75-38, 1975-1 C.B. 161.

**ALABAMA** — except where otherwise provided by a decree of a court of competent jurisdiction or by a provision in the private foundation's governing instrument which in either case has been entered or made after October 1, 1971, and expressly limits the applicability of State law.

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**ALASKA** — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Alaska law do not apply to them.

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**ARKANSAS** — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Arkansas law do not apply to them and except in the case of trusts where otherwise provided by decree of a court of competent jurisdiction.

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**CALIFORNIA** — except where otherwise provided by a court of competent jurisdiction.

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**COLORADO** — with respect to trusts that are private foundations except where otherwise provided by a court of competent jurisdiction.

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**CONNECTICUT** — except where otherwise provided by a court of competent jurisdiction.

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**DELAWARE** — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Delaware law do not apply to them.

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**DISTRICT OF COLUMBIA** — except for such corporations which expressly provide in their governing instruments that the applicable sections of District of Columbia law do not apply to them and except in the case of trusts where otherwise provided by a court of competent jurisdiction. (For purposes of this statute, corporations include corporations organized under any Act of Congress applicable to the District of Columbia as well as corporations organized under the laws of the District of Columbia.)

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**FLORIDA** — except for such trusts which file a proper election not to be subject to the applicable provisions of Florida law and for such corporations as to which a court of competent jurisdiction has otherwise determined.

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**GEORGIA** — except for such private foundations which file a proper election not to be subject to such law.

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**HAWAII** — no exceptions.

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**IDAHO** — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Idaho law do not apply to them.

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**ILLINOIS** — except for such corporations which have express provisions to the contrary in their articles of incorporation and except for trusts where it is otherwise provided by a court of competent jurisdiction.

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## Atmosphere Foundation

## Conflict of Interest Policy

INDIANA — except where otherwise determined by a court of competent jurisdiction with respect to private foundations organized before January 1, 1970.

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IOWA — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Iowa law do not apply to them.

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KANSAS — except where otherwise provided by a court of competent jurisdiction.

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KENTUCKY — except, with respect to corporations in existence on July 1, 1972, to the extent that such a corporation provides to the contrary by amendment to its articles of incorporation adopted after July 1, 1972, and, with respect to trusts in existence on July 1, 1972, where action is properly commenced on or before December 31, 1972, in a court of competent jurisdiction to excuse the trust from compliance with the requirements of section 508(e) of the Code.

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LOUISIANA — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Louisiana law do not apply to them.

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MAINE — except where otherwise provided by a court of competent jurisdiction.

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MARYLAND — except where otherwise provided by a court of competent jurisdiction.

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MASSACHUSETTS — except where otherwise provided by a court of competent jurisdiction.

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MICHIGAN — with respect to trusts that are private foundations except for such private foundations which file a notice of inconsistency under Michigan law.

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MINNESOTA — except for private foundations that have been held by a court of competent jurisdiction not to be affected by such State statute.

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MISSISSIPPI — except where otherwise provided by a court of competent jurisdiction.

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MISSOURI — except for private foundations that have been held by a court of competent jurisdiction not to be affected by such State statute.

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MONTANA — except in the case of trusts where otherwise provided by court decree entered after March 28, 1974, and except in the case of a corporation which has an express provision to the contrary in its articles of incorporation.

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NEBRASKA — except for such trusts which effectively elect to be excluded from the applicable sections of Nebraska law, for such corporations which have governing instruments expressly providing to the contrary, and except as a court of competent jurisdiction has otherwise determined in any given case.

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NEVADA — no exceptions.

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NEW HAMPSHIRE — except where it is otherwise provided by a court of competent jurisdiction.

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NEW JERSEY — except for such private foundations which expressly provide in their governing instruments that the applicable sections of New Jersey law do not apply to them.

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NEW YORK — except where such law conflicts with any mandatory direction of an instrument by which assets were transferred prior to June 1, 1971, and such conflicting direction has not been removed legally.

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NORTH CAROLINA — except for such private foundations which expressly provide in their governing instruments that the applicable sections of North Carolina law do not apply to them and except for trusts that have their governing instruments reformed by a decree of the Superior Court of North Carolina.

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NORTH DAKOTA — with respect to trusts that are private foundations except where otherwise provided by a court of competent jurisdiction.

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OHIO — except in the case of trusts where it is provided otherwise by a court of competent jurisdiction and except in the case of corporations in existence on September 17, 1971, which expressly adopt contrary provisions in their governing instruments after September 17, 1971.

OKLAHOMA — except for such private foundations which file a proper election not to be subject to such law.

OREGON — no exceptions.

PENNSYLVANIA — except where otherwise provided by a court of competent jurisdiction.

RHODE ISLAND — except where otherwise provided by a court of competent jurisdiction.

SOUTH CAROLINA — except for private foundations which expressly provide in their governing instruments that the applicable sections of South Carolina law do not apply to them.

SOUTH DAKOTA — except where otherwise provided by a court of competent jurisdiction.

TENNESSEE — except where otherwise provided by a court of competent jurisdiction.

TEXAS — except for such private foundations which file a proper election not to be subject to such law.

UTAH — with respect to trusts that are private foundations except where otherwise provided by a court of competent jurisdiction.

VERMONT — except where otherwise provided by a court of competent jurisdiction.

VIRGINIA — except for private foundations whose governing instruments contain express provisions to the contrary or which have filed a proper election not to be subject to such law.

WASHINGTON — except for such private foundations which expressly provide in their governing instruments that the applicable sections of Washington law do not apply to them.

WEST VIRGINIA — with respect to trusts that are private foundations except for such trusts which provide in their governing instruments that the applicable sections of West Virginia law do not apply to them.

WISCONSIN — except as may otherwise be provided by decree of a court of competent jurisdiction.

WYOMING — except where otherwise provided by a court of competent jurisdiction.

Adjusted net income (for Schedule D)

Adjusted net income includes: gross income from any unrelated trade or business; gross income from functionally related businesses; interest payments received on loans; amounts received or accrued as repayments of amounts taken as qualifying distributions for any tax year; amounts received or accrued from the sale or other disposition of property to the extent acquisition of the property was treated as a qualifying distribution for any tax year; any amounts set aside for a specific project to the extent the full set aside was not necessary for the project; interest on government obligations normally excluded under section 103 of the Code; net short-term capital gains on sale or other disposition of property; and income received from an estate if the estate is considered terminated for income tax purposes because of a prolonged administration period.

It does not include: gifts, grants, and contributions received; long-term capital gains or losses; net section 1231 gains; capital gain dividends; the excess of fair market value over adjusted basis of property distributed to the U.S. or a possession or political subdivision, a state or its political subdivision, a charitable trust or corporation for public purposes, or income received from an estate during the administration period.

In computing adjusted net income, deduct the following: ordinary and necessary expenses paid or incurred for the production or collection of gross income, or for the management, conservation, or collection of gross income (includes operating expenses such as

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	compensation of officers, employee wages and salaries, interest, rent, and taxes); straight-line depreciation and depletion (not percentage depletion); and expenses and interest paid or incurred to carry tax-exempt obligations. Do not deduct net short-term capital losses for the year in which they occur (these losses cannot be carried back or carried over to earlier or later tax years); the excess of expenses for property used for exempt purposes over the income received from the property; charitable contributions made by you; net operating losses; and special deductions for corporations.
Advance ruling	A written determination by us on your public charity status that treats you as a publicly supported organization during a 5-year period beginning, generally, from the date of your formation. At the end of the 5-year period, you will qualify for a definitive ruling (defined below) if you were publicly supported based on the support you received during the 5-year period.
Affiliated	Created by, controlled by, or closely related to a governmental unit, including a State, a possession of the United States, or any political subdivision of a State or a possession of the United States, or the United States, or the District of Columbia.
Arm's length	A transaction between parties having adverse (or opposing) interests; where none of the participants are in a position to exercise substantial influence over the transaction because of business or family relationship(s) with more than one of the parties.
Authorized representative	By submitting Form 2848, an attorney or certified public accountant who is permitted to represent you before us regarding your application for tax-exempt status.
Bingo	A game of chance played with cards that are generally printed with 5 rows of 5 squares each, on which participants place markers to form a pre-selected pattern to win the game. Bingo is gambling.
Business relationships	Employment and contractual relationships, and common ownership of a business where any officers, directors, or trustees, individually or together, possess more than a 35% ownership interest in common. Ownership means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.
Bylaws	The internal rules and regulations of an organization.
Certification of filing	Articles of incorporation for your organization showing evidence that on a specific date they were filed with and approved by an appropriate state authority.
Charitable risk pool	An organization described in section 501(n), which is organized and operated to pool insurable risks (other than medical malpractice) of its section 501(c)(3) members.
Close connection	A relationship between organizations that may include: control of one organization by another through common governance or through authority to approve budgets or expenditures; coordination of operations as to facilities, programs, employees, or other activities; or common persons exercising substantial influence over all of the organizations.
Common control	You and one or more other organizations have (1) a majority of your governing boards or officers appointed or elected by the same organization(s), or (2) a majority of your governing boards or officers consist of the same individuals. Common control also occurs when you and one or more commonly controlled organizations have a majority ownership interest in a corporation, partnership, or trust. Ownership means voting power in a corporation, profits interest in a partnership, or beneficial interest in a trust.
Community	The local or regional geographic area to be served by an organization.

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Compensation	All forms of income from working, including salary or wages; deferred compensation; retirement benefits, whether in the form of a qualified or non-qualified employee plan (for example: pensions or annuities); fringe benefits (for example: personal vehicle, meals, lodging, personal and family educational benefits, low interest loans, payment of personal travel, entertainment, or other expenses, athletic or country club membership, and personal use of your property); and bonuses.
Conflict of interest policy	A conflict of interest arises when a person in a position of authority over an organization, such as a director, officer, or manager, may benefit personally from a decision he or she could make. A conflict of interest policy consists of a set of procedures to follow to avoid the possibility that those in positions of authority over an organization may receive an inappropriate benefit.
Controlled by disqualified persons	As a section 509(a)(3) supporting organization, you may not be controlled directly or indirectly by disqualified persons. You are controlled if disqualified persons can exercise 50% or more of the total voting power of your governing body. You are also controlled if disqualified persons have authority to affect significant decisions, such as power over your investment decisions, or power over your charitable disbursement decisions. You are also controlled if disqualified persons can exercise veto power. Although control is generally demonstrated where disqualified persons have the authority over your governing body to require you to take an action or refrain from taking an action, indirect control by disqualified persons will also disqualify you as a supporting organization.
Cooperative hospital service organization	An organization described in section 501(e) is organized and operated on a cooperative basis to provide its section 501(c)(3) hospital members one or more of the following activities: data processing, purchasing (including purchasing insurance on a group basis), warehousing, billing and collection (including purchasing patron accounts receivable on a recourse basis), food, clinical, industrial engineering, laboratory, printing, communications, record center, and personnel (including selecting, testing, training, and educating personnel) services.
Cooperative service organization of operating educational organizations	An organization described in section 501(f) is organized and operated to provide investment services to its members. Those members must be organizations described in section 170(b)(1)(A)(ii) or (iv), and either tax exempt under section 501(a) or whose income is excluded from taxation under section 115(a).
Corporation	An entity organized under a Federal or state statute, or a statute of a federally recognized Indian tribal or Alaskan native government.
Definitive ruling	A written determination by us on your public charity status that classifies you as a publicly supported organization if you have completed your first tax year, consisting of at least 8 full months, and you meet one of the public support tests. A definitive ruling may also be issued at the end of your 5-year advance ruling period if you were issued an advance ruling and you meet one of the public support tests.
Develop	Develop means the planning, financing, construction, or provision of similar services involved in the acquisition of real property, such as land or a building.
Disqualified person	Any individual or organization that is: <ul style="list-style-type: none"> <li>a. A substantial contributor to you (see <i>substantial contributor</i>).</li> <li>b. An officer, director, trustee, or any other individual who has similar powers or responsibilities.</li> <li>c. An individual who owns more than 20% of the total combined voting power of a corporation that is a substantial contributor to you.</li> <li>d. An individual who owns more than 20% of the profits interest of a partnership that is a substantial contributor to you.</li> <li>e. An individual who owns more than 20% of the beneficial interest of a trust or estate</li> </ul>

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	<p>that is a substantial contributor to you.</p> <p>f. A member of the family of any individual described in a, b, c, d, or e above;</p> <p>g. A corporation in which any individuals described in a, b, c, d, e, or f above hold more than 35% of the total combined voting power;</p> <p>h. A trust or estate in which any individuals described in a, b, c, d, e, or f above hold more than 35% of the beneficial interests; and</p> <p>i. A partnership in which any individuals described a, b, c, d, e, or f above hold more than 35% of the profits interest.</p>
Earmark	Donations or other contributions given to you to assist particular individuals or specific identified groups.
Economic development	Organizations formed to combat community deterioration by assisting businesses located in a particular geographic area whose economy is economically depressed or deteriorating. Economic development activities include grants, loans, provision of information and expertise, or creation of industrial parks. Economic development organizations may also be formed to eliminate prejudice and discrimination or lessen the burdens of government through involvement with business development.
Elderly housing	Generally, the primary beneficiaries of the tax-exempt housing are age 62 and older. The elderly are treated as appropriate charitable beneficiaries for certain purposes regardless of socio-economic status because, as a group, they face many barriers to their basic needs as they age. The elderly, as a class, face forms of distress other than financial, such as the need for suitable housing, physical and mental health care, civic, cultural, and recreational activities, and an overall environment conducive to dignity and independence.
Expenses	Financial burdens or outlays; costs (of doing business); business outlays chargeable against revenues. For purposes of this form, expenses mean direct and indirect expenses.
Fair market value	The price at which property or the right to use property would change hands between a willing buyer and a willing seller, neither being under any compulsion to buy, sell, or transfer property or the right to use property, and both having reasonable knowledge of relevant facts.
Family	Includes an individual's spouse, ancestors, children, grandchildren, great grandchildren, siblings (whether by whole or half blood), and the spouses of children, grandchildren, great grandchildren, and siblings.
Foreign country	A country other than the United States, its territories and possessions, and the District of Columbia.
For-profit	A business entity whose activities are conducted or maintained to make a profit (e.g. revenues greater than expenses).
Foundation manager	Officers, directors, or trustees, or an individual having powers or responsibilities similar to those of a foundation's officers, directors, or trustees.
Fundraising	The organized activity of raising funds, whether by volunteers, employees, or paid independent contractors.
Gainfully employed	Employed or actively looking for work.
Gaming	The term gaming includes activities such as Bingo, Beano, lotteries, pull-tabs, pari-mutuel betting, Calcutta wagering, pickle jars, punch boards, tip boards, tip jars, certain video games, 21, raffles, keno, split-the-pot, and other games of chance.

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Gross investment income	As defined in section 509, gross investment income means the gross amount of income from interest, dividends, payments with respect to securities loans, rents, and royalties, but not including any such income to the extent included in computing the tax imposed by section 511.
Gross receipts	For purposes of Part IX-A, <i>Statement of Revenues and Expenses</i> , gross receipts includes monies earned from activities related to your charitable or other section 501(c)(3) activities, such as selling admissions or merchandise, performing services, or furnishing facilities.
Handicapped	Persons with physical or mental disabilities with special needs for suitable housing, physical and mental health care, civic, cultural, and recreational activities, transportation, and an overall environment conducive to dignity and independence.
Hospital	Hospital or medical care includes the treatment of any physical or mental disability or condition, whether on an inpatient or outpatient basis. A hospital includes: <b>a.</b> Hospitals and rehabilitation institutions, outpatient clinics, or community mental health or drug treatment centers if the principal purpose or function is the providing of medical or hospital care or medical education or research. <b>b.</b> Medical research organizations, if the principal purpose or function is the continuous active conduct of medical research in conjunction with a hospital.
Independent contractors	Persons who are not treated as employees for employment tax purposes.
Influence legislation	The act of directly contacting or urging the public to contact members of a legislative body for the purpose of proposing, supporting, or opposing legislation. You are also attempting to influence legislation if you advocate the adoption or rejection of legislation.
Intellectual property	A type of property (distinct from real or personal property) which includes: <b>a.</b> Patents (for inventions). <b>b.</b> Copyrights (for literary and artistic works such as novels, poems, plays, films, musical works, drawings, paintings, photographs, sculptures, architectural designs, performances, recordings, film, and radio or television programs). <b>c.</b> Trade names, trade marks, and service marks (for symbols, names, images, and designs). <b>d.</b> Formulas, know-how, and trade secrets.
Joint ventures	A legal agreement in which the parties jointly undertake a transaction for mutual profit. Generally, each person contributes assets and shares risks. Like a partnership, joint ventures can involve any type of business transaction and the "persons" involved can be individuals, groups of individuals, companies, or corporations.
Limited liability company	A limited liability company (LLC) combines attributes of both corporations and partnerships (or, for one-person LLCs, sole proprietorships). The corporation's protection from personal liability for business debts and the pass-through tax structure of partnerships and sole proprietorships.
Low-income housing	Rental or ownership housing provided to persons based on financial need.
Mailing address	Address where you wish all correspondence to be sent.
Manage	Manage means to direct or administer.
Medical care	The treatment of any physical or mental disability or condition, whether on an inpatient or outpatient basis.
Medical research organization	An organization whose principal purpose or function is the continuous active conduct of

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	medical research in conjunction with a hospital.
Net income (for Schedule D)	See <i>adjusted net income</i> .
Non-fixed payments	A non-fixed payment means a payment that depends on discretion. For example, a bonus of up to \$100,000 that is based on an evaluation of performance by the governing board is a non-fixed payment because the governing body has discretion over whether the bonus is paid and the amount of the bonus.
Organizing document	The organizing document depends on the form of the organization. For a corporation, the document is the articles of incorporation. For a limited liability company (LLC), the document is the articles of organization. For an unincorporated association, the document is the articles of association or constitution. The organizing document of a trust is the trust agreement.
Political	You participate in a political campaign if you promote or oppose, through political literature, brochures, pamphlets, hosting or participating in events, etc., the candidacy of an individual for public office. Debates and nonpartisan voter education are not considered political.
Predecessor	An organization whose activities or assets were taken over by another organization.
Private foundations	Organizations that are exempt under section 501(c)(3) are private foundations unless they are: churches, schools, hospitals, governmental units, entities that undertake testing for public safety; organizations that have broad financial support from the general public; or organizations that support one or more other organizations that are themselves classified as public charities.
Private operating foundation	A type of private foundation that lacks general public support, but makes qualifying distributions directly for the active conduct of its educational, charitable, and religious purposes. "Directly for the active conduct" means that the distributions are used by the foundation itself to carry out the programs for which it is organized and operated. Grants made to assist other organizations or individuals are normally considered indirect.
Public charity	Organizations that are exempt under section 501(c)(3) and are not private foundations because they are: churches, schools, hospitals, governmental units, entities that undertake testing for public safety; organizations that have broad financial support from the general public; or organizations that support one or more other organizations that are themselves classified as public charities. Public charity status is a more favorable tax status than private foundation status.
Reasonable compensation	Reasonable compensation is the amount that would ordinarily be paid for like services by like organizations under like circumstances as of the date the compensation arrangement is made. Reasonable compensation is important because excessive benefits in the form of compensation to disqualified persons may result in the imposition of excise taxes and jeopardize the organization's tax-exempt status.
Related	The family or business relationships between persons.
Relationship	A relationship between you and the recipient organization includes the following situations: a. You control the organization or it controls you through common officers, directors, or trustees, or through authority to approve budgets or expenditures. b. You and the organization were created at approximately the same time and by the same persons. c. You and the organization operate in a coordinated manner with respect to facilities, programs, employees, or other activities. d. Persons who exercise substantial influence over you also exercise substantial

Atmosphere Foundation

Conflict of Interest Policy

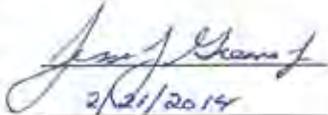
	influence over the other organization.
Revenue	Revenue means gross revenue amounts.
Revenue Procedure	An official statement of a procedure published in the IRS Cumulative Bulletin that either affects the rights or duties of taxpayers or other members of the public under the Internal Revenue Code and related statutes, treaties, and regulations or, although not necessarily affecting the rights and duties of the public, should be a matter of public knowledge.
Revenue Ruling	An official interpretation by the IRS of the Internal Revenue laws and related statutes, treaties, and regulations, that has been published in the Cumulative Bulletin. Revenue Rulings are issued only by the National Office and are published for the information and guidance of taxpayers, IRS officials, and others concerned.
SS-4	Application for Employer Identification Number.
School	A school is an educational organization whose primary function is the presentation of formal instruction and which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on. A school may include a: <ul style="list-style-type: none"> <li>a. Primary, secondary, preparatory, or high school.</li> <li>b. College or university.</li> <li>c. Trade or technical school.</li> <li>d. Nursery or preschool.</li> <li>e. School that you operate as an activity, such as school that is operated as an activity of a museum, historical society, or church.</li> </ul>
Similarly situated	Similarly situated organizations means tax-exempt or taxable organizations of a comparable size, purpose, and resources.
Substantial contributor	Any individual or organization that gave more than \$5,000 to you from the date you were formed or other date that your exemption would be effective, to the end of the year in which the contributions were received. This total amount contributed must also be more than 2% of all the contributions you received. A creator of a trust is treated as a substantial contributor regardless of the amount contributed.
Successor	An organization that took over: <ul style="list-style-type: none"> <li>a. More than a negligible amount of the activities that were previously conducted by another organization;</li> <li>b. Twenty-five percent or more of the fair market value of the net assets of another organization; or</li> <li>c. Was established upon the conversion of an organization from for-profit to non-profit status.</li> </ul>
Trust	A trust is an entity that may be formed by a trust agreement or declaration of trust. A trust may also be formed through a will.
Unincorporated association	An unincorporated association formed under state law must have at least two members who have signed a written document for a specifically defined purpose.
Unusual grants	Substantial contributions and bequests from disinterested persons that by their size adversely affect classification as a public charity. They are: <ul style="list-style-type: none"> <li>a. Unusual;</li> <li>b. Unexpected; and</li> <li>c. Received from an unrelated party.</li> </ul>

Atmosphere Foundation

Conflict of Interest Policy

**CERTIFICATE OF ADOPTION OF CONFLICT OF INTEREST POLICY**

I do hereby certify that the above stated Conflict of Interest Policy of ATMOSPHERE FOUNDATION, INC. were approved by the Atmosphere Foundation, Inc.'s board of directors on 20, February   , 2014 and constitute a complete copy of the Bylaws of the corporation.

Secretary:   
Date: 2/21/2014

Below is Fordham University's Graduate School of Education's Center for Educational Partnerships' Letter of Intent to provide Atmosphere with a range of professional development and coaching services:



# FORDHAM UNIVERSITY

THE JESUIT UNIVERSITY OF NEW YORK

ANTIA BATISTI, ASSOCIATE DEAN  
GRADUATE SCHOOL OF EDUCATION  
DIRECTOR, CENTER FOR EDUCATIONAL PARTNERSHIPS

115 WEST 60<sup>TH</sup> STREET, ROOM 1108  
NEW YORK, NY 10023  
(212) 636-7009 FAX: (212) 635-6691

December 6, 2013

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

Dear SUNY Charter Schools Institute:

The Center for Educational Partnerships at Fordham University's Graduate School of Education supports the proposal to establish the Atmosphere Academy Public Charter School.

In September 2013, I met with Grant Grastorf and Jesse Greene, members of Atmosphere Academy's Board of Trustees, as well as Colin Greene the Founder of Atmosphere Academy. I was impressed by Atmosphere's leadership team vision and model. This letter outlines the range of support services that the Center for Educational Partnerships will offer to Atmosphere.

At **no cost** to the school:

#### **Professional Development Support –**

##### *English as a Second Language and English Language Learners*

Fordham will offer Atmosphere staff and faculty the opportunity to participate in deeply immersive, ongoing professional development by partnering in the following ways:

- **Regional Bilingual ESL Resource Network (RBE-RN)** – As the Regional Bilingual ESL Resource Network (RBE-RN) for New York City, Fordham can provide Atmosphere Academy faculty and staff with access to professional development opportunities in literacy instruction, content area instruction, school improvement, and compliance including program models and organization. In addition, Fordham RBE-RN's bilingual staff can pair Atmosphere Academy with education and advocacy organizations serving New York City teachers, administrators, students and families. Fordham RBE-RN's bilingual staff will seek to provide Atmosphere with hands-on involvement whenever possible. All of these activities will be geared toward the education of English language learners. Some examples of past RBE-RN conferences include: Teacher Institute Workshop, Awareness Sessions for Bilingual and ESL Teachers, ELL Shadowing as Catalyst for Change, Balancing Reading and Language Learning; Establishing

a Balanced Literacy Program for ELLs, and From Math Stores to Math Discourse for ELLS.

**Fee Based Services:**

**Coaching – Literacy, Math, ELL, and Science**

The Primary goal of Fordham’s coaching program is to make high quality and affordable professional development accessible to teachers by bringing it directly to their classrooms. Fordham’s culture of collegiality and collaboration will align perfectly with Atmosphere’s core values for teachers (professional and pioneering). Fordham University’s coaching program draws from over 179 years of experience in education using scientifically-based and time-tested methodologies to provide a wide spectrum of coaching and support services. Fordham’s expert coaches use the practice/reflection model of coaching support, providing multiple opportunities for teachers to engage in a dynamic dialogue, Structured in 3 phases (*pre-planning, observation, and debriefing/feedback*), learning opportunities are maximized by developing critical reflection which leads to growth in content knowledge and skills. Fordham work draws deeply from the **Common Core State Standards** and successful professional evaluation models, including **Danielson’s Domains and Levels of Competency**, both of which Atmosphere has fully adopted. Fordham coaching demonstrates proven results, improving the skills of everybody in the classroom- both the teacher and the students they serve. Fordham will contract with Atmosphere Academy to coach their teachers in the following areas:

- **ELL Coaching Program** – Fordham will provide on-site ELL coaching for all Atmosphere faculty members to help them better serve English Language Learners in their classes. Fordham coaches will model, demonstrate, and team teach with all Atmosphere teachers in order to scaffold and embed ELL best practices across the entire school.
- **Literacy Coaching Program** – Fordham will provide on-site coaching for all Atmosphere faculty members to help them better address reading and writing across the curriculum. Fordham coaches will model, demonstrate, and team teach with all Atmosphere teachers in order to scaffold and embed literacy best practices across the entire school.

**Fordham’s presence as a NYC Partnership Support Network:**

**The Fordham Partnership Support Organization –**

- Fordham University, through the Center for Educational Partnerships, is proud to be one of only two institutions of higher education selected by the New York City Department of Education to serve as a Partnership Support Organization (PSO). Indeed, the Center for Educational Partnerships stands alone as the only university-based PSO providing services across the K-12 spectrum. The mission of the Fordham PSO collaboration with New York City schools is to help teachers and administrators drive academic achievement through a process of reflection, self-analysis, and the integration of perspectives gained from research into school-wide and classroom practice. The goal is to move each school toward the

"tipping point" at which its culture becomes one of accountability and accomplishment. Currently the Fordham PSO (Children First Network 551) serves 19,000 students in 35 public K-12 schools throughout NYC; a number of which are in CSD 10 Bronx where Atmosphere will be located.

Please know that Fordham's Center for Educational Partnerships will work with Atmosphere Academy in realizing their vision and strategic goals.

Sincerely,



Dr. Anita Vazquez Batisti, Ph.D.  
Associate Dean and Director  
Center for Educational Partnerships  
Fordham University  
Graduate School of Education

Below is Fordham University’s Graduate School of Social Service’s Letter of Intent to provide Atmosphere with social worker interns, which when combined with Atmosphere’s staffed social workers will give students access to 3 social workers per grade level:



GRADUATE SCHOOL OF SOCIAL SERVICE

January 8, 2014

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

Dear Suny Charter Schools Institute:

I am writing this letter on behalf of The Atmosphere Academy.

I am the Associate Director of Field Instruction for Fordham University Graduate School of Social Service at the Westchester Campus. I oversee the placement of our MSW students in their internships. All MSW students are required to complete 2 years of internship while matriculated in the MSW program.

I am quite enthused to have the possibility to place MSW interns at The Atmosphere Academy. We are always seeking new organizations for our students to complete their field work. Many of our interns come into the MSW program seeking to work with children in a school setting and pursue a career in school social work.

The fit between Fordham’s Graduate School of Social Service and The Atmosphere Academy will be strong based on the mission of both organizations. At the Graduate School of Social Service our MSW student’s learning is focused on the person in environment, cultural diversity, social justice and human rights. The Atmosphere Academy’s core values of cultural, social-emotional, socio-economic are in sync with our core curriculum.

I look forward to establishing a strong collaborative relationship between The Atmosphere Academy and The Graduate School of Social Service.

If you would like any further information, please feel free to contact me at [REDACTED] or email [REDACTED]

Sincerely,

Vincenza Corcoran MS, LCSW  
Associate Director of Field Instruction

Below is the Letter of Support and Intent from Dr. David Appel, the Director of Montefiore Medical Center's School Health Program:



Montefiore Medical Center  
 School Health Program  
 3380 Reservoir Oval  
 Bronx, New York 10467-2490  
 January 5, 2014

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

Dear SUNY Charter Schools Institute:

This letter is intended to convey Montefiore's School Health Program's (MSHP) intent to work with Atmosphere Academy (Atmosphere) to provide future health care services to its students and families.

Moreover, this letter is also submitted in support of Atmosphere's charter application. MSHP's partnership with Atmosphere is another example of the value Atmosphere places on the social, emotional, and physical health of its students and their families. Atmosphere and MSHP agree that student achievement must be built on a strong foundation of personal wellbeing. These extensive wraparound services buoy and support student success in the classroom in myriad ways.

On December 26, 2013, I met with Colin Greene and Jesse Greene in my office in the Bronx. I was impressed by Atmosphere's school model and the foresight they showed in approaching Montefiore to address the health care needs of their stakeholders at this early stage. Together, we developed a short term and long term strategy that will allow Atmosphere to meet these needs starting on the very first day that the school opens.

**Background on MSHP**

MSHP provides comprehensive primary, preventative and continuing health care to a population of elementary, middle and high school students throughout the Bronx. Founded in 1983, MSHP is the largest and most comprehensive school-based health program in the country and a major community outreach program for children living in the Bronx. Currently, MSHP provides a range of medical, mental health, reproductive and health promotion services to 27,000 students, who access these services more than 70,000 times per year. MSHP has its own, well-developed mechanism to assure local input and community relevance for the programs reaching 65 schools at 21 locations: active school-based Advisory Committees and Wellness Councils whose members include principals, teachers, administrators, parents, students and representatives from community agencies.

**School-Based Health Program**

One model that Montefiore currently uses at Columbus High School is one in which the school has hired a nurse practitioner, who carries out all of the traditional duties of a regular school nurse, but can also provide additional health services. Using this model as a template,

Atmosphere will hire a nurse practitioner instead of a registered nurse. The nurse practitioner would be associated with Montefiore and could provide most of the services associated with the school-based health program. A nurse practitioner has a master's level degree, can treat diseases like asthma and diabetes, and can prescribe medicine. This kind of program does not require a state license and can be in operation when the school opens.

Another model that has worked for schools of Atmosphere's initial size is a linked school health program. A minimum of 200 students would be needed to set up a linked school health program at Atmosphere. This would mean that such a program could not start at Atmosphere until its second year of operation. However, Atmosphere students with IEPs and 504 plans could receive services on day one from a NYC DOHMH School Nurse. Montefiore has a variety of current program sites that Atmosphere could link with in order to receive services. Each of these sites is in close proximity to Atmosphere's proposed location at 2512 Marion Avenue:

- Montefiore currently operates a very large comprehensive Family Health Center on 193<sup>rd</sup> Street that will be moving to 1 Fordham Plaza, which is about one block east of Atmosphere's primary facility option on Marion Avenue.
- Montefiore currently operates a school-based health program at P.S. 85, which is approximately one and a half blocks south of Atmosphere's primary facility option on Marion Avenue.
- Montefiore can also identify an affiliate in close proximity to Atmosphere's proposed location. One such affiliated organization is the Union Community Health Center operated by St. Barnabas Hospital, which operates two offices that are within 3 blocks of Atmosphere's primary facility option on Marion Avenue. One office is located at 260 East 188<sup>th</sup> Street, and the other is located at 470 East Fordham Road.

It is also possible that a blended model could be developed using the best aspects of each of the above models, ensuring students and families have access to elements of both.

#### **Health Care Services**

Atmosphere students will have access to MSHP's wide range of comprehensive primary care services:

- health maintenance examinations
- immunizations
- screening tests
- first aid for injuries and emergencies
- diagnosis and treatment of acute and chronic medical problems
- secondary and tertiary care referrals

Atmosphere's MSHP program will focus on improved asthma care as its first major initiative.

Future Atmosphere MSHP initiatives will include in whole or in part:

- **Adolescent Healthcare:** The high school centers offer comprehensive adolescent healthcare, including reproductive healthcare services such as pregnancy testing and prenatal care; options counseling; family planning; screening, diagnosis and treatment of sexually transmitted diseases including HIV counseling and testing; and routine Pap tests for sexually active girls.

- **Preventive Care:** MSHP’s preventive care measures include mental health services such as screening and risk assessment and referral services. Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues are available at each site. Dental services are also available at some sites. Physical education and nutrition initiatives combat childhood obesity.

With Montefiore’s support and guidance, Atmosphere will be able to put these key services in place for the direct benefit of Atmosphere’s students and families. Moving forward, Montefiore will work with Atmosphere to enhance and improve the program and the services it offers.

Should you have any questions or concerns, feel free to contact me at [REDACTED]

Sincerely,



Dr. David K. Appel, M.D.  
Director

Below is Atmosphere’s Memorandum of Understanding with Pearson describing the parameters of the vendor partnership between the two organizations and the associated costs:



Pearson  
 1 Lake Street  
 Upper Saddle River, New Jersey 07458  
 February 6, 2014

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

Dear SUNY Charter Schools Institute:

This memorandum of understanding (MOU) between Pearson Education (Pearson) and Atmosphere Academy Public Charter Schools (Atmosphere) establishes the range of products and scope of services that Pearson will provide to Atmosphere as well as the cost of those products and services.

Gary Winn, Pearson’s Measurement Specialist for New York, and Michael Graü, Pearson’s Clinical Assessment Specialist for New York, spoke with Atmosphere’s Founder, Colin Greene, by phone and video conference. On January 21, 2014, Gary, Mike, and the rest of the Pearson team presented to Atmosphere’s Board of Trustees. During these discussions, Atmosphere was able to investigate specific Pearson products that it had interest in, and Pearson was able to clarify how Atmosphere envision a possible relationship with Pearson. Through this shared discovery process, Atmosphere and Pearson identified the following areas where we intend to work together moving forward.

#### **Curriculum and Instruction**

Atmosphere’s instructional approach is designed to support all students, including English learners (ELs) and other at-risk student populations. Pearson’s solutions for ELs will form the foundation of Atmosphere’s ESL program.

#### *Sheltered Instruction Observation Protocol (SIOP)*

The Sheltered Instruction Observation Protocol (SIOP) model was developed to provide teachers with a practical model of sheltered instruction to facilitate high-quality instruction for English learners in content-area teaching. The only empirically validated model of instruction for English learners, SIOP helps teachers systematically, consistently, and concurrently teach grade-level academic content and academic language to English learners.

The SIOP model can be viewed as an umbrella under which other programs developed for improving instruction can reside. Administrators and teachers alike are bombarded with new approaches to instruction, reform efforts, and practices that sometimes seem to be in competition with one another. The SIOP model is a framework that can bring together a school’s instruction by organizing methods and techniques and ensuring that effective practices are implemented—and that they can be quantified.

Atmosphere has adopted the SIOP model and will work with both Fordham University and Pearson to implement the model in a seamless and effective way. Pearson is poised to provide enhanced professional development services that will add on to the SIOP-aligned coaching and other service that Fordham will offer Atmosphere.

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### *Longman Keystone*

Longman Keystone is a multi-level program designed for students whose academic achievement is two or more years below grade level. Through Keystone, students will quickly begin achieving academic success and be better prepared to transition to mainstream coursework across the curriculum.

The Keystone reading and language development program accelerates students' academic achievement through scaffolded, sustained instruction and language development strategies:

- Accelerates academic vocabulary acquisition through explicit instruction.
- Develops transferable, cross-curricular academic skills through connected learning opportunities.
- Provides an easy-to-use road map to academic success.

Keystone builds student capacity by focusing on both language proficiency and academic knowledge. Explicit lessons accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills.

Atmosphere's ELL Specialists will use the Keystone curriculum during sessions with English learners.

### **Learning Assessments**

In order to help further inform Atmosphere's data-driven decisions, Pearson will provide Atmosphere with the Aimsweb formative assessment system for universal screening, progress monitoring, and data management; ACT Aspire summative assessments for achievement benchmarking; the Stanford English Language Proficiency 2 (SELP2) testing system to help determine and measure progress with ELLs; the Group Reading Assessment and Diagnostic Evaluation (GRADE); and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE).

### *Aimsweb*

The Aimsweb formative assessment system provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment. It helps school administrators demonstrate tangible improvements and helps teachers become more effective and more efficient in the classroom. Aimsweb is a two-time "Best in Tech" winner from Scholastic Administrator magazine and received the highest ratings on eleven measures from the National Center on Intensive Intervention. The key features of the Aimsweb system include:

- Framework for Response to Intervention (RTI) programs and multi-tiered instruction.
- Aimsweb provides a full range of support, training, and professional development services to help schools like Atmosphere every step of the way.
- Curriculum-Based Measures (CBM) of reading and math performance produce data that are predictive of success on state tests.
- Assessments in Literacy, Reading, Numeracy, Mathematics, Spelling and Writing.
- Web-based scoring and test taking.
- Compatibility with the Common Core State Standards.

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- ELL report profiles provide more information about ELL student's academic performance and growth rate of improvement.
- Rate of Improvement (ROI) growth norms are percentile norms that indicate the percentage of students in the large, representative national norm sample who had ROIs equal to or smaller than a particular ROI.
- Common Core reporting, including strengths and weaknesses by Common Core domain.

#### *Group Reading Assessment and Diagnostic Evaluation (GRADE)*

The Group Reading Assessment and Diagnostic Evaluation (GRADE) is a diagnostic reading test that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention. GRADE recognizes that learning to read is not a singular, one-dimensional process. As students learn to read, they progress through a series of benchmarks, each representing different kinds of learning tasks. Though these tasks are generally sequential, they tend to overlap. To assess student progress in achieving these benchmarks, educators need to look at what is a developmentally appropriate activity for a student at each stage of the process. Each GRADE subtest will allow Atmosphere's educators to do just that and to determine where intervention is needed, recognizing students' differences so instruction can be more effective. Moreover, using the GRADE assessment, Atmosphere can better guide instruction that will ensure student success while helping deliver Adequate Yearly Progress (AYP) gains.

#### *Group Mathematics Assessment and Diagnostic Evaluation (GMADE)*

The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) is a diagnostic mathematics test that measures individual student skills in the main areas of math, and helps K-12 educators pinpoint areas where students need instruction. GMADE will provide Atmosphere the information needed to pinpoint areas where students require additional help in mathematics by measuring individual student skills in the core areas of math as identified by the National Council of Teachers of Mathematics. Atmosphere will use GMADE with tier 2 and 3 students to determine what math concepts they have mastered and where they need additional instruction, intervention, or enrichment. The GMADE assessment provides a broad sampling of appropriate mathematical tasks that are based on:

- state standards
- curriculum benchmarks
- scope and sequence plans of common math textbook series
- review of research on best-practice for teaching and learning math concepts and skills

#### *ACT Aspire*

ACT Aspire is a next generation, technology-enhanced assessment tool developed by ACT, Inc. and distributed by Pearson. The system was designed to help schools and students prepare to seize 21st century opportunities. ACT Aspire is the first digital, longitudinal assessment system to fully connect student performance from elementary grades through high school and provides educators and parents with the insights they need to help students get and stay on track by better connecting assessment to teaching and learning. ACT Aspire includes summative assessments that measure how much students have learned over time, as well as aligned classroom-based assessments that help educators better understand students' learning needs in individual classes throughout the school year. The aligned assessments will inform teachers about students' progress toward specific learning

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standards, so they can better tailor their instruction and resources to help students learn. The key features of the ACT Aspire tool include:

- Vertically articulated, standards-based system of assessments to monitor progress toward college and career readiness from elementary school to high school
- Longitudinal assessment data tied to readiness for middle school, high school, and college
- Aligned summative and classroom-based assessments
- Content areas of English, math, reading, and science with direct writing at all grades
- Alignment with Common Core State Standards and ACT College Readiness Benchmarks
- Multiple question types including multiple choice, constructed response and technology-enhanced items to better assess student knowledge, improve test experiences, and provide more meaningful insights
- A multidimensional approach that measures other critical areas needed for success after high school, such as providing insights on science skills, critical thinking, and the ability to understand complex text
- Online delivery of assessments using state-of-the-art technology to enhance effectiveness and support multiple devices, while also offering paper-and-pencil options

*Stanford English Language Proficiency 2 (SELP-2) Test*

SELP-2 is part of the Pearson English Learning System, a complete assessment, curricular, and instructional solution for helping address the needs of non-native English speakers, so that they are better able to learn across all academic areas—an important aspect of TESOL standards as well. SELP-2 helps teachers evaluate the listening, reading, writing, and speaking skills of ELLs and assess English proficiency skills.

**Clinical Assessments**

In order to address the diverse needs of Atmosphere’s special education student population, Pearson intends to provide the school with a wide range of clinical assessments that can be used to determine and monitor needs and progress.

*Clinical Evaluation of Language Fundamentals - Fifth Edition (CELF5)*

CELF-5’s evaluation of speech and language skills provide Atmosphere’s Learning Specialists and ELL Specialists with a rigorous assessment of pragmatics that uses interactive activities and written language tests and offers a results platform to promote data-driven decisions. CELF-5’s highly accurate diagnostic information is supported by updated and current normative data and is the result of multiple research phases.

*Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)*

To filter all students for intellectual disabilities and giftedness, Atmosphere will use the WISC-V. The WISC-V provides access to more subtle content, resulting in a broader view of the child’s cognitive abilities, charging Atmosphere’s leaders and educators with increased interpretive power. A full scale IQ can be obtained and specific clinical situations can be determined:

- Identifying specific learning disabilities.
- Identifying intellectual disabilities.
- Evaluating English language learners.

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- Evaluating cognitive processing strengths and weaknesses.
- Assessing for giftedness.

*Kaufman Test of Educational Achievement, Third Edition (KTEA-3)*

When an additional instrument (beyond Aimsweb and WISC-V) is needed to specifically assess the ongoing needs and growth of special education students, Atmosphere will use the KTEA-3, which provides state-of-the-art error analysis along with detailed prescriptive information for simple remediation planning. KTEA-3 covers all IDEA, Reading First, and NCTM achievement areas to ensure a comprehensive, research-based assessment. It also features alternate forms to help measure student progress or response to intervention and to adjust instruction based on performance. Atmosphere's Learning Specialists will administer KTEA-3 to special education students to evaluate academic skills, adjust instruction based on performance, and identify learning disabilities. Key features of the KTEA-3 include:

- Covers areas mandated by IDEA and Reading First
- Enhanced error analysis for better remediation
- Alternate forms measure progress or response to intervention
- Easy to administer, with novel tasks to motivate low-functioning students
- Comprehensive and Brief Forms meet your in-depth or quick assessment needs
- Mapping to Common Core Standards to assist with compliancy issues
- Behavioral checklist to look at how the child responds during testing
- Lower age range to age 4 and preschool norms to identify issues earlier
- Scoring and reporting on Q-global™—Pearson's new web-based platform that is secure, affordable, and efficient
- Intervention suggestions for parents and teachers to expand the effectiveness of your evaluation
- Easy to administer, score, and interpret
- Coverage of all IDEA and National Council of Teachers of Mathematics (NCTM)
- Novel tasks to motivate low-functioning students
- Alternate forms and Growth Scale Value (GSV) to easily measure progress
- Enhanced error analysis procedures for more precise intervention

**Behavior Tracking**

Review360, endorsed by the Council of Administrators of Special Education, is an ideal solution to help Atmosphere's staff minimize suspensions, implements its Rapid Response to Intervention (RRTI) system for behavior modification in alignment with the school's restorative justice approach to discipline, and generally improve the school climate. The Review360 multi-tiered software system provides:

- Positive Behavioral Interventions and Supports (PBIS)-aligned professional development.
- Best practices approaches for common behavioral issues.
- Teacher-friendly program implementation support.
- Ability to track and monitor inclusion rates.
- Progress monitoring to assess student improvement and program effectiveness.

The foundation of Review360 includes five steps along the path for better student behavior: track, aggregate, analyze, intervene, and communicate.

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**Costs**

Below is a table of the costs of each product and service that Atmosphere will receive from Pearson:

Product/Services	Product Costs	Services Costs
SIOP	No cost per student	<ul style="list-style-type: none"> <li>• \$5,000 for 2 days of training to augment and enhance ongoing coaching from Fordham University</li> </ul>
Longman Keystone	\$123 per EL student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
Aimsweb	\$6 per student	<ul style="list-style-type: none"> <li>• \$2,500 for 1 day of training</li> </ul>
GRADE	\$6 per student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
GMATE	\$6 per student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
ACT Aspire	\$25 per student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
SELP-2	\$35 per EL student	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
WISC-V	\$1,031 per kit and \$17 per student tested	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
CELF-5	\$649 per kit and \$5 per student tested	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>



KTEA-3	\$740 per kit and \$5 per student tested	<ul style="list-style-type: none"> <li>• No cost webinar training</li> </ul>
Review360	\$2 per student with Aimsweb subscription	<ul style="list-style-type: none"> <li>• Set up and configuration \$500</li> <li>• Implementation support \$500</li> <li>• Training \$2000 per day onsite or \$500 for a 1/2 day webinar</li> </ul>

Pearson looks forward to working closely with Atmosphere to help support the launch of the school and sustain its growth moving forward. While Atmosphere and Pearson will enjoy a prototypical vendor relationship, both organizations are equally committed to forging a partnership that exceeds those expectations and positions both Atmosphere and Pearson to benefit from close collaboration that our organizations will enjoy.

Sincerely,

Laurie A Lombard  
General Manager, New York State

Below is Mosholu Montefiore Community Center’s Letter of Intent to work with Atmosphere Academy in establishing after school and college readiness programs for Atmosphere students:



RAY AND CHARLES NEWMAN BUILDING • 3450 DEKALB AVENUE • BRONX, NY 10467  
TEL: (718) 882-4000 • FAX: (718) 882 5369 • WWW.MMCC.ORG

November 7, 2013

Mr. Colin J. Greene, Founder & Principal  
Atmosphere Academy  
Fordham Station  
P. O. Box 518  
Bronx, NY 10458-9998

Dear Mr. Green:

It was a pleasure speaking with you and Mr. Greene regarding your vision for the Atmosphere Academy. The project is exciting and certainly a refreshing perspective of education within our current school system.

MMCC has been the leader in the northwest Bronx in afterschool programming, both on and off premises. Afterschool programs are a mix of homework help and recreation for participants; and of course a nutritious snack is provided. Some programs include dinner before students return home for the evening.

Our College Bound programs include SAT PREP and college related programs to help students find the right college and financing options for continuing their education after high school.

Mosholu Montefiore Community Center (MMCC) is excited at the prospect of a possible alliance for afterschool and college related programs with Atmosphere Academy. We look forward to continuing our conversation regarding a mutually beneficial partnership with your organization as you prepare for the 2015 opening of the new public charter school.

We wish you much success in your noble endeavor and look forward to speaking with you in the near future.

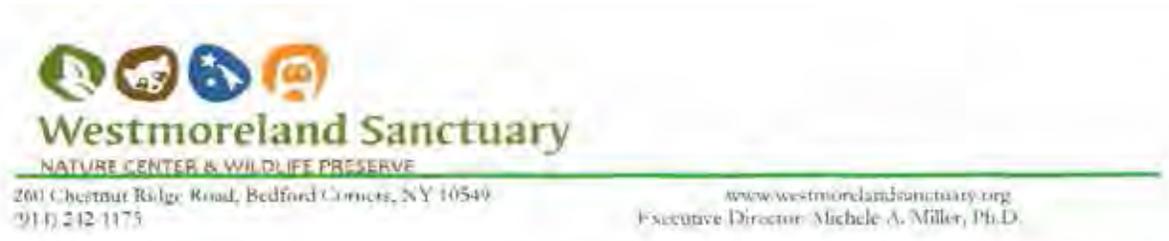
Best Regards,

  
Laurie Meltzer Bandremer  
Director of Development

cc Rita Santelia, Associate Executive Director



Below is Westmoreland Sanctuary’s Letter of Intent to work with Atmosphere Academy in establishing a nature education enrichment program for Atmosphere students at low cost:



February 26, 2014

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, NY 12207

Dear SUNY Charter Schools Institute:

I am writing this letter on behalf of The Atmosphere Academy. Westmoreland Sanctuary was founded in 1957 as a not-for-profit wildlife preserve with the mission to preserve lands in Bedford, NY and to engage in environmental education and conservation programs. The Sanctuary currently maintains 640 unspoiled acres offering 7.5 miles of hiking trails, as well as a reconstructed 200 year-old building which serves as our Nature Center and Museum, containing exhibits of local flora and fauna, live animals, a bird observation window and an auditorium for public programs. Central to our mission are the educational, and conservation programs we provide to over 12,000 students of all ages every year.

At Westmoreland we believe that the future of our planet depends on coming generations learning to appreciate and respect the natural world. We thus offer a great variety of environmental education programs to students of all ages by our highly trained and experienced staff. No matter the subject, our programs encourage the students to use their senses, to explore, and to engage more deeply with nature.

Recently, Westmoreland has begun reaching out to serve populations that do not have ready access to nature or other environmental education opportunities, including special needs populations as well as communities and schools which lack funding or resources. We are thus delighted to have this opportunity to provide monthly environmental education programming to the Atmosphere Academy students. In keeping with our mission, we will be providing these programs at less than our already nominal (and below cost) school fee.

Please feel free to contact me at the number above or by email at [redacted] for any further information Westmoreland or our relationship with The Atmosphere Academy.

Sincerely,  
  
Michele A. Miller  
Executive Director

Below is the Memorandum of Understanding (MOU) between National Training Network and Atmosphere Academy, which details the expense of curriculum and professional development services (the only numbers that need adjustment are the number of student licenses and worktexts to be ordered each year, which brings the total annual expense for those items from \$2,400 to \$4,800):



National Training Network  
Post Office Box 36  
Summerfield, NC 27358  
(800) 656-1001  
fax: (336) 643-9523  
[www.NTNmath.com](http://www.NTNmath.com)

RE: Atmosphere Academy: Math Professional Development Partner

National Training Network (NTN) is a professional development company specializing in training, on-going coaching, and support to mathematics teachers of emerging learners in grade 3 through algebra. NTN combines proven methodologies with "Seven Levels of Professional Development" designed to develop and deepen students' understanding of essential mathematics concepts, as well as the understanding and infusion of the Common Core State Standards (CCSS).

The mission of NTN is to raise the mathematics achievements, confidence and grades of low performing students by changing the instructional methodology used in mathematics classrooms.

NTN offers a research validated and an evidenced based solution that has been tried and tested by school districts, principals, and classroom teachers. Currently, NTN is partnered with over 30 school districts within 13 states throughout the United States. The primary function of NTN as a math professional development partner will be to support Atmosphere Academy's math teachers, lead teachers, and administrators successfully rollout the Key Elements to Mathematics Success (KEMS) math curriculum and CCSS through the provision of "Seven Levels of Professional Development", grade level curriculum materials (KEMS), technology, and curriculum mapping.

KEMS lessons are aligned to CCSS and designed to promote student engagement through the use of multiple representations. Training, coaching, and on-going professional development will center on the pedagogy and content central to the improvement of student achievement in mathematics. Additional technology platforms will allow NTN and Atmosphere Academy to collect on-going qualitative and quantitative data to drive instruction and customize the professional development

Additional research and resources are available at [www.ntnmath.com](http://www.ntnmath.com).

If you should have any further questions, please feel free to contact me at [REDACTED]

Respectfully,

*Nicole Beck*

Nicole Beck  
Vice President of Growth & Development  
National Training Network  
[REDACTED]  
[REDACTED]

**8. Price/Cost: One (1) grade level in year one (1) and all grade levels in year five (5)**

NTN Services and Products	Year 1	Year 2	Year 3	Year 4	Year 5
<b>I. Curriculum and Implementation Planning</b>					
a. <u>NTNI</u> : Implementation planning session with key personnel from both National Training Network and Atmosphere Academy to plan for a successful implementation.	✓	✓	✓	✓	
b. <u>Pacing Guide</u> : developed in consultation with National Training Network and Atmosphere Academy.					
<b>II. Teacher Training</b>					
a. <u>Initial Training</u> : One - three day training session preparing teachers to teach KEMS/KEAS with intensive training in the methodology and delivery of all lessons.	✓	✓	✓	✓	
b. <u>Refresher Training</u> : One - one day refresher training session revisiting the philosophy and methodology of KEMS/KEAS, use of manipulatives, and additional topics based on teacher needs.		✓	✓	✓	✓
<b>III. Coaching/Follow-up Support</b>					
a. <u>Coaching</u> : On-going	✓	✓	✓	✓	
i. Coaching visits to schools on average 4 visits per month per school					
ii. Modeling/team teaching lessons focusing on CCSS practice standards					
iii. Pre-conference and reflection meetings around coaching support					
iv. Team/individual curriculum and lesson unit planning					
v. Mentoring					
vi. Constructively observing and providing feedback to teachers					
vii. Assisting in coordination efforts with ongoing professional development					
viii. Providing support documentation of coaching visits and additional services					
b. <u>Professional Learning Communities</u> - Monthly	✓	✓	✓	✓	
i. Collaboration with the NTN Coach and other KEAS Teachers					
ii. Facilitation in creation of performance tasks and diagnostics for upcoming lessons					
iii. In depth look at the upcoming unit to review tasks, focus is on CCSS practice standards, and identify common misconceptions					
iv. Feedback, tips, and suggestions from both the NTN Coach and other teachers, through discussions on challenges encountered					
v. "Just in Time" re-training of concepts and methods to refresh various areas covered during the summer training that have not been seen or used recently.					
vi. Focus on CCSS practice standards and NTN methodologies per ATLAS student data					
vii. The chance to share and receive classroom and time management techniques with both the NTN Coach and others.					
viii. Pacing adjustment suggestions from the NTN Coach as needed.					
ix. "Make-it, Take-it" activities that can be used immediately or as needed.					
c. <u>E-communications</u> :	✓	✓	✓	✓	
i. Regular e-communications are sent to each teacher including pacing, lesson notes, word wall words for upcoming lessons, and additional information/suggestions and connections to traditional text for each week throughout the school year.	✓	✓	✓	✓	✓
d. <u>Website</u> : Unrestricted access to <a href="http://www.NTNMath.com">www.NTNMath.com</a> includes lesson videos in both English and Spanish, downloadable homework assignments, and teacher lesson notes.	✓	✓	✓	✓	✓
e. <u>Quarterly Reports</u> : detailed reports outlining implementation and coaching support					

NTN Services and Products	Year 1	Year 2	Year 3	Year 4	Year 5
<b>IV. Administrator Staff Development</b>					
a. <u>ATLAS</u> : An observation tool, designed by NTN, which builds data systems to measure student growth and success that inform teachers and principals about how they can improve student engagement and ultimately classroom instruction focusing in on CCSS practice standards.	✓	✓	✓	✓	✓
b. <u>Principal Training</u> :					
i. Develop principals' understanding of the methodology, materials, and delivery format of all key lessons and the ongoing professional development provided throughout implementation. Training will focus on a series of "look fors" as principals enter a classroom utilizing ATLAS to improve classroom instruction.	✓				
ii. Ongoing follow-up between the NTN Coach and school principal regarding student engagement based on ATLAS data.					
<b>V. Materials</b> (* State sales tax will be billed on actual materials shipped which could be less or more than an estimated sales tax of \$900 per school.					
a. <u>Student Consumable Books</u> -					
KEMS F.....Grade 6	✓	✓	✓	✓	✓
KEMS G.....Grade 7		✓	✓	✓	✓
KEMS H.....Grade 8			✓	✓	✓
KEAS.....Algebra				✓	✓
b. <u>Teacher Kit</u> - For grade level being rolled out	✓	✓	✓	✓	
i. Teacher Edition - includes lessons, quizzes, review activities, and foldables					
ii. Digital Version of the Teacher and Student Book					
iii. Manipulatives (class set for up to 32 students)					
<b>VI. Train the Trainer</b>					
a. <u>Training Days</u> : "NTN Train the Trainer" five-day training for selected teacher leaders aims to build capacity of Atmosphere Academy to support on-going implementation of NTN mathematics strategies, with a focus on CCSS practice standards, for diverse learners in subsequent years.					✓
b. <u>Trainee Materials</u> : A complete electronic set of materials needed to conduct the 18 hour NTN training session including a minute-by-minute breakdown of the training, visual aids, and a master set of each activity for up to 32 participants working in pairs.					✓
c. <u>Trainer Kit</u> : A complete set of training supplies needed to conduct a training session for up to 32 participants working in pairs.					✓
<b>VII. Technology</b>					
a. <u>Maintenance Builder</u> : A web-based computer program that systematically reviews math skills that have been learned throughout the school year to help bring students from acquisition to fluency.	✓	✓	✓	✓	✓
<b>VIII. Conditions</b>					
a. <u>All NTN products are</u> :					
i. Guaranteed for quality and will be replaced if there is a quality concern.	✓	✓	✓	✓	✓
ii. Copyrighted; assessments and black line masters of activities in the Teacher's Edition may be reproduced for use by KEAS teachers with their KEAS students.	✓	✓	✓	✓	✓
iii. Any additional resources sent through e-communications to teachers may be reproduced	✓	✓	✓	✓	✓

Below is Charter Stone Capital’s Letter of Intent to work with Atmosphere in addressing its future facility needs, especially in terms of locating a building to house Atmosphere’s high school:



December 7, 2013

Re: Business Relationship between Atmosphere Academy and Charter Stone Capital

To Whom It May Concern,

We are please to express our intent to do business with the Atmosphere Academy public charter school organization (“Atmosphere”). We have been retained by Atmosphere to assist in their search for a quality education facility in the Bronx borough of the greater New York City MSA. Aside from general consulting on all matters relating to real estate and facilities, Charter Stone Capital is specifically seeking to purchase and develop/renovate a facility on behalf of Atmosphere. Upon acquisition/development of a facility, Atmosphere will be granted a long-term leasehold interest in the subject property with the option and expectation that Atmosphere will ultimately purchase the facility and remain in the building as the owner/occupant.

As a company focused exclusively on the education sector, we bring extensive charter school experience and expertise, including: knowledge of state-level charter school legislation, transaction structuring and documentation expertise, facility modification and renovation experience, and most importantly the financial wherewithal to consummate the proposed transaction.

Attached is some brief biographical information outlining our experience and qualifications. If there are any questions concerning our relationship with Atmosphere, please do not hesitate to contact either of us with any questions or comments.

Sincerely,

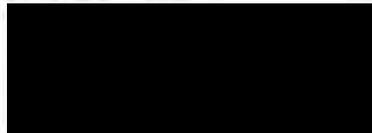
A handwritten signature in blue ink, appearing to read "MSearls".

Michael Searls



A handwritten signature in blue ink, appearing to read "Scusack".

Stephanie Cusack





## QUALIFICATIONS

Charter Stone Capital is a real estate investment and consulting firm exclusively focused on the education sector including charter schools, private schools and early education. The Charter Stone Capital management team has extensive experience in this industry, having acquired, developed and/or financed in excess of \$99 million in educational facilities, totaling over 500,000 square feet as follows:

Property Name	Size (sf)	Location	Type	Property Type	Property Value
New America School - Denver	39,626	Thornton, CO	Redevelopment	Charter school	5,242,000
Renaissance Charter School Summit	55,000	West Palm Beach, FL	Development	Charter school	9,500,000
Renaissance Charter School WPS	50,000	Palm Beach, FL	Redevelopment	Charter school	7,500,000
Children's University	43,369	Arlington, TX	Acquisition	Private school	5,900,000
Imagine Elementary at Avondale	43,409	Avondale, AZ	Acquisition	Charter school	7,740,800
Imagine Elementary and Middle Coolidge	28,274	Coolidge, AZ	Acquisition	Charter school	8,750,300
Coolidge Expansion	10,175	Coolidge, AZ	Development	Charter school	1,000,000
Coolidge High School	43,000	Coolidge, AZ	Development	Charter school	6,300,000
Imagine Discovery	44,155	Baltimore, MD	Acquisition	Charter school	8,562,000
Imagine Charter School at Firestone	48,210	Firestone, CO	Acquisition	Charter school	7,029,100
Hope Community Charter School	48,210	Washington DC	Acquisition	Charter school	11,455,600
Indigo Rindl	40,851	Colorado Springs, CO	Acquisition	Charter school	9,384,100
Imagine School at Town Center	42,826	Palm Coast, FL	Acquisition	Charter school	9,354,400
Town Center Expansion	21,000	Palm Coast, FL	Development	Charter school	3,000,000
<b>Total</b>	<b>550,725</b>				<b>\$99,518,300</b>

### **Michael Searls**

Before founding CSC in 2011, Michael was the Manager of Project Development for Inland Public Properties Development, a division of the Inland Group. With Inland, Michael spent over 2 years focused on the charter school market, specifically understanding state and federal legislation and funding processes, identifying and underwriting acquisition opportunities, and building relationships with charter school professionals across the United States. While at Inland, Michael oversaw diligence on the acquisition and development of over \$190 million of social infrastructure assets, including over \$70 million of public charter schools in 5 states.

Michael's unique understanding of the education facilities market, combined with extensive relationships with the nation's leading school operators, provides this management team the ability to immediately identify and execute quality transactions. This specialized industry knowledge, relationship base and active pipeline would take years to replicate.

Prior to working at Inland, Michael was in charge of asset management and development at Tebo Development Company, a Colorado based firm that owns and manages over 200 commercial real estate assets.

Michael received his MBA from the University of Texas, specializing in Real Estate Finance. Additionally, Michael has a B.S. in Business Administration from the Leeds School of Business at the University of Colorado.

**Stephanie Cusack**

Stephanie Cusack has over 10 years of real estate, consulting and institutional investment experience. She is currently a managing member of Charter Stone Capital, focused new business origination and fundraising. Prior to Charter Stone Capital, Stephanie worked on a consulting basis for various institutional investment companies focused on real estate restructurings and workouts for large scale mixed-use developments. Prior to that, she was a Principal and Head of West Coast Operations at Onex Real Estate (a division of Onex Corporation, a publicly traded private equity fund). In this role she was responsible for evaluating new acquisitions as well as overseeing Onex Real Estate's capital markets initiatives. Specific responsibilities included new business origination, financial forecasting, transaction structuring, document negotiation, and transaction execution for over \$1.5 billion in commercial real estate investments. Stephanie also served as the point person for the firm's fundraising activities, drafting marketing materials and fund legal documentation including investor presentations and private placement memoranda.

Prior to joining Onex Real Estate, Stephanie was a Senior Associate with The Praedium Group, a real estate private equity firm. In this capacity, she was responsible for evaluating and executing new transactions. During her tenure at The Praedium Group, Stephanie closed over \$575 million in commercial real estate acquisitions. Stephanie also worked closely with the firm's co-founders to raise \$700 million in equity from institutional investors.

Prior to The Praedium Group, Stephanie was an Analyst in the investment banking division of Salomon Smith Barney. Stephanie received a B.S. in Business Administration with a concentration in finance from the Leeds School of Business at the University of Colorado.

Below is the Memorandum of Understanding between Atmosphere and Red Rabbit:



T: 646.478.9141  
F: 646.478.9141

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**MEMO OF UNDERSTANDING**

This Memorandum of Understanding ("MOU"), entered into as of March 3, 2014, confirms the agreement between Atmosphere Academy Charter School (the "Program") and Red Rabbit LLC ("RR") whereby the Program agrees to purchase prepared meals from RR for the Program's student body, subject to the terms set forth below.

1. The parties hereto acknowledge and agree that as of the date of this MOU, the Program has applied for but has not yet received authorization to operate as a charter school in New York City. The parties hereto further acknowledge and agree that within fourteen (14) days following the date upon which the Program receives authorization from the applicable authorities to operate as a charter school in New York City (an "Authorized Charter"), the Program and RR will enter into a Red Rabbit Program Agreement (the "Program Agreement"), substantially in the form attached to this MOU as Exhibit A, and the Program Agreement shall replace this MOU in its entirety, subject to the terms of paragraph 4 below being incorporated into the Program Agreement. If the Program fails to obtain the necessary authorization to operate as a charter school in New York City, then this MOU shall immediately terminate on the date following the date on which the Program receives notice of such failure. The Program represents and warrants that it will inform RR of either its receipt of an Authorized Charter or its failure to receive an Authorized Charter within twenty-four (24) hours of the Program receiving such information.
2. Programming
  - a. If the Program receives an Authorized Charter, RR will prepare and deliver made-from-scratch meals and snacks (the "Meals") that meet or exceed National School Breakfast and Lunch Meal Pattern Requirements for the student body of the Program.
  - b. Subject to paragraph 2(b)(i) and 2(b)(ii) below, if the Program receives an Authorized Charter, it will integrate Red Rabbit cooking and gardening labs into its elective curriculum, beginning with the first semester to occur following the date on which the Program receives its Authorized Charter. Subject to paragraph 2(b)(i) and 2(b)(ii) below, the Program may also choose to integrate any Red Rabbit parent and family learning lab as part of its elective curriculum at any time.
    - (i) The Program agrees that it will pay RR a total price of \$ 17.00 per student, per class for a minimum of 12 sessions of Student Learning Labs provided by RR.
    - (ii) The Program will pay RR from \$ 20.00 to \$ 30.00 per parent for each parent learning lab session, depending upon the program selected by the Program. For family cooking labs, the Program will pay RR \$ 25.00 per parent and \$ 15.00 per student for each family cooking lab session.
3. RR certifies that it has a NY DOH permit for the RR kitchen facility and agrees to maintain this health certification for the duration of this MOU. Food preparation and delivery will conform to all applicable state and local health sanitation requirements.

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www.MyRedRabbit.com

1751 Park Ave, New York, NY 10035

F: 646. 478.9141



T 606.697.3372  
F 646.478.9141

4. The Program agrees that it will pay RR a total price of \$ 6.05 /student/day for the Meals provided by RR, which price is broken down as follows:

Morning Snack \$ \_\_\_\_\_ Fruit: \_\_\_\_\_

Breakfast: \$ 2.05

Lunch: \$ 3.10

Afternoon Snack: \$ 0.90 Fruit: without

Dinner: \$ \_\_\_\_\_

5. The Program will be invoiced on the first day of each month for all Meals prepared during the previous month. The Program agrees to pay each invoice in full within thirty (30) days from the invoice date.

6. The Program will provide the student body count to RR in writing at least fourteen (14) days prior to the date upon which RR is scheduled to begin providing Meals.

7. The Program agrees that unless or until this MOU is terminated as set forth in paragraph 1 above, it shall not enter into an agreement, arrangement, contract or other understanding with another party for that party to provide the services which are to be provided by RR hereunder.

8. This MOU is made in the City of New York and shall be governed and enforced in accordance with the laws of the State of New York applicable to contracts made and to be entirely performed therein.

9. This MOU may not be changed or modified except by an instrument in writing duly signed by the parties hereto.

10. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same document. Signatures sent by facsimile or email shall be deemed original signatures.

RED RABBIT LLC

By:   
Rhys W. Powell  
President and Founder

Program Atmosphere Academy

By: Colin Greene  
Title: Founder and Principal  
Authorized Signatory

Below is Red Rabbit's proposal for conducting cooking and gardening education labs with students and parents at Atmosphere Academy:



## Red Rabbit Education Labs at Atmosphere Academy Charter School

Dear Colin,

It was a pleasure speaking with you and learning about Atmosphere Academy's interest in making food and nutrition education part of its foundational curriculum. Red Rabbit is committed to helping your students understand the importance of nutrition, healthy eating, and where their food comes from.

### Cooking and Gardening Student Labs

Red Rabbit offers a combined program of Cooking and Gardening Labs covering topics of botany, culinary skills, and nutrition education to provide a full-circle understanding of the relationship between nature and health. These hands-on gardening experiences combined with interactive cooking labs will reinforce and connect the concepts of where our food comes from, why eating foods from the earth is healthiest for our bodies, and how to transform whole foods into delicious, nutritional meals.

Our partners can choose from a selection of Cooking Labs and Gardening Labs for their students, covering a range of topics to strengthen students' understanding of the relationship between our health, diet, and ecosystem.

#### Red Rabbit's **Cooking Labs:**

- Help students make choices that focus on healthy, whole foods
- Empower students to experiment with new foods at home
- Encourage students to look critically at food packaging

Red Rabbit also offers Gardening Labs, giving students a better understanding of how the Earth grows our food.

#### Red Rabbit's **Gardening Labs:**

- Provide opportunities for students to grow their own food
- Encourage students to eat local, whole foods straight from nature
- Help students understand how their actions and food choices can create a healthy and sustainable future for humans and the planet

After participating in our labs, your students will have a deeper relationship with the food on their plates and a better understanding of where it comes from.

Red Rabbit would be pleased to provide Atmosphere Academy with quarter-long cooking and gardening programs as a once-a-week, elective option for its entering class of 6<sup>th</sup> grade students. Each session can accommodate up to 15 students and is 45-60 minutes long. We tailor all of our labs to the age group of the students and to the facilities available. Please see the following page for the breakdown of pricing for one quarter (12 sessions) and note the discounted rate we would like to offer Atmosphere Academy. All equipment, materials, and staffing for all labs are provided by Red Rabbit, though additional staff support for student labs is always appreciated.





Estimated Total for 12-Week Cooking & Gardening Labs

6 Student Cooking Labs, \$144 per student for 15 students	\$2,160
6 Student Gardening Labs, \$114 per student for 15 students	\$1,710
	Estimated Total = \$3,870
	Red Rabbit Friends Discount = -\$54 per student = -\$810
	<b>Estimated subtotal = \$3,060</b>

Parent and Family Learning Labs

Red Rabbit strives to educate parents on how to raise a healthy child while empowering them with the tools, confidence, and understanding of how to do so.

Our Parent Learning Labs provide adults with strategies and tools to become more informed consumers. Led by Red Rabbit chefs and instructors, our labs empower parents to make great food choices for their kids and themselves while also recognizing diverse cultures and ethnicities.

Topics can be tailored to your parent population's interests, but may cover:

- Whole foods vs. processed and refined foods
- Balanced meals for children
- Sugars and sweeteners
- Organic vs. conventional
- Local & seasonal

Parent Learning Labs are 1 to 1.5 hours long and are held on-site at your school with a maximum of 25 participants. Rates range from \$20 per parent for non-cooking workshops to \$30 per parent for cooking programs.

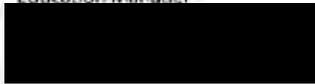
Red Rabbit also offers Family Cooking Labs, providing opportunities for parents and their children to get hands-on with whole, fresh foods to cook, create, and learn together. Adults and children alike will gain a deeper understanding of where their food comes from and what comprises a healthy diet, while parents will see first-hand how fun and easy it is to include children in kitchen activities. Family Cooking Labs range from 1 to 1.5 hours and are held on-site at your school with a maximum of 25 participants. Family Cooking Lab rates are \$25 per parent and \$15 per child.

All materials, staffing, equipment, and ingredients are provided by Red Rabbit and included in these rates.

Red Rabbit understands that each partner is working within its own budget, and we are happy to work with Atmosphere Academy to find a cost that is reasonable for everyone. We look forward to partnering with Atmosphere Academy Charter School in 2015!

Best,

**Rebecca Gildiner**  
Education Manager

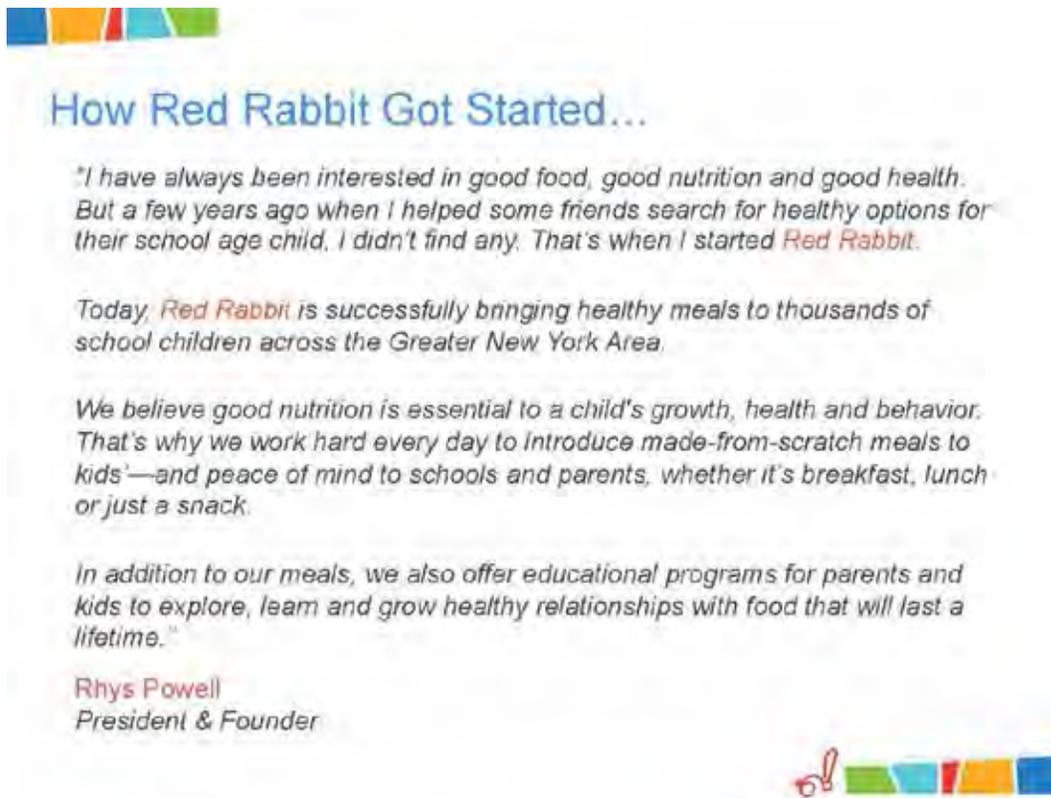


1751 Park Avenue • New York, NY 10035 • D: 866.697.3372 • F: 646.478.9141 • www.myredrabbit.com

Below is Red Rabbit’s proposal for customized food service for Atmosphere Academy:



January 2014





## How We Work With Your School

- ✔ Choose breakfast, lunch, snack, or all three
- ✔ Choose off-peak or ready-to-serve
- ✔ Food-based menu plan that meets the requirements of the USDA National School Breakfast and Lunch Programs
- ✔ Within your budget, offering schools subsidized programs that meet federal reimbursement rates
- ✔ Daily on-time delivery
- ✔ Flexible operations
- ✔ Food safety compliant
- ✔ Convenient and courteous delivery
- ✔ Staff training
- ✔ Menus emailed in advance



## Customized Solutions

- ✔ Custom delivery times
- ✔ Meals by classroom
- ✔ Hot or cold menus
- ✔ Daily yogurt, fruit and salad bar
- ✔ Options for allergies, special dietary needs
- ✔ Vegetarian and kosher style options
- ✔ Bagged meals for field trips (additional \$.50 per student fee)





## Service Logistics

**Delivery:**  
TBD

**Red Rabbit Program:**  
TBD

**Meal Components:**

- Breakfast – Grain + Meat/Meat Alternate **OR** 2 Grains + Fresh Fruit + Milk (Low-fat (1%) & Fat-free)
- Lunch – Grain + Meat/Meat Alternate + Fresh Vegetables + Fresh Fruit + Milk (Low-fat (1%) & Fat-free)
- Snack – Grain or Meat/Meat Alternate + Beverage (Low-fat & Fat-free Milk **OR** Apple Juice)



## 2014 Proposed Pricing

Options	Price/Day/Student	Total/Day/Student
<b>Off-peak, drop off only<sup>^</sup>:</b> Family-style breakfast (hot menu) Family-style lunch (hot & cold menu) Family-style snack	\$2.00 \$2.95 \$0.80	\$5.75
<b>Off-peak, drop off only<sup>^</sup>:</b> Grab & Go Breakfast (cold menu) Individually-packaged Lunch (hot & cold menu) Individually-packaged PM Snack	\$2.05 \$3.10 \$0.90	\$6.05
<b>Ready-to-Serve, drop off only<sup>^</sup>:</b> Family-style Breakfast (hot & cold menu) Family-style Lunch (hot & cold menu) Family-style PM Snack	\$2.05 \$3.00 \$0.85	\$5.90
<b>Ready-to-Serve, drop off only<sup>^</sup>:</b> Grab & go Breakfast (cold menu) Individually-packaged Lunch (hot & cold menu) Individually-packaged PM Snack	\$2.05 \$3.20 \$0.95	\$6.20
<b>2013-14 Federal and State reimbursement rates:</b> Over 60% FRPL + S.05 Verification Breakfast Lunch After-school Snack	\$1.99 \$3.07 \$0.80	\$5.86

<sup>^</sup>Minimum of 25 children required for each delivery





## How We Make Our Food Choices

### We Focus On:

- ✓ Seasonal
- ✓ Whole
- ✓ Fresh

### To Get:

- ✓ Optimal Nutrition
- ✓ Fiber
- ✓ Real Flavor

### Rather Than:

- ✓ Processed
- ✓ Refined
- ✓ Large Corporations

### To Avoid:

- ✓ Additives
- ✓ Chemicals
- ✓ Added Sodium
- ✓ Hidden Sugars
- ✓ Preservatives
- ✓ Pollution



## About Red Rabbit

- ✓ More than 17,000 meals and snacks delivered fresh every day
- ✓ More than 80 participating schools:
  - Public Schools
  - Charter Schools
  - Independent Schools
  - Head Start Programs
  - Non-profit Organizations
  - Summer Camps
- ✓ Cost: \$1 to \$8 per student, per day\*

\* Costs vary based on the Red Rabbit meal program and age of children





## Red Rabbit Meals

- ✔ Developed by chefs, nutritionists and pediatricians, that taste great and exceed USDA nutrition guidelines
- ✔ Prepared from scratch daily with fresh fruits, vegetables and dairy products
- ✔ Kid-tested—if kids won't eat it, what's the point?



## Complimentary Meal Program Enhancement

- ✔ Red Rabbit is committed to kids understanding the importance of nutrition, healthy eating and where food comes from.
- ✔ Periodically, we will have a Red Rabbit employee visit your school to gain feedback on the meal program and present a nutrition topic, with a tasting item and a recipe card to take home.
- ✔ For example, one month, we featured a Spring Harvest theme, in which children got to experiment by tasting radishes and different leafy greens. Students also took home a Red Rabbit recipe card for a delicious Tossed Salad with a simple tasty dressing.





## Educational Programs

We complement our school food programs with educational opportunities for kids, parents and educators. All programs are designed to provide a practical understanding of nutrition, fresh, whole foods and how to apply it to daily life.

Our programs are engaging, interactive, thought-provoking and practical-while also supporting school wellness policies. All lessons have been developed by Red Rabbit specialists; including nutritionists, Registered Dietitians, and cooking and gardening educators:

**Red Rabbit Cooking Labs:** Healthy foods can seem complicated and foreign to kids; we bring kids back to the basics in these fun and interactive Labs.

**Red Rabbit Gardening Labs:** These back-to-the-roots labs give children a first-hand look at where food comes from.

**Red Rabbit Learning Labs:** These seminars provide the opportunity for adults to get a better understanding of the Red Rabbit philosophy, that healthy kids are successful and high performing kids.



We look forward to serving your school!

Shari Mermelstein, RD  
Program Development Director



[www.myredrabbit.com](http://www.myredrabbit.com)





**Application Transmittal Form**

**1. School Information**

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	6	120
Year 2	6-7	234
Year 3	6-8	342
Year 4	6-9	462
Year 5	6-10	576

Desired School Opening Date  Desired Initial Charter Term

**2. Proposed Affiliations**

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

**3. Lead Applicant Contact Information**

Lead Applicant Name

Mailing Address

City  State  Zip Code

E-Mail Address  Home Phone #

Cell Phone #  Office Phone #  Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

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

Phone: (518) 433-8277  
Fax: (518) 427-6510  
Web: [www.newyorkcharters.org](http://www.newyorkcharters.org)

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. 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 of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By:  Date Received