Charter Schools Institute
State University of New York

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Sec. 2852(5) Submission to the Board of Regents

VOLUME 3 OF 7

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ATTACHMENT IV – 26

SCHOOL CURRICULUM BY GRADE

The Harbor Science and Arts Charter School

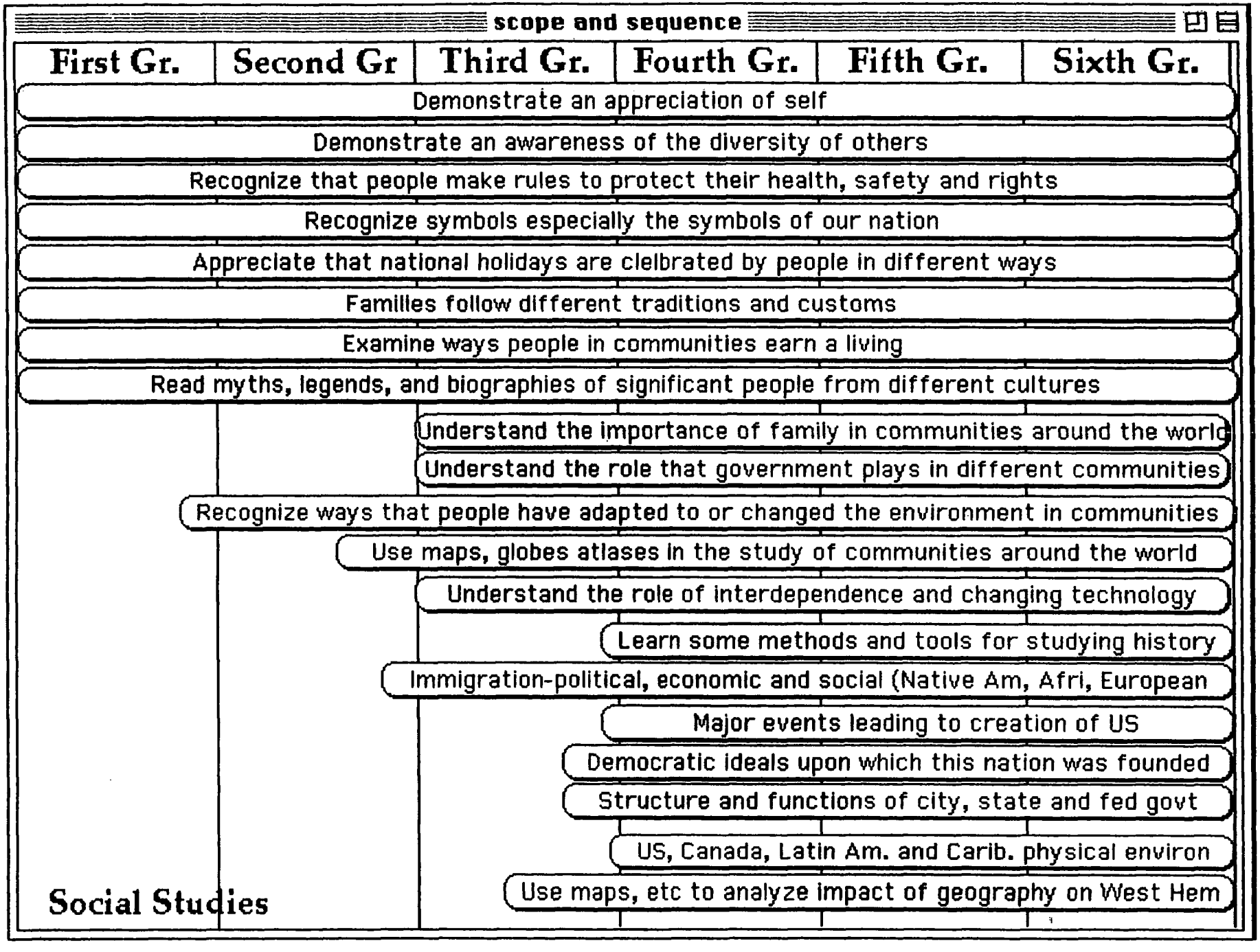
Grade by Grade Curriculum

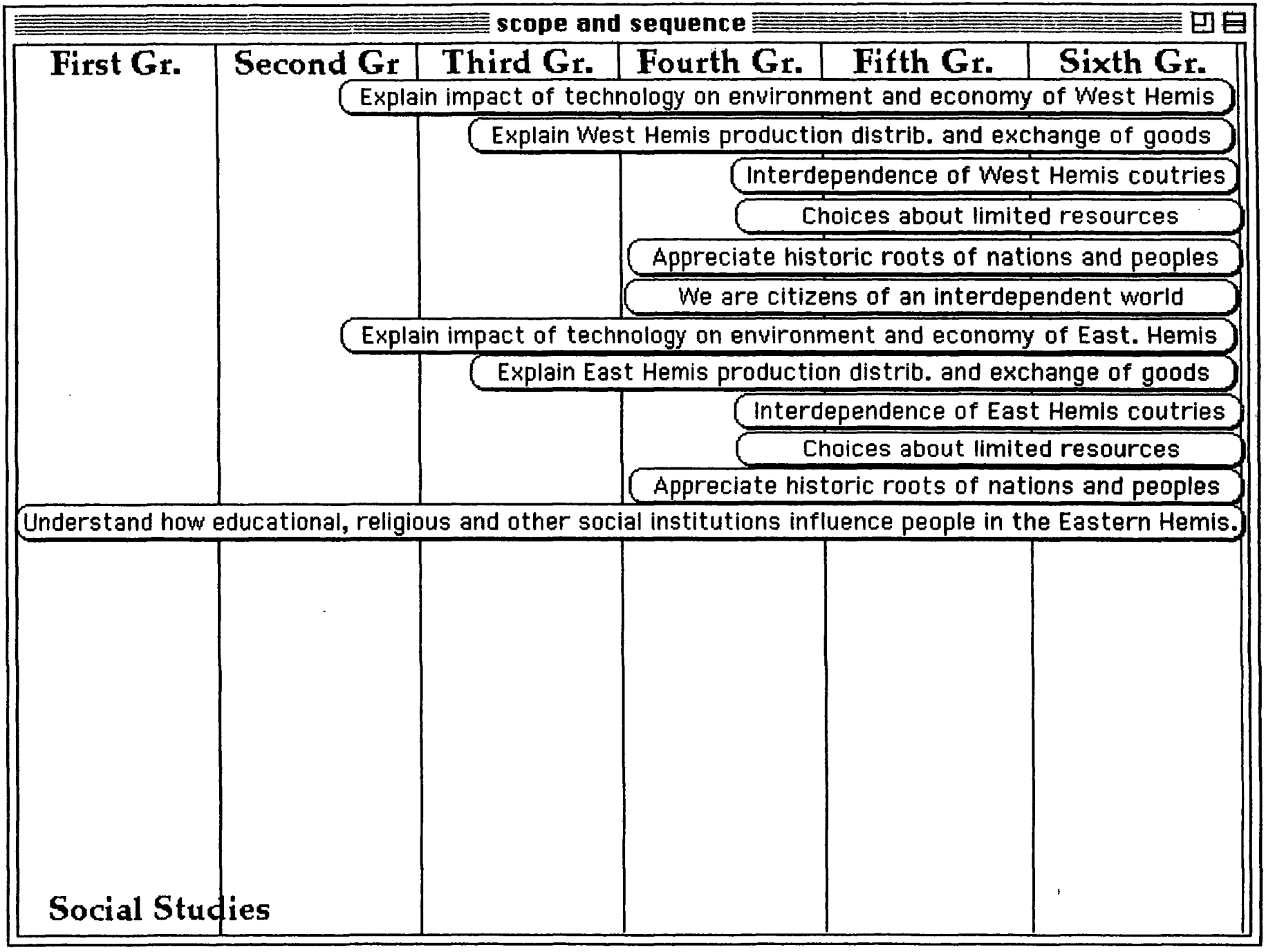
Text Support for the Curriculum

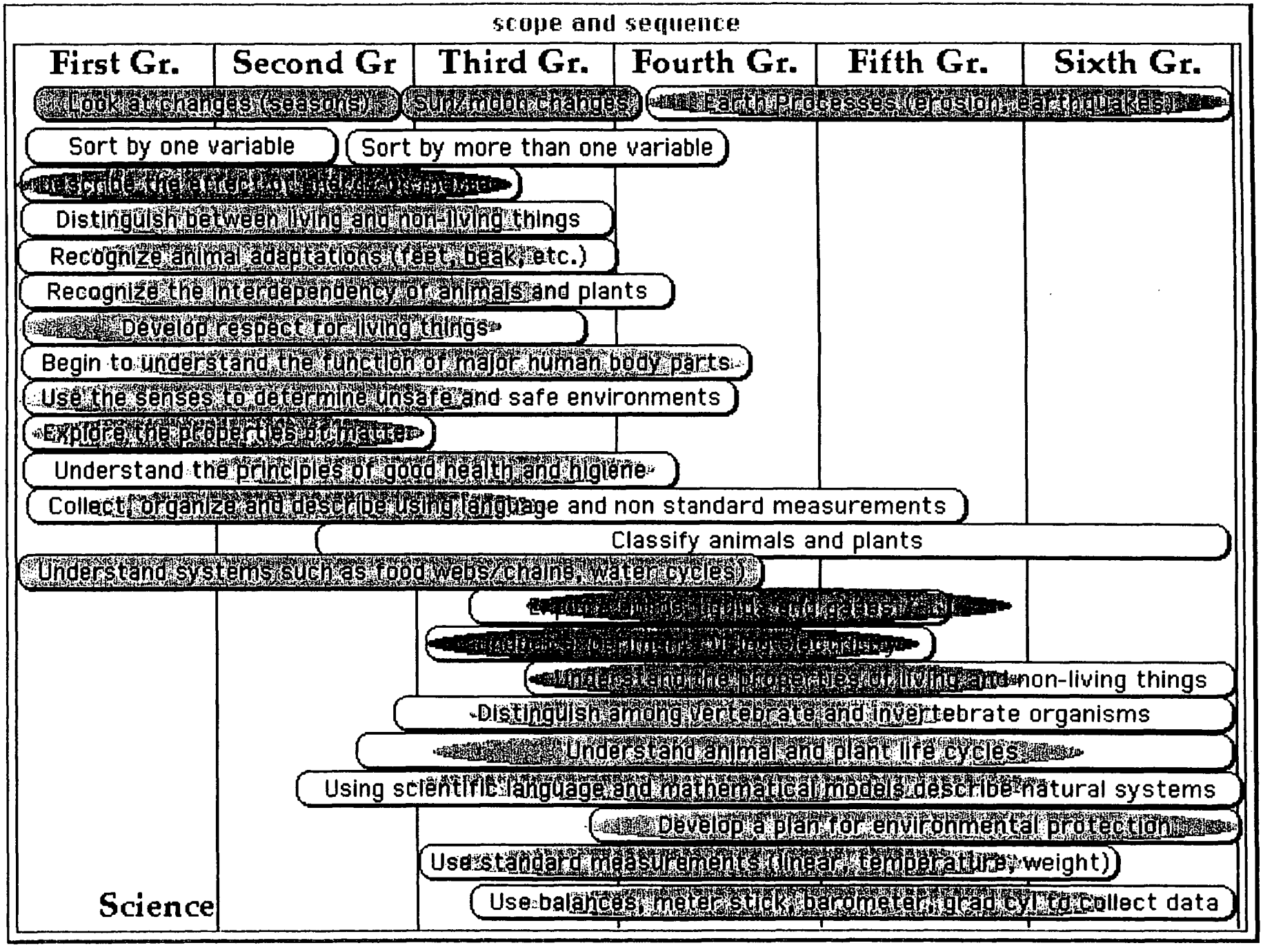
The basic organization of the curriculum is shown in the next charts. The charts display the skills and content for social studies, math and science for each of the grades 1 – 6. The colored shading indicates the grade where that topic is emphasized even though it is covered to some extent in other grades.

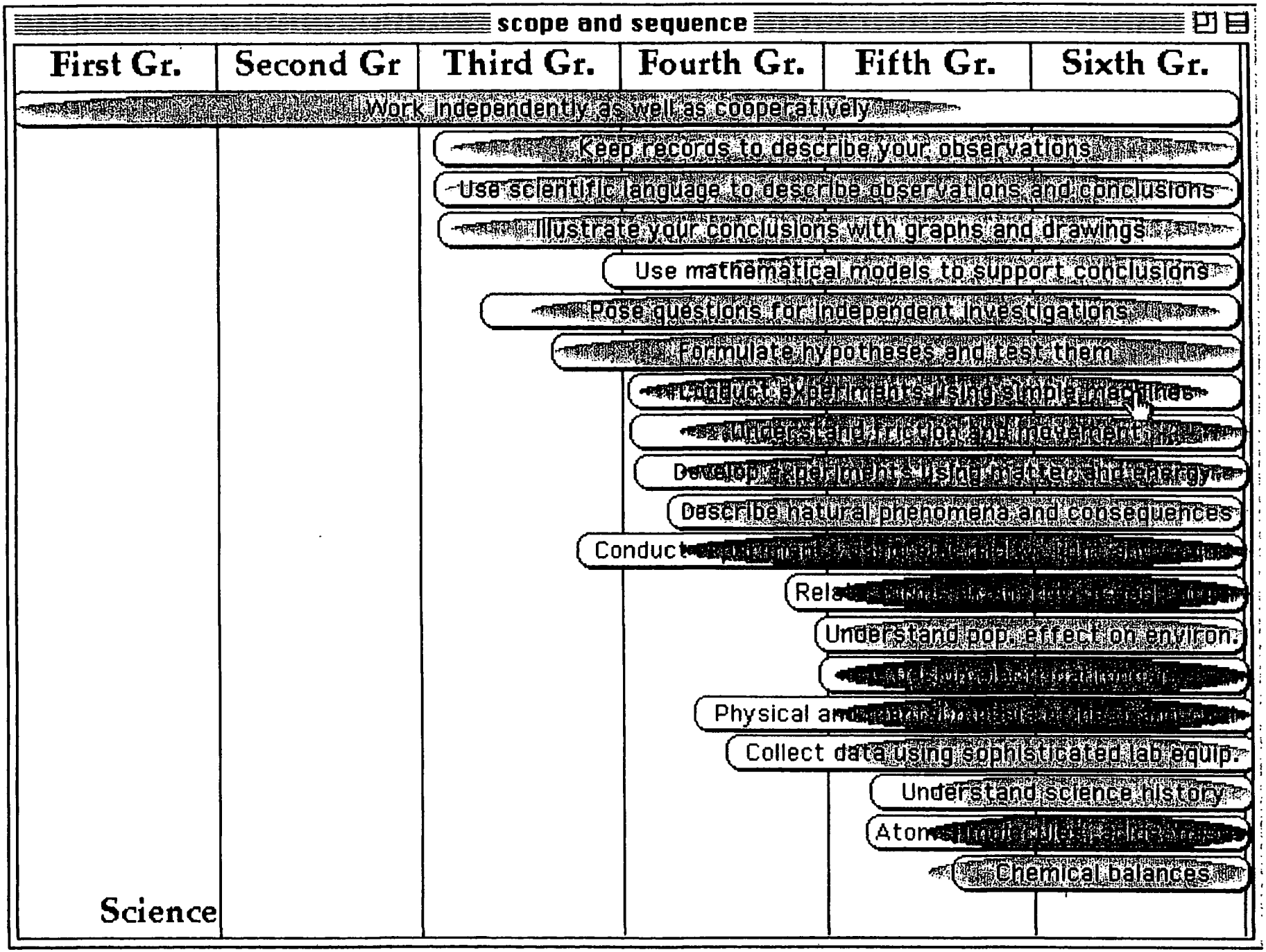
The specific content and skills in the reading program are derived from the Spector Phonics program that is based upon the Orton-Gillingham approach to phonics instruction. This is combined with a literature based series published by Silver Burdett and Ginn (Literature Works).
The math program is the Everyday Math series developed at the University of Chicago.
The science content is developed in cooperation with science research partners, notably the Central Park Conservancy, Teachers College at Columbia University, and City College of C.U.N.Y. Text support comes from the Prentice Hall Life Science Series.

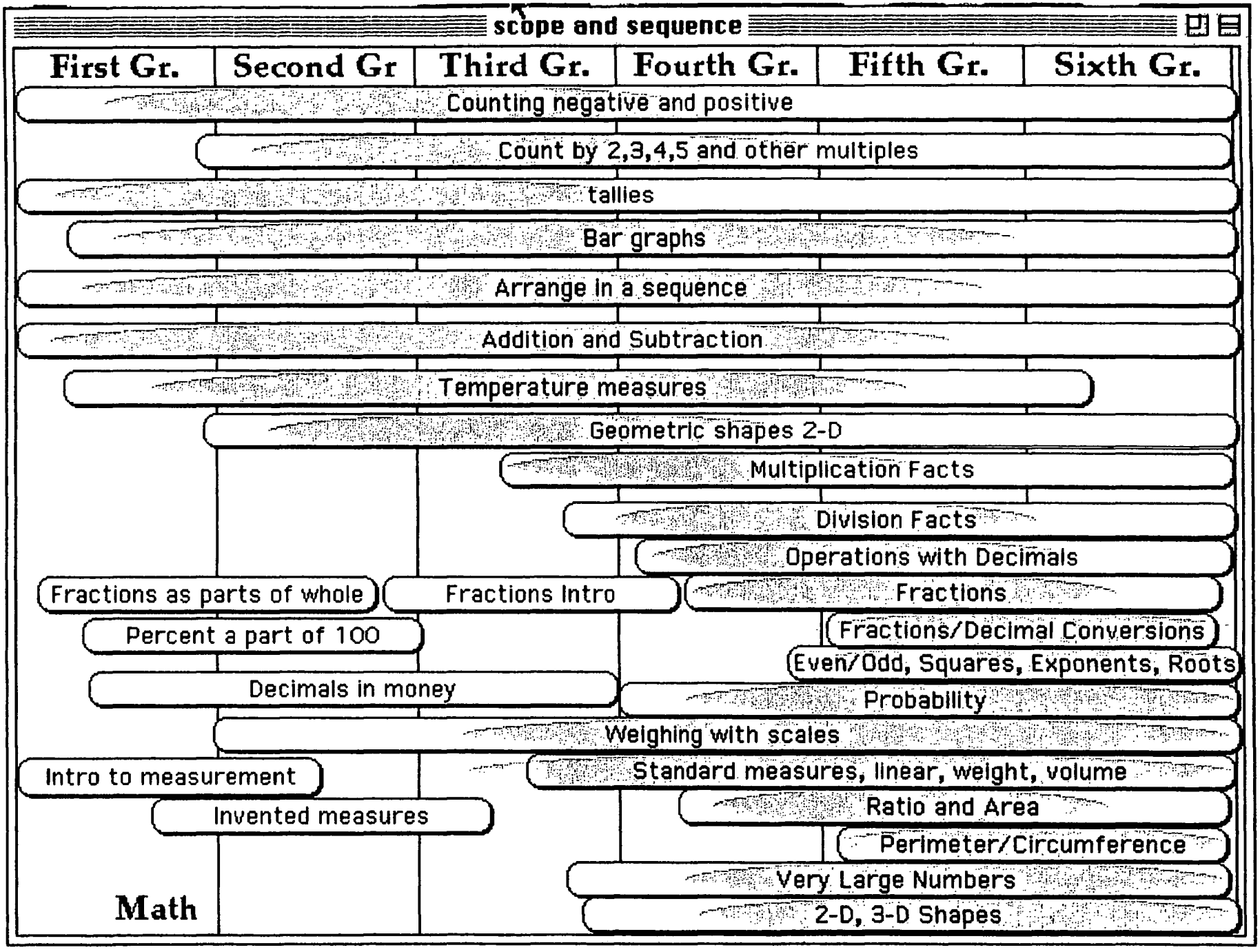
The Social Studies content is adapted to fit the scientific themes but content is supported by Silver Burdett Ginn Social Studies Series.

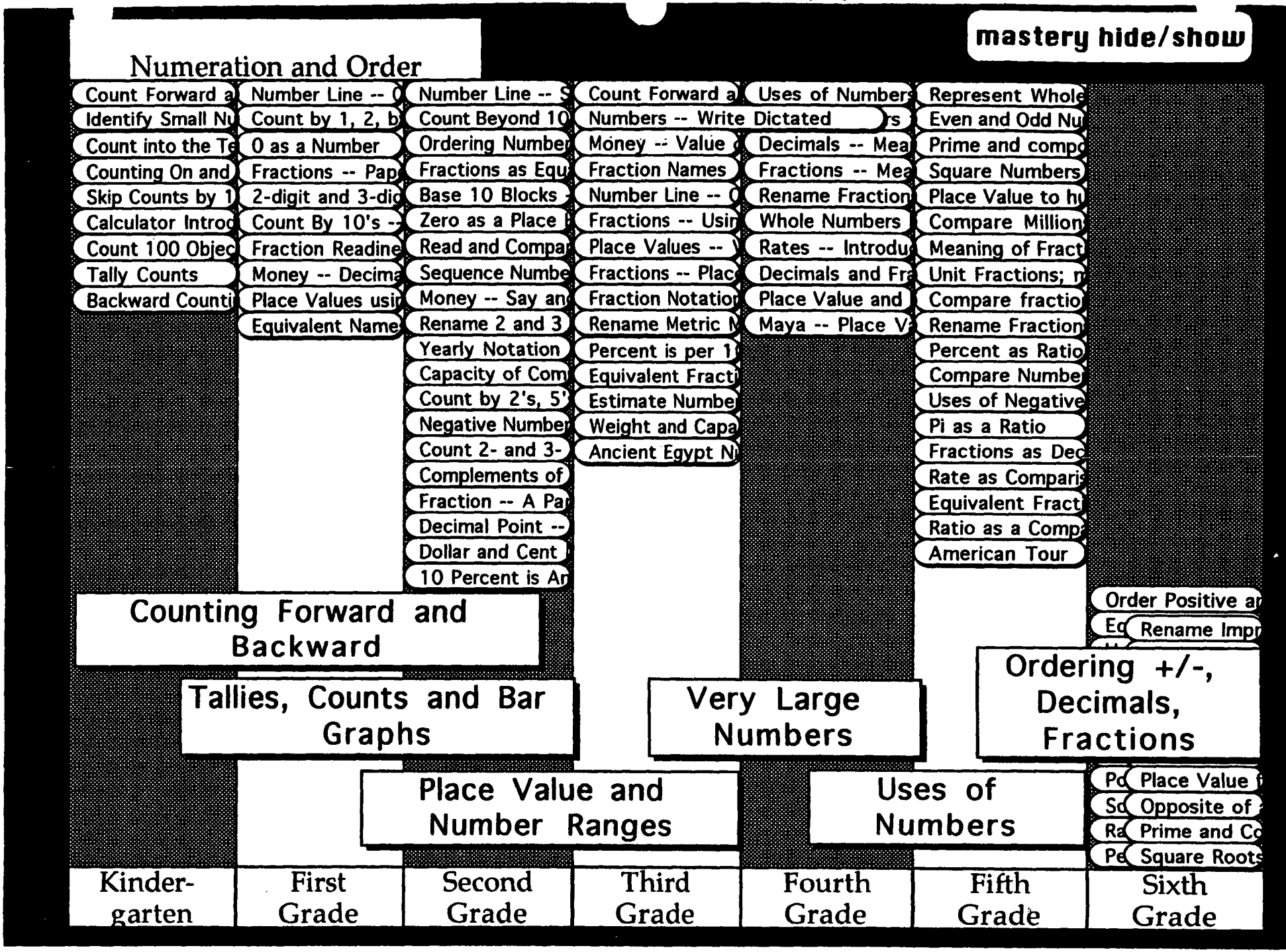

scope and sequence
First Gr.
Second Gr
Third Gr.
Fourth Gr.
Fifth Gr.
Sixth Gr.
Demonstrate an appreciation of self
Demonstrate an awareness of the diversity of others
Recognize that people make rules to protect their health, safety and rights
Recognize symbols especially the symbols of our nation
Appreciate that national holidays are clelbrated by people in different ways
Familles follow different traditions and customs
Examine ways people in communities earn a living
Read myths, legends, and biographies of significant people from different cultures
Understand the importance of family in communities around the world
Understand the role that government plays in different communities
Recognize ways that people have adapted to or changed the environment in communities
Use maps, globes atlases in the study of communities around the world
Understand the role of interdependence and changing technology
Learn some methods and tools for studying history
Immigration-political, economic and social (Native Am, Afri, European
Major events leading to creation of US
Democratic ideals upon which this nation was founded
Structure and functions of city, state and fed govt
US, Canada, Latin Am. and Carib. physical environ
Use maps, etc to analyze impact of geography on West Hem
Social Studies


scope and sequence
First Gr.
Second Gr
Third Gr.
Fourth Gr.
Fifth Gr.
Sixth Gr.
Explain impact of technology on environment and economy of West Hemis
Explain West Hemis production distrib. and exchange of goods
Interdependence of West Hemis coutries
Choices about limited resources
Appreciate historic roots of nations and peoples
We are citizens of an interdependent world
Explain impact of technology on environment and economy of East. Hemis
Explain East Hemis production distrib. and exchange of goods
Interdependence of East Hemis coutries
Choices about limited resources
Appreciate historic roots of nations and peoples
Understand how educational, religious and other social institutions influence people in the Eastern Hemis.
Social Studies


scope and sequence
First Gr.
Second Gr
Third Gr.
Fourth Gr.
Fifth Gr.
Sixth Gr.
Look at changes (seasons)
Sun/moon changes
Earth Processes (erosion, earthquakes)
Sort by one variable
Sort by more than one variable
Distinguish between living and non-living things
Recognize animal adaptations (feet, beak, etc.)
Recognize the interdependency of animals and plants
Develop respect for living things
Begin to understand the function of major human body parts
Use the senses to determine unsafe and safe environments
Explore the properties of matter
Understand the principles of good health and higiene
Collect, organize and describe using language and non standard measurements
Classify animals and plants
Understand systems such as food webs/chains, water cycles)
Distinguish among vertebrate and invertebrate organisms
Understand animal and plant life cycles
Using scientific language and mathematical models describe natural systems
Develop a plan for environmental protection
Use standard measurements (linear, temperature, weight)
Use balances, meter stick, barometer, grad cyl to collect data
Science


scope and sequence
First Gr.
Second Gr
Third Gr.
Fourth Gr.
Fifth Gr.
Sixth Gr.
Work independently as well as cooperatively
Keep records to describe your observations
Use scientific language to describe observations and conclusions
Illustrate your conclusions with graphs and drawings
Use mathematical models to support conclusions
Pose questions for independent investigations
Formulate hypotheses and test them
Conduct experiments using simple machines
Understand friction and movement
Develop experiments using matter and energy
Describe natural phenomena and consequences
Conduct
Rela
Understand pop. effect on environ.
Physical a
Collect data using sophisticated lab equip.
Understand science history
Atom
Chemical balances
Science


scope and sequence
First Gr.
Second Gr
Third Gr.
Fourth Gr.
Fifth Gr.
Sixth Gr.
Counting negative and positive
Count by 2,3,4,5 and other multiples
tallies
Bar graphs
Arrange in a sequence
Addition and Subtraction
Temperature measures
Geometric shapes 2-D
Multiplication Facts
Division Facts
Operations with Decimals
Fractions as parts of whole
Fractions Intro
Fractions
Fractions/Decimal Conversions
Percent a part of 100
Even/Odd, Squares, Exponents, Roots
Decimals in money
Probability
Weighing with scales
Intro to measurement
Standard measures, linear, weight, volume
Ratio and Area
Invented measures
Perimeter/Circumference
Very Large Numbers
Math
2-D, 3-D Shapes


mastery hide/show
Numeration and Order
Count Forward a
Identify Small Nu
Count into the Te
Counting On and
Skip Counts by 1
Calculator Introd
Count 100 Objec
Tally Counts
Backward Counti
Number Line -- (
Count by 1, 2, b
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Fractions -- Pap
2-digit and 3-dig
Count By 10's --
Fraction Readine
Money -- Decima
Place Values usir
Equivalent Name
Number Line -- S
Count Beyond 10
Ordering Numbe
Fractions as Equ
Base 10 Blocks
Zero as a Place
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Money -- Say an
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Count by 2's, 5'
Negative Numbe
Count 2- and 3-
Complements of
Fraction -- A Pa
Decimal Point --
Dollar and Cent
10 Percent is An
Count Forward a
Numbers -- Write Dictated
Money -- Value
Fraction Names
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Fractions -- Usin
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Fractions -- Plac
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Rename Metric
Percent is per 1
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Place Value
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Opposite of
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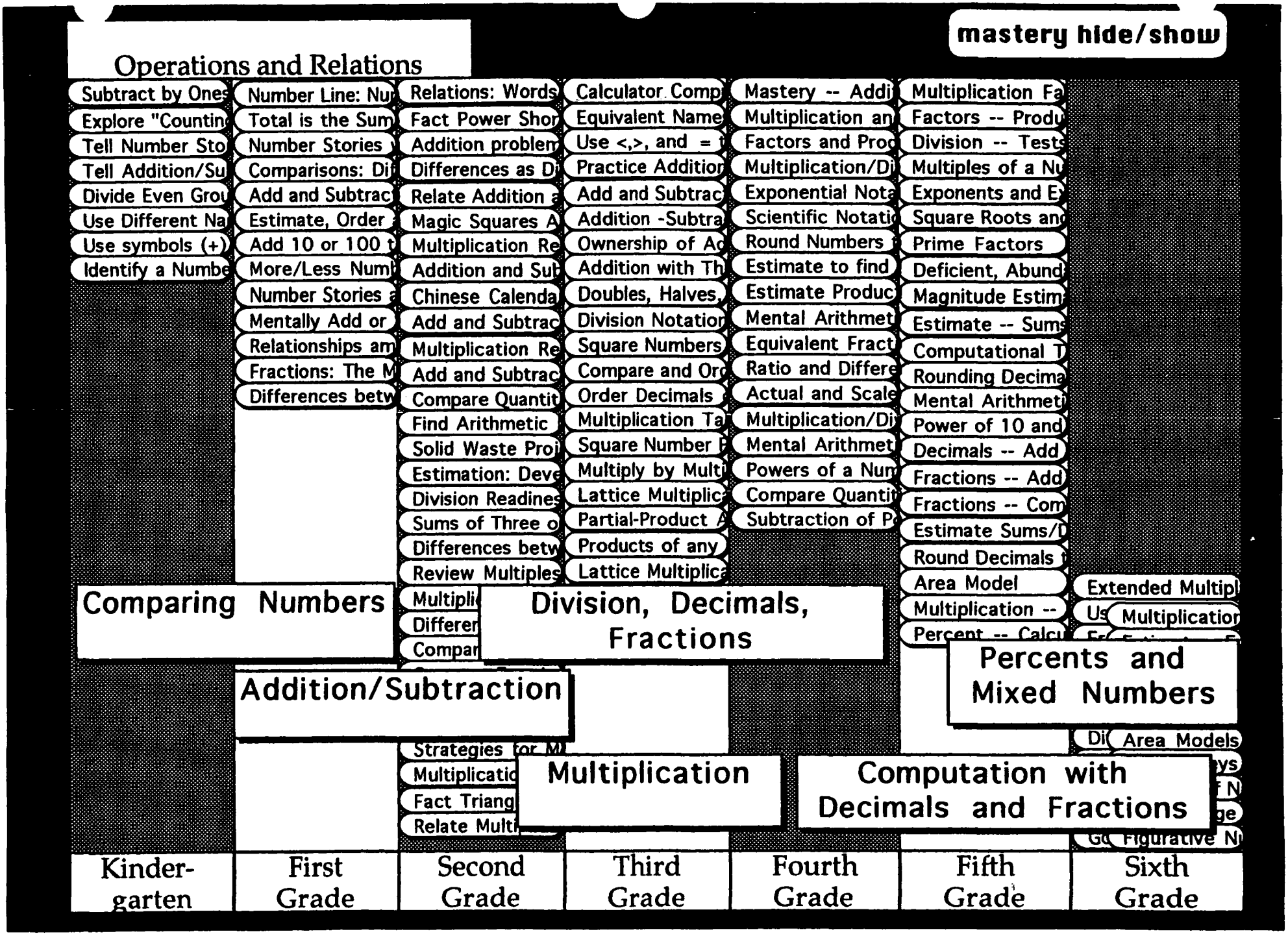
Prime and Co
Pe
Square Roots
Counting Forward and Backward
Tallies, Counts and Bar Graphs
Place Value and Number Ranges
Very Large Numbers
Uses of Numbers
Ordering +/-, Decimals, Fractions
Kinder-garten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade
Sixth Grade


mastery hide/show
Operations and Relations
Subtract by Ones
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Tell Number Sto
Tell Addition/Su
Divide Even Grou
Use Different Na
Use symbols (+)
Identify a Numbe
Number Line: Nu
Total is the Sum
Number Stories
Comparisons: Di
Add and Subtrac
Estimate, Order
Add 10 or 100 t
More/Less Numb
Number Stories
Mentally Add or
Relationships am
Fractions: The M
Differences betw
Relations: Words
Fact Power Shor
Addition problem
Differences as Di
Relate Addition
Magic Squares A
Multiplication Re
Addition and Sub
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Add and Subtrac
Compare Quantit
Find Arithmetic
Solid Waste Proj
Estimation: Deve
Division Readines
Sums of Three o
Differences betw
Review Multiples
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Differer
Compar
Calculator Comp
Equivalent Name
Use <,>, and =
Practice Addition
Add and Subtrac
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Ownership of Ac
Addition with Th
Doubles, Halves,
Division Notation
Square Numbers
Compare and Orc
Order Decimals
Multiplication Ta
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Scientific Notati
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Estimate Produc
Mental Arithmet
Equivalent Fract
Ratio and Differe
Actual and Scale
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Powers of a Num
Compare Quantit
Subtraction of P
Multiplication Fa
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Division -- Tests
Multiples of a Nu
Exponents and E
Square Roots and
Prime Factors
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Estimate -- Sums
Computational T
Rounding Decima
Mental Arithmeti
Power of 10 and
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Fractions -- Add
Fractions -- Com
Estimate Sums/D
Round Decimals
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Area Models
Figurative N
Comparing Numbers
Division, Decimals, Fractions
Addition/Subtraction
Percents and Mixed Numbers
Strategies for M
Multiplicatio
Fact Triang
Relate Multi
Multiplication
Computation with Decimals and Fractions
Kinder-garten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade
Sixth Grade

Geometry and Spatial Sense

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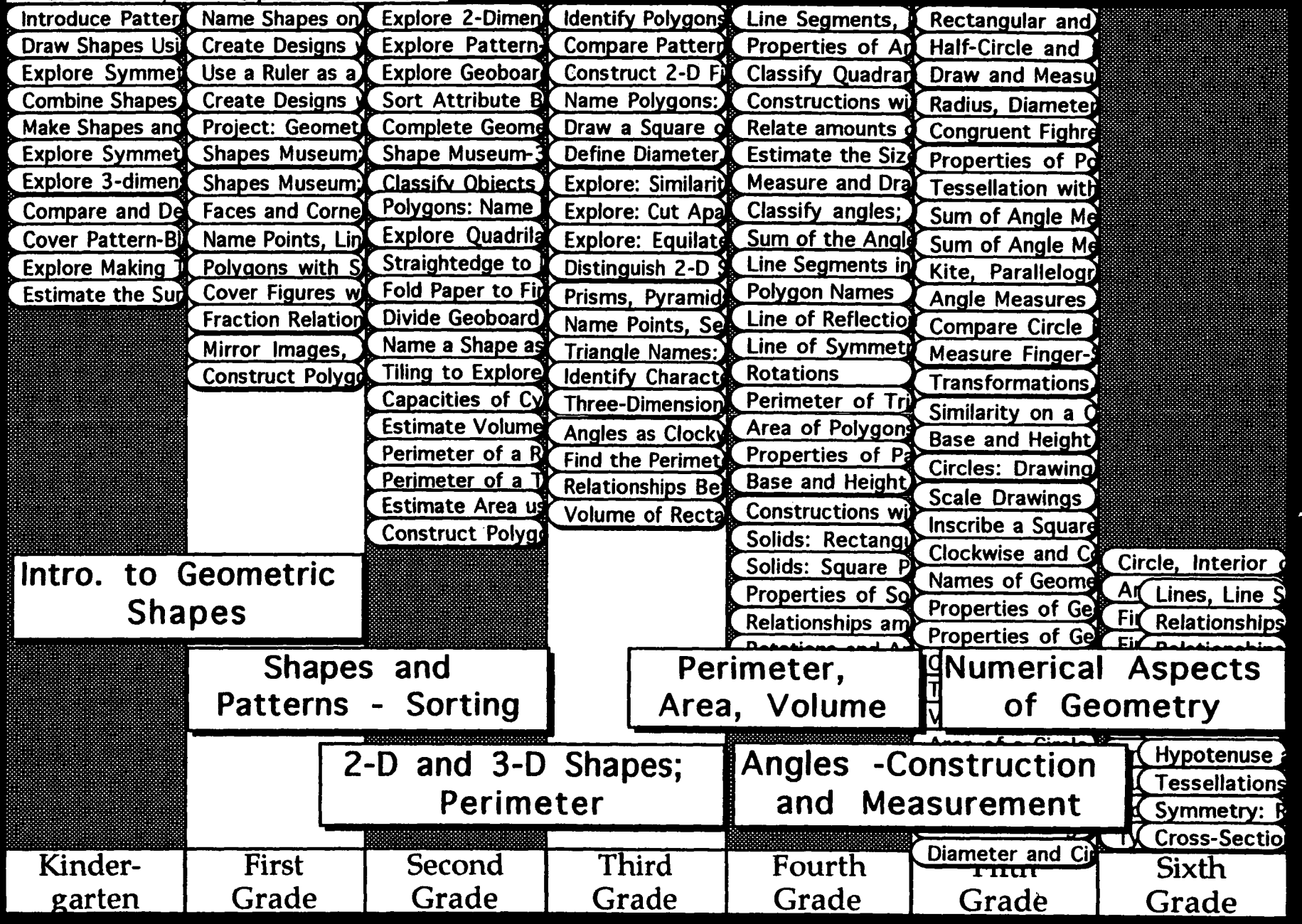

Rules and Patterns Beginning Algebra

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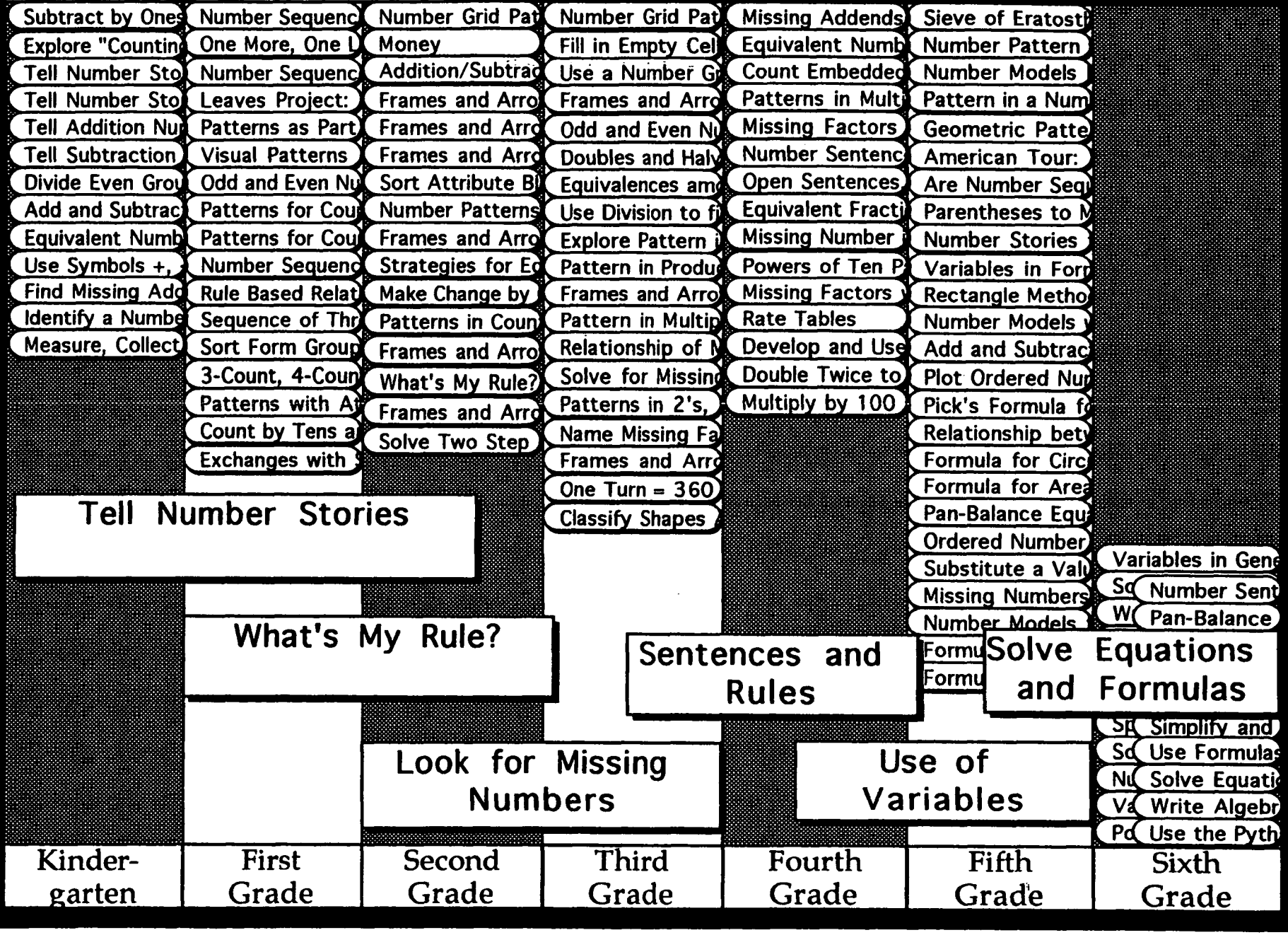
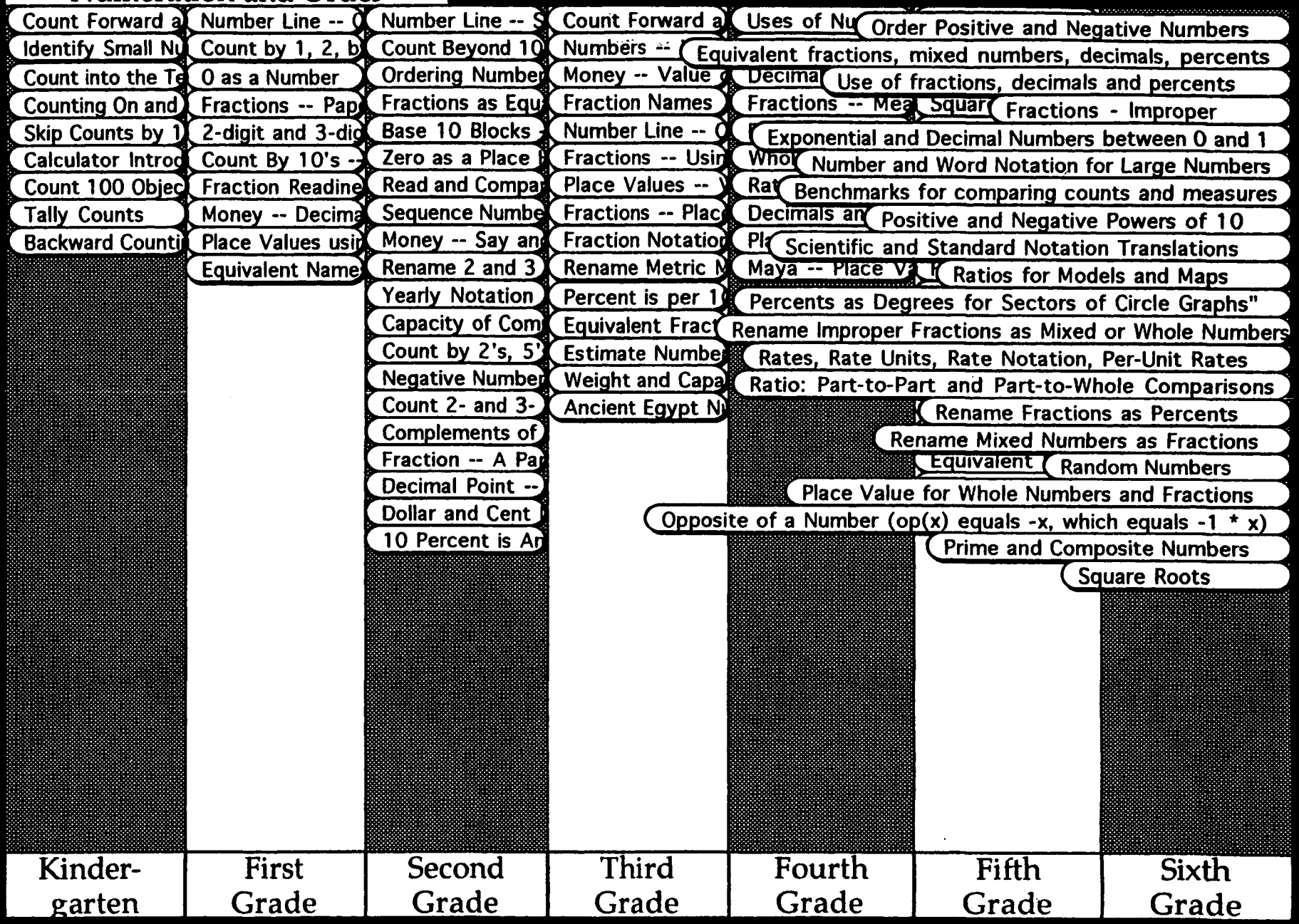
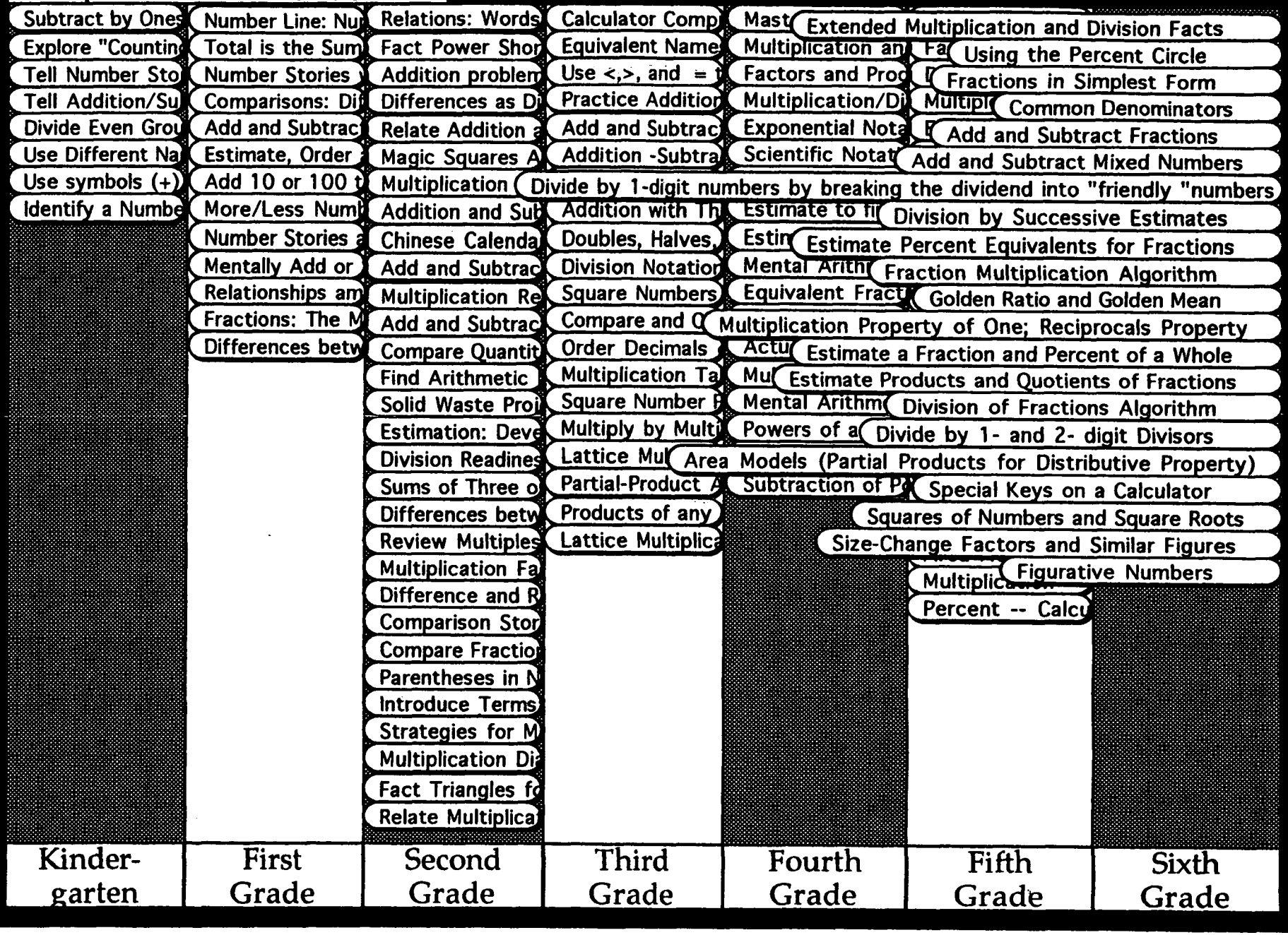


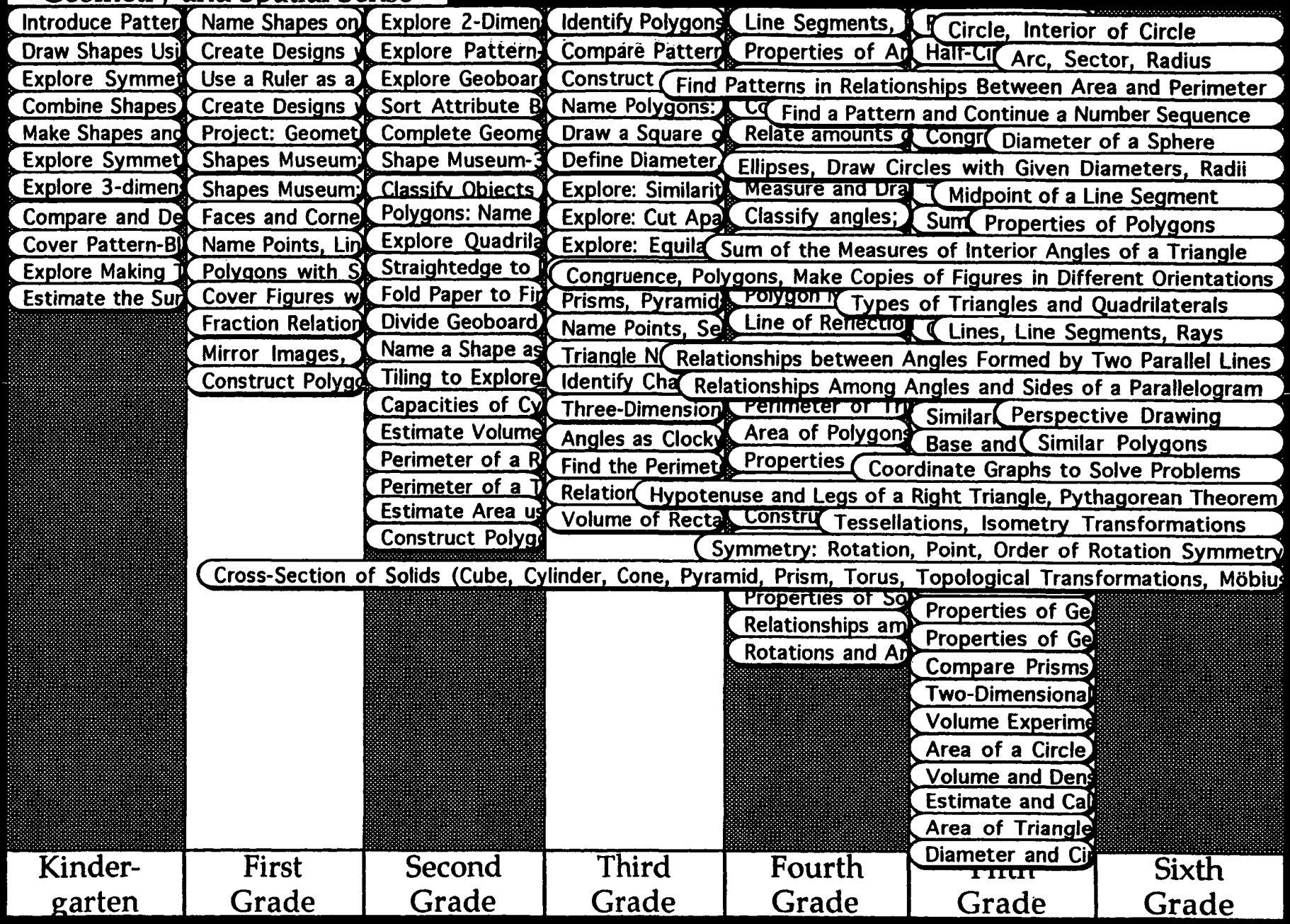
Numeration and Order



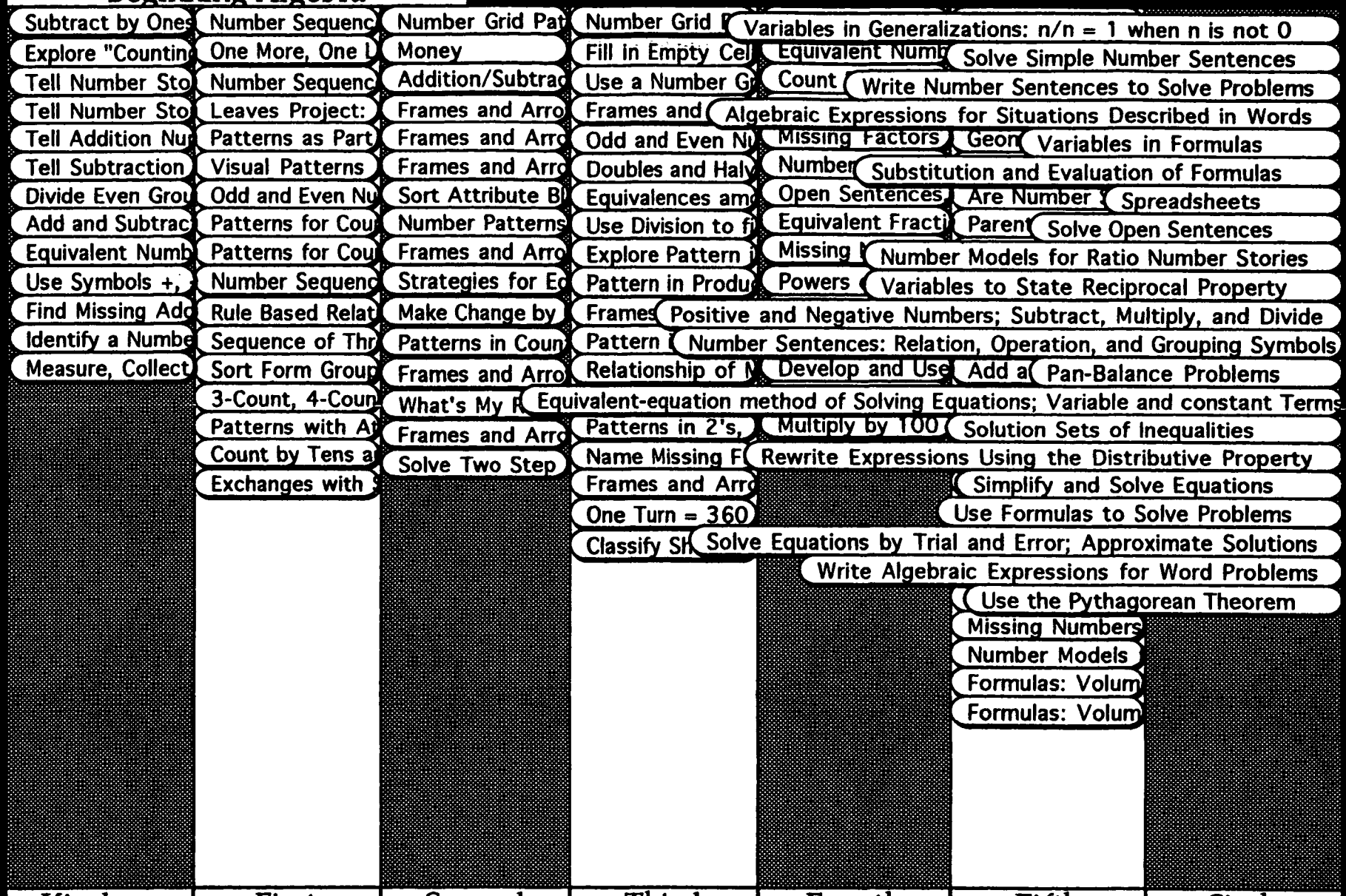
Operations and Relations



Geometry and Spatial Sense



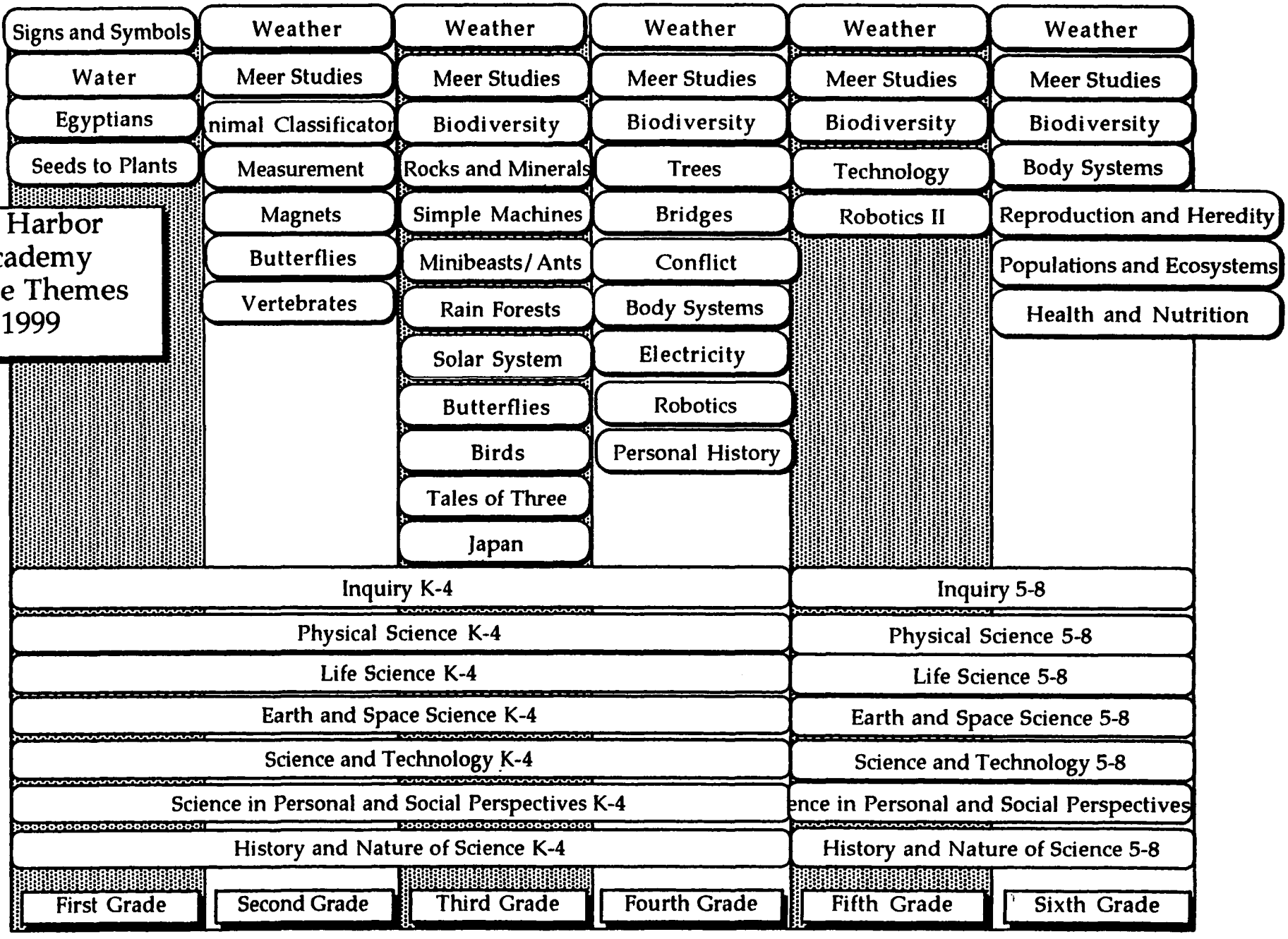
Rules and Patterns Beginning Algebra

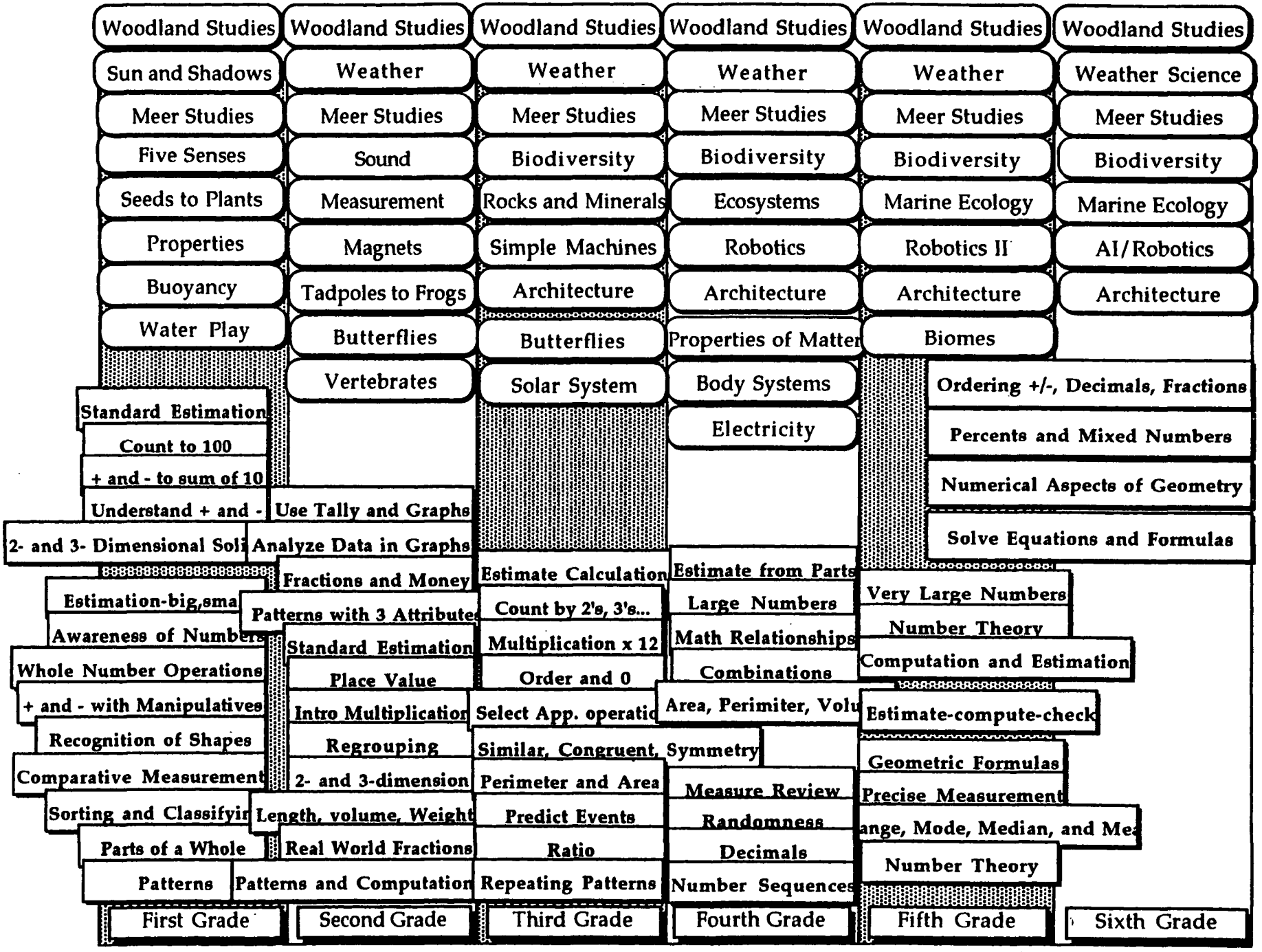


Themes Support the Curriculum

The grade level teachers, in cooperation with the support staff and the administration, select the themes for the year. These themes are developed as webs that reflect the various curricular areas that will be included in the theme. A web template for the first grade follows.

The Harbor Academy Grade Themes 1999





The Harbor Academy -- Math and Science Concepts

The Harbor International Center for Urban Environmental Studies
(Harbor I. C.u.e. Studies)
and its relationship to the proposed
Harbor Science and Arts Charter School
1999
Current Projects

The Harbor I. C.u.e. Studies program is designed to address a number of important issues.
These include:

- It is important to provide new, hands-on opportunities to study math, science and technology to properly prepare our students for a technology permeated future;
- It is important for all children and adults to understand how the environment works and that they may participate in the improvement of our environment;
- It is important to specifically target minority and city children because they typically are not given enough support to engage in math, science and technology studies;

To do this the Harbor, Inc. has created the Harbor I. C.u.e. Studies program. Elements of this program include:

- A target populations are the children who will participate in the proposed Harbor Science and Arts Charter School and the children in the various after school programs at The Harbor (approximately 3000 children ranging in age from preschool to high school).
- Science, math and technology should be integrated into the life of the child rather than separated into separate classes that isolate to learning. Therefore we are creating classroom environments that are rich with scientific equipment, mathematical tools and manipulatives and computer technology. Each classroom will have a theme that will emphasize one of the program areas of the Harbor I. C.u.e. Studies program. Attached to this document is a current listing of these program areas and the progress that we have made to date;
- It is essential the children work on problems that are considered important in the adult world. Thus we are developing relationships with scientific and research organizations to help formulate problems to study and to interact with the students around common areas of interest;
- Parent involvement is essential to the success of any program and it is an important part of the Harbor I. C.u.e. Studies program. We run numerous parent workshops to look at parenting issues, educational issues, self-awareness issues and issues related to helping parents plan for the future of their children;
- An international component is emphasized. Many of the projects involve sharing ideas and information with scientists, educators and students from around the world. The Biodiversity project includes presentations of information at international conferences and sharing of data over the Internet (particularly through the I*Earn program). The work of The Meer Ecological Systems Study Project was shared at the International Conference on the

Environment in Italy. And, the Marine Ecosystem Study Project is an exchange project with students in the Bahamas.

The Harbor is working closely with New York City Community School District 4 (East Harlem) to assess the quality of the work in each of the program areas and to help us develop ways to replicate that success in other schools in New York City. In addition, we are developing and testing a curriculum (a curriculum for the study of fresh water aquatic systems has been written and will be published by The Central Park Conservancy) for each of the project areas.

Examples of Project Areas include:

Project Area 1

The Meer Ecological Systems Study Project (The M.E.S.S.)

Participants: The Harbor Science and Arts Charter School
The Harbor for Girls and Boys
The Central Park Conservancy
NYC Community School District 4 (15 schools)
The Duke University School of the Environment is working with us to develop a collaboration

Description: This project has been growing since 1993. Students at the Harbor help the Central Park water management scientists study the Harlem Meer, the newly renovated lake at the northern end of Central Park. Our students measure water clarity, temperature, pH and Oxygen content and share their results with the park scientists, the educators from The Central Park Conservancy, The science, math and technology specialists from CSD #4 and teachers and students from 15 other schools in CSD #4. Products:

- Harbor after school students have conducted training workshops for teachers. These students demonstrated to CSD #4 science teachers techniques that students at the Harbor study the Meer;
- Harbor students manage the electronic bulletin board that is used to communicate with other MESS participants;
- Harbor after school students present their work at the international Youth CaN® environmental conference held each year at The American Museum of Natural History. This conference brings together scientists and students (primarily high school students) from around the world to share their work on aquatic ecology. Our students are the youngest invited to present papers;
- Four of the Harbor after school fifth and sixth grade students have written reports on the Meer that has been published by The Central Park Conservancy (these were studies if Oxygen, Acidity, salinity and water clarity trends);

- Four of the Harbor after school fifth and sixth grade students were invited to participate in the CSD #4 district science fair. This is the first time that an after school program has been invited to participate in this prestigious event;
- Ms. Carol Franken, the CSD #4 science coordinator, and Dr. Robert Wallace published a paper (1996) entitled Science in the City in the national journal Science and Children. This article (including a cover photo) describes the ways that children the Harbor use the Meer for scientific studies;
- Mr. Anthony Duke presented a description of the Meer project at the International Conference on the Environment held in Italy. His presentation was well received partly because it was one of the more optimistic papers about our environmental future;
- Ms. Darlene Tse, the third grade teacher , and Dr. Robert Wallace have been awarded an Impact II Excellence in teaching award for a curriculum that was developed using the Meer. This curriculum was published by Impact II in 1994.
- The Environmental Protection Agency (E.P.A.)awarded The Harbor a $5000 grant to support the development of an environmental studies curriculum. This year Dr. Wallace presented a day-long series of workshops to the E.P.A. to demonstrate to them how we have effectively used their grant money. The EPA has awarded The Harbor a new grant for 1997.
- The Harbor third grade students were invited to participate in the Spring fish count that was conducted by the Central Park water management team. The children helped with the count and the Conservancy shared the results of the count with them.
- The Harbor has initiated an exchange with a elementary school classroom in Sao Paulo, Argentina. Our students share the results of their environmental studies with this class via Internet email. In addition, the two schools presented their work at the 1997 Youth CaN® conference via a live phone net connection.
- A group of fourth grade students were invited to the Hudson River Symposium to present the results of their work on the Harlem Meer. This is a group of high school and middle school students who are studying the ecology of the Hudson River watershed.

Project Area 2

The Biodiversity Project

Participants: The Harbor Science and Arts Charter School
The Center for Children and Technology
The American Museum of Natural History
The Central Park Conservancy

Description: This is a pilot study of biodiversity that is used to create a curriculum on biodiversity that is coordinated with the opening of the new biodiversity exhibit at the American Museum of Natural History. The documentation and preservation of the world's biological and cultural diversity has been a commitment of the Museum since its founding in 1869. In recent years society as a whole has become increasingly concerned about the long-term vitality of our planet and how best to achieve a successful balance between the interests of humans and the health of the natural world.

Because of the favorable recognition that our students have gained in their scientific studies The Harbor Charter School will work with high school students and with scientists from the museum to explore this important topic. It is expected that there will be a conference this Spring and a publication of the findings.

Products:

- Dr. Robert Wallace and Ms. Darlene Tse, both from the Harbor, have been selected by the project coordinators to work with the neighboring elementary school, Central Park East II, to create projects suitable for investigation by third graders.
- Third grade Students from The Harbor have selected study sites where they have sampled measured square feet of soil for minibeasts (worms, insects, crustaceans, millipedes, centipedes, etc.). These students have created models for the age distribution of earthworms, estimates of the number of minibeasts in the soil in the study area and have investigated the habitat preferences of local bird species. These studies are being evaluated for incorporation into a biodiversity field model.
- A preliminary curriculum guide has been developed for this project and The Harbor will be field testing it at our environmental studies summer camp in East Hampton and at The Harbor.
- Dr. Wallace is currently serving on the Biodiversity Advisory Board at the American Museum of Natural History. His role is to use the work of the students and teachers of The Harbor as an international model for schools piloting the curriculum.

Project Area 3

The Urban Meteorology Project

Participants: The Harbor Science and Arts Charter School

Description: Students from The Harbor take weather readings each day and record these measurements for further analysis. Using a computer program that Dr. Wallace developed and tested at The Harbor sleep-away camp, the students make weather forecasts. They then write a script and create a video weather report that is broadcast to the classrooms.

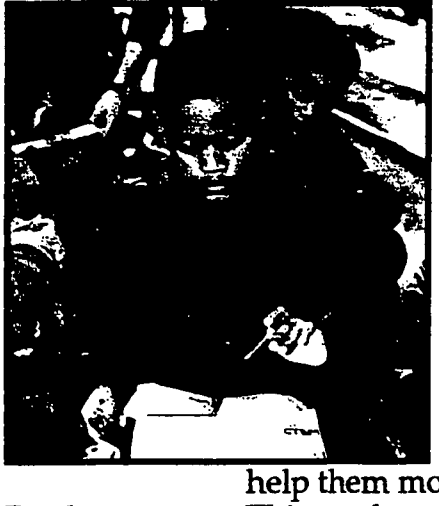
Products:

- Students from The Harbor have used their data in science investigations that have been presented at the CSD #4 science fair each

year (students from The Harbor have been awarded medals for their outstanding work in every event that they have participated). These students have investigated the speed and direction of weather systems in the United States, the variations in temperature throughout the day, the effect of compacting snow on the amount of water produced upon melting, The variations in temperature in water and air in sunny areas versus shady areas, and the usefulness of a barometer for the prediction of rain;

- In 1995 some second grade were invited to present a series of workshops to CSD#4 principals and directors. In this series of workshops the second graders demonstrated how they used the Internet, computers and video technology to make daily weather forecasts;
- The second grade students published their work in Four Hi-Tech, the district 4 newspaper. The students conducted a workshop for the CSD #4 science coordinators as an outstanding example of the incorporation of technology in the study of a scientific problem.
- Students continue to develop and expand the weather reporting program at The Harbor.

Project Area 4



The Urban Architecture and Design Project

Participants: The Harbor Science and Arts Charter School
The Central Park Conservancy

Description: Harbor students have piloted an architecture curriculum developed by The Central Park Conservancy. Students met with Conservancy educators to try out the architecture curriculum and to help them modify it for use with other schools.

Products:

- This work was expanded by the second grade teacher and the results of this expansion was shared with the Conservancy;
- First grade students from The Harbor created a science fair project that applied some of their knowledge of architecture (their project investigated ways to make paper stronger by folding and laminating it) and were awarded a first place prize for their work.
- Fourth grade students used their understanding of structures to build bridges as part of a study of bridges in the NYC area.
- Third grade students applied their study of structures to build models of rain forest houses.
- First grade students applied their study of architecture to the analysis of symmetry in buildings.

Project Area 5

The Woodlands Project

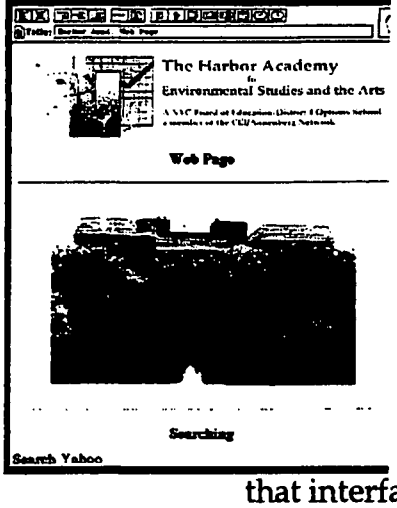
Participants: The Harbor Science and Arts Charter School
The City Parks Foundation
The Urban Park Rangers

Description: Students from The Harbor Charter School have participated in the Woodlands Project. Part of this initiative included a series of workshops for teachers and students and then the planting of a tree. The second grade planted a tree in Inwood Park and the third grade planted one in Central Park.

Products:

- Harbor students have planted trees in Central Park and in Inwood Park;
- Harbor students are currently engaged in a study of the age structure and distribution of trees in the north end of Central Park.
- This work is being expanded to study the woodland watershed of the north end of Central Park. Students are mapping the distribution of plants and are investigating the relationships between forest structure and the distribution of animals.
- Harbor students are growing American Chestnut seedlings as part of an experiment to re-introduce the American Chestnut into northeastern forests;
- Campers have created an extensive record of the ecology of the Oak-Hickory forest environments in East Hampton;

Project Area 6



The Harlem/East Harlem Internet Project

Participants: The Harbor Science and Arts Charter School
The Harbor for Girls and Boys
NYC CSD #5
NYC CSD #4

Description: The Harbor has been awarded a grant that is part of a collaboration between CSD #4 and CSD #5 to connect our school to the Internet via a high speed digital phone line (ISDN). The Harbor has the phone line connection and a server computer that interfaces with our computer network in the school. We are able to provide direct access to the Internet for the school, the after school programs, the development office, the Central Park Conservancy and

the Museo del Barrio. Teachers in The Harbor are developing Internet based projects to support the school curricula as part of this project.

- The Harbor has been awarded an Eiffel Grant in partnership with Teachers College at Columbia University. This grant has provided a T1 Internet connections in the Spring of 1999.

Products:

- The Harbor has developed a series of web pages to support the research projects that are described herein.
- These web pages have been used in director workshops, conducted by the deputy superintendent for curriculum, Bob Gyles, to illustrate how The Harbor is effectively using the Internet to support its curriculum.

Project Area 7

The Marine Ecosystem Study Project

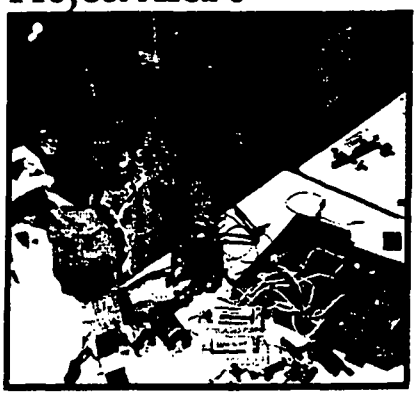
Participants: The Harbor for Girls and Boys
Long Island University at Southampton College
Students from Freeport, Bahamas

Description: The camp program has been used as part of a science teacher training experience for students from Long Island University, Southampton College. This year the program was expanded to include studies of tropical reef ecosystems as well. Students from The Harbor worked with a comparable group of students in Freeport, Bahamas on the study of tropical reef ecology. The Bahamian students will study temperate ocean ecology when they visit The Harbor marine studies camp located in East Hampton, L.I. this Summer.

Products

- Eight students from The Harbor studied reef ecology and learned to swim in The Harbor pool to prepare for an on-site study of reef ecology in the Bahamas. They were paired with students from the Bahamas during their stay there this Spring. The Bahamian students came to New York to study our ocean during the Summer. This is the third year for this program.
- Data collected from studies by campers have been used by high school students to create tidal flushing models for Three Mile Harbor and vegetation and biota maps of the East Hampton area.

Project Area 8



The Engineering and Robotics Project

Participants: The Harbor for Girls and Boys
We are currently exploring a relationship with Polytechnic University, and engineering university located in Brooklyn, NY. The Harbor, Inc. has a pre-engineering program for high school students that it is conducting with the university.

Description: This project will explore ways that robotics and artificial intelligence may be put to use to enhance life in an urban environment.

Products:

- This project is in its early stages of development. Students from The Harbor are learning how to build electrical devices using motors, batteries, gears and pulleys. They are also learning some elementary computer programming (Logo/Microworlds).
- Two fourth grade students build a "smart car" controlled by a computer. This car was presented to the NYC Community School District 4 science fair.
- Fourth grade and third grade students created a computer program that could "understand" English. The student types a sentence and the computer tries to do what it is told. These students presented this work at the CSD#4 science fair.
- Fifth grade students are piloting a new curriculum in the study of machines and technology developed at The City College of the City University of New York. The fifth grade teacher is getting specific training in the teaching of this program.

Project Area 9

Nutrition and Health The L.I.F.E. Program

Participants: The Harbor Science and Arts Charter School
We are working with the nutrition program at Columbia Teachers College to develop a nutrition program for our fourth and fifth grade classes. This is a three year project that is currently in its second year.

The Harbor helped pilot the curriculum last year and is currently working with Teachers College to integrate it into the 6th grade life science curriculum.

The Harbor for Girls and Boys

Environmental Studies Field Camp

East Hampton, Long Island

The Harbor camp has been conducting extensive ecological research as part of its summer camp activities over the past 11 years. Campers have looked at the shallow marine and shore line processes as well as the effects of the surrounding woodlands upon the ecology of the harbor. The camp has a **small marine laboratory** that currently functions only during the summer and a **small computer center** that is primarily used during the summer but is winterized and has been used occasionally during the winter as part of our adventure counseling program.

The study of environmental science at the camp has emphasized the interconnections between the land based ecosystem (especially the forests along the waterfront) and the marine system. Some of the investigations that have been conducted include:

Ecological Studies of the Terrestrial Environment

1. Forest structure

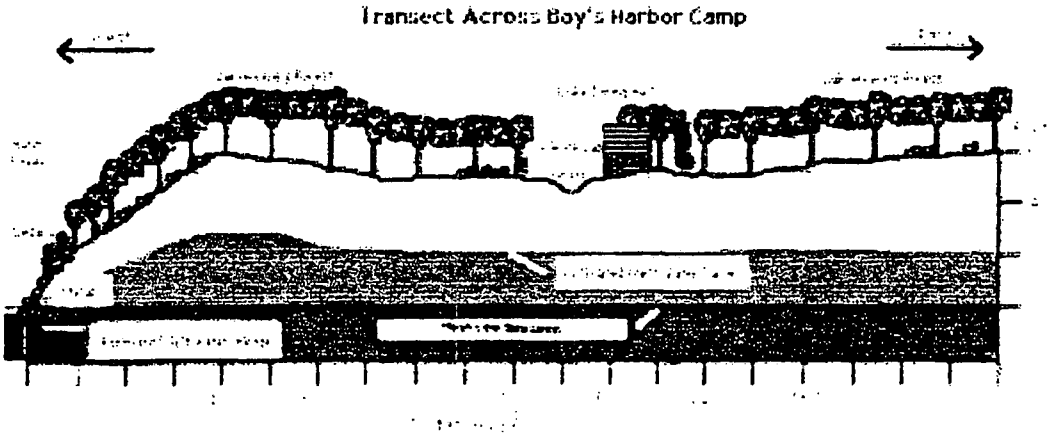
It is important to understand the structure of a forest in order to understand its importance to the overall health and diversity of the ecosystem. Over the past 11 years campers have been measuring transects into the Harbor forest and determining the species composition of the forest, the organization of those species and the changes in that organization over time. We have determined that the forest does have many layers (much like those that have been investigated in the rain forests in the tropics) and these layers are an important component to the development of high animal species diversity in the woods.

2. Plant group distributions

The forests of the Harbor camp are typical of the Oak-Hickory forest found throughout the northeastern United States. These forests are common in well-drained, dryer, less well developed soils. The species diversity contrasts dramatically with the Beech-Maple forests that are common in the wetter areas of Long Island.

3. Geological Framework of the East Hampton Area

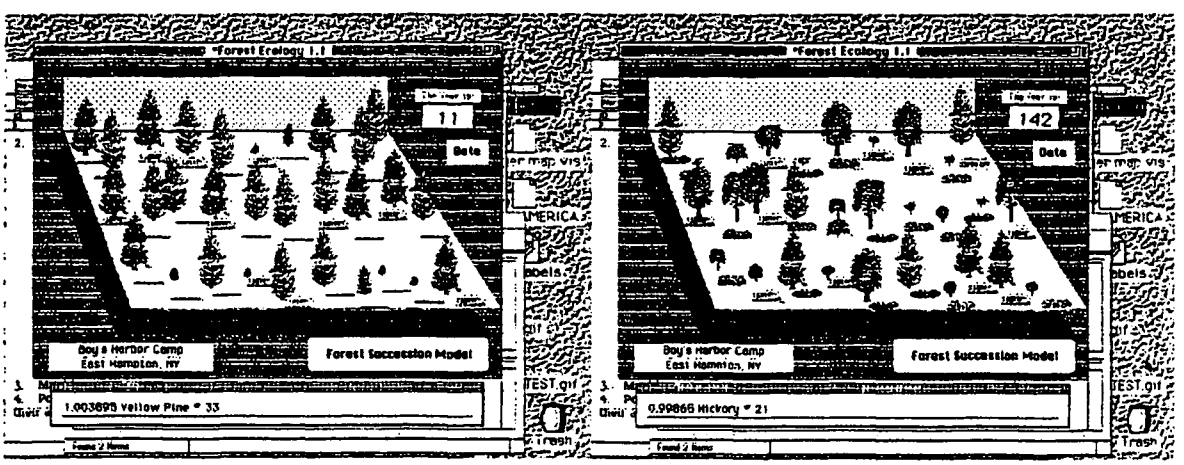
Profile across the ground moraine at the camp.



The Harbor camp is located on top of a ground moraine that was deposited by the retreat of the last glacier. It is primarily composed of a permeable , well-drained sand that has an important impact upon the local marine setting. Water that falls on the sand percolates down to a water table that is approximately 20-30 feet below the surface. This fresh water flows out the side of the cliffs at the camp into the Hands Creek and Three Mile Harbor estuaries. This contribution of fresh water into a salt water environment has an impact upon the chemistry of the estuary. We have investigated some of this impact (described below).

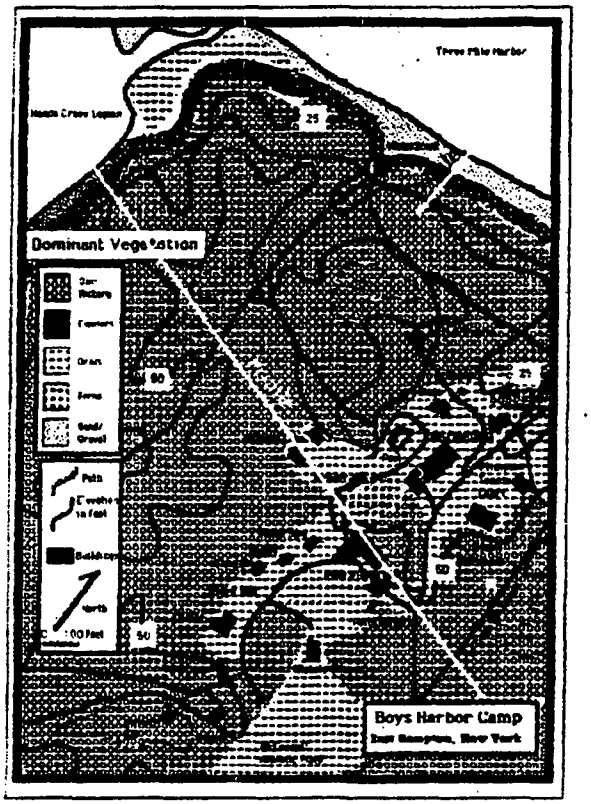
4. Development of a forest succession computer model.

Transect studies over time have allow campers to collect data on the growth and development of the dominant trees in the area of the camp. These data are used to develop computer models of forest succession. Pictured below is an idealized succession in an oak-hickory forest starting with a barren surface and progressing for 150 years. Although these models are crude, the have given us some insight into possible processes that affect tree distribution and organization as well as provide new hypotheses to investigate.



5. Topographic mapping of the ground moraine at the Harbor camp.

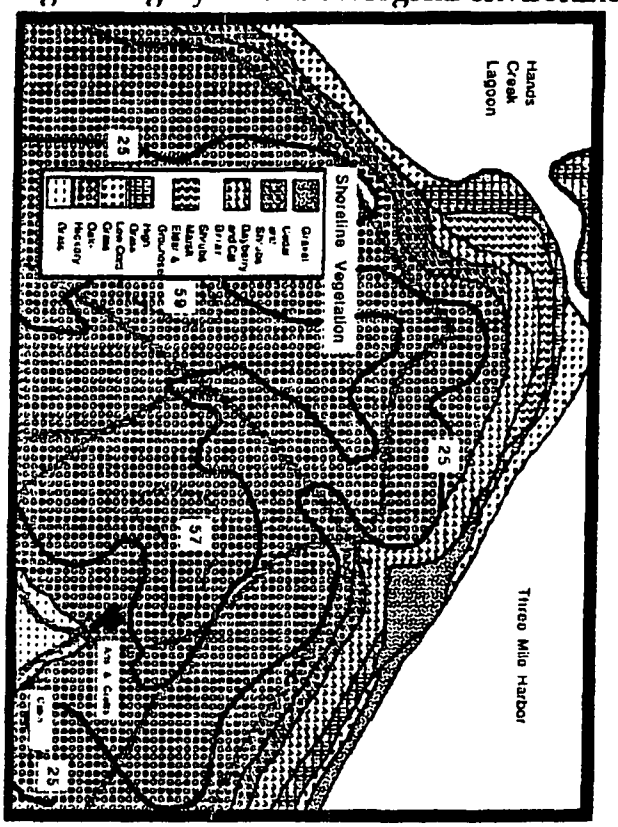
Campers have used pace-and-compass measurements to create detailed maps of the topography and plant distribution of the camp area.

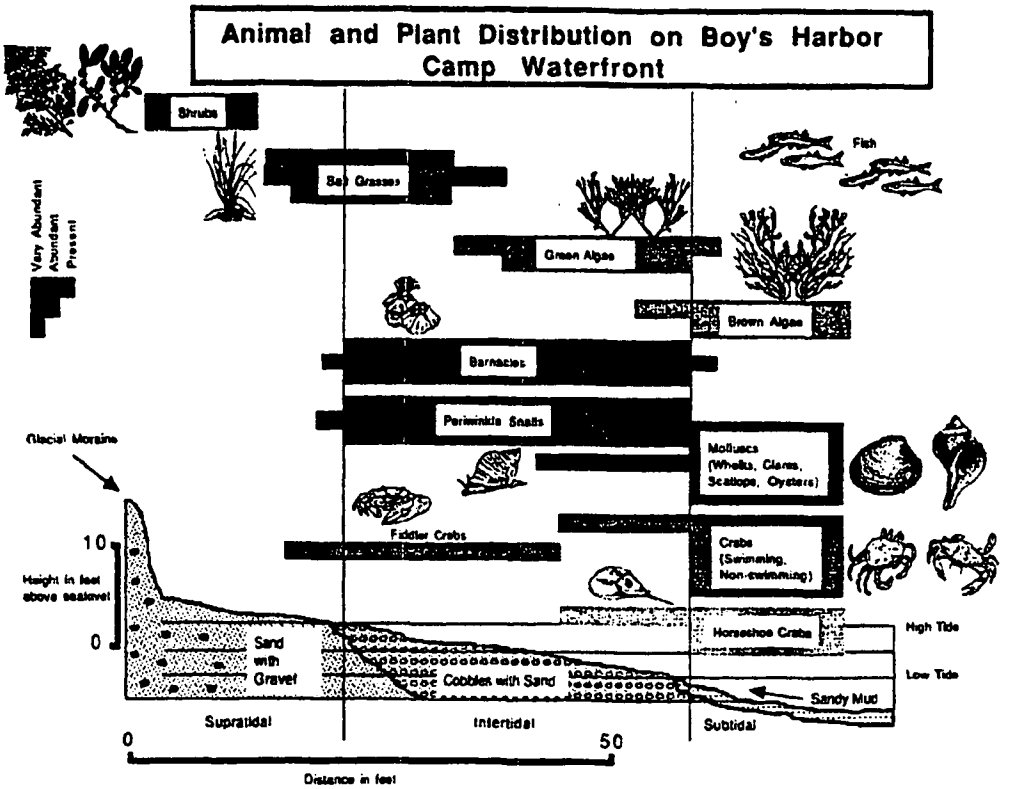


Ecological Studies of the Marine Environment

1. Faunal distribution and zonation on a rocky beach.

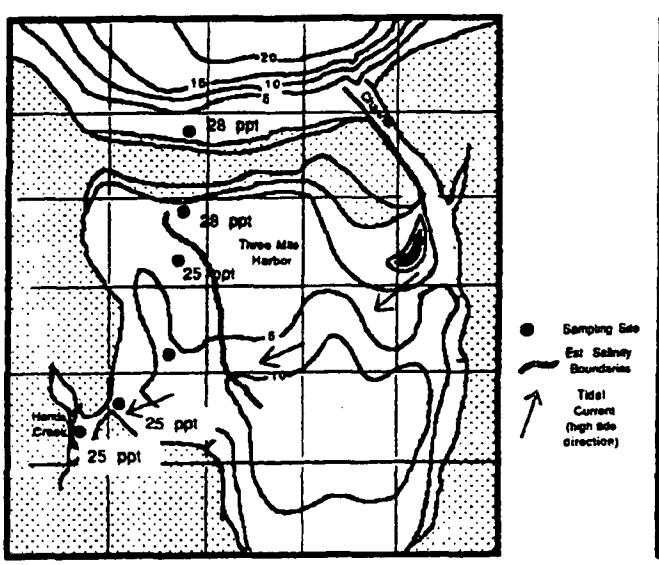
Campers have looked at the transitions from the forest to the Three Mile Harbor estuary. They have discovered that this is an important zone that has complex organizations of plants and animals reflecting the highly varied ecological environment.



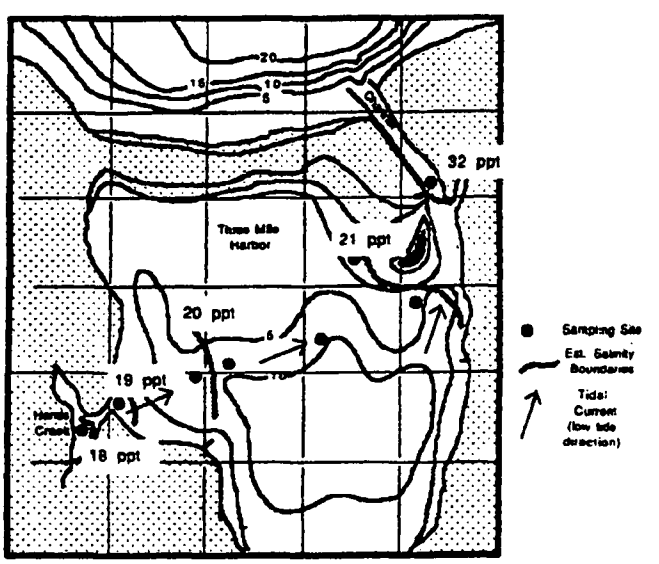


2. Tidal fluctuations in the Hands Creek Channel.

Three Mile Harbor and Hands Creek are estuaries whose chemical composition changes dramatically with the tides. Salinity measurements show the salinity dropping dramatically when the tide goes out and rising dramatically as the tide comes into Three Mile Harbor. At times Hands Creek has a salinity that is so low it cannot be detected by the methods that we use at the Harbor camp.



Salinity Measurements from Hands Creek to the Channel

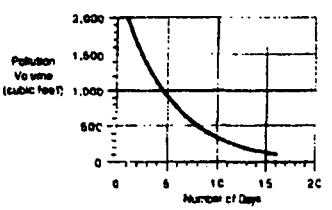


Salinity Measurements from Hands Creek to the Channel

3. Tidal flushing of Three Mile Harbor.

The twice-daily tides that move water into and out of Three Mile Harbor have a beneficial effect on the water quality. Models developed by campers demonstrate that a temporary pollution of Three Mile Harbor should be minimized over a two week period as the result of the replacement of the polluted water with cleaner water from Gardiners Bay.

Tidal Effects on the Removal of Pollution from Three Mile Harbor



1,000,000,000	1,100,000,000	100,000,000	0.09	2,000	1	2,000
	1,000,000,000	-100,000,000		1,816	1	1,816
				1,652	2	1,653
				1,503	2	1,503
				1,366	3	1,366
				1,242	3	1,242
				1,129	4	1,129
				1,026	4	1,026
				933	5	933
				848	5	848
				771	6	771
				701	6	701
				637	7	637
				579	7	579
				527	8	527
				479	8	479
				435	9	435
				396	9	396
				360	10	360
				327	10	327
				297	11	297
				270	11	270
				246	12	246
				223	12	223
				203	13	203
				185	13	185
				168	14	168
				153	14	153
				139	15	139
				126	15	126
				115	16	115
				104	16	104

4. Depth distribution of a portion of Three Mile Harbor.

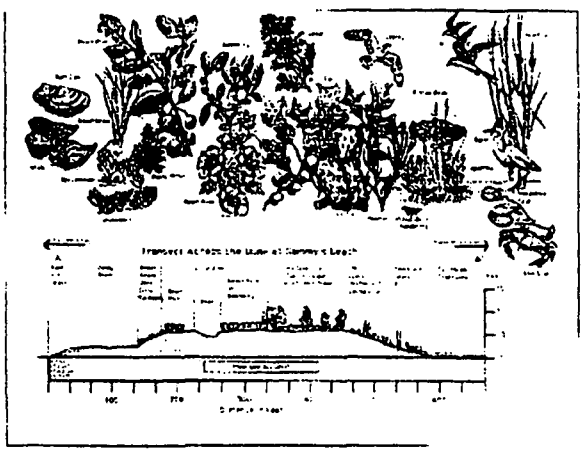
Campers have used the boats from the camp to measure depths in Three Mile Harbor. These depths have been used to make bathymetric maps of Three Mile Harbor. The maps are useful for models of processes that require knowledge of the amount of water that moves into and out of the harbor.

Ecological Studies of Wetland Areas

The beach and somewhat protected wetlands have been an important part of the ecological investigations of the camp. Some of these include:

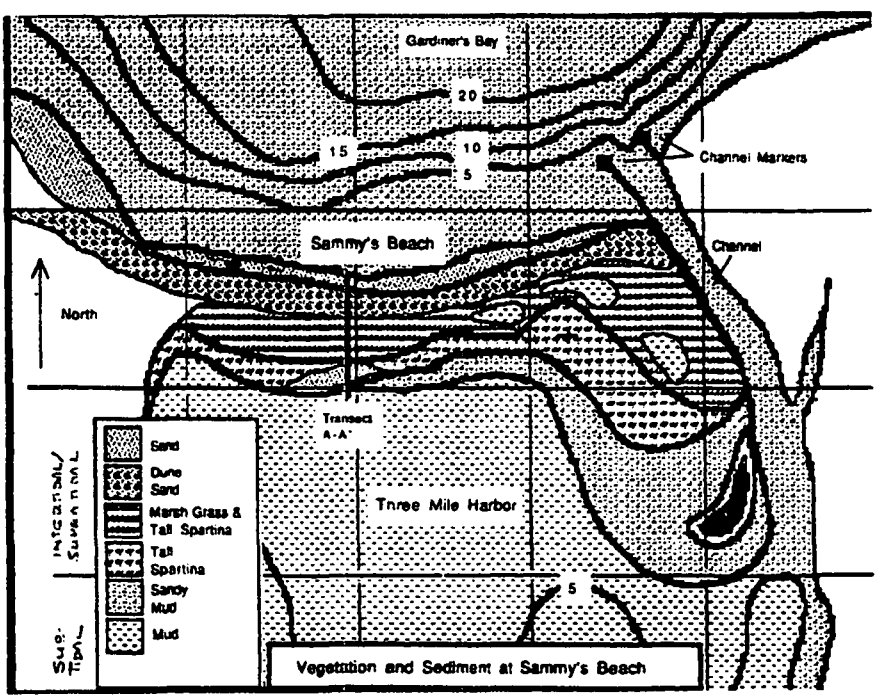
1. A biotic profile across the Sammy's beach dune.

The distribution of plants and animals across the dune reflect the classical struggle of animals and plants to dominate an area the control of this domination by ecological changes and competition.



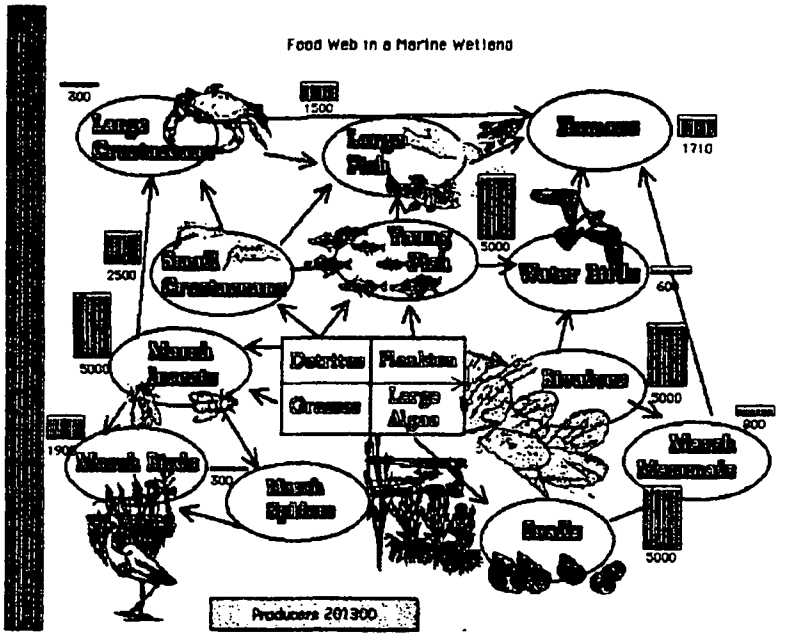
2. Biotic studies in the wetlands.

The wetlands behind Sammy's beach are a classic example of a marine wetland environment. Campers have mapped the distribution of the plants and location of the major tide pools in the wetlands.



3. Preliminary computer model for the animals and plants in the Sammy's beach wetlands.

Species counts and ecological theory have allowed campers and staff to develop a preliminary computer model of the food web interrelations that may be observed in the Sammy's beach wetland.



Environmental Studies by Grade Level and Their Relationship to the National Science Education Standards

1996

National Research Council, National Academy Press, Washington, D.C.

Science as Inquiry Standards		
Levels K-4	Levels 5-8	Levels 9-12
Abilities necessary to do scientific inquiry Understanding about scientific inquiry	Abilities necessary to do scientific inquiry Understanding about scientific inquiry	Abilities necessary to do scientific inquiry Understanding about scientific inquiry
Physical Science Standards		
Levels K-4	Levels 5-8	Levels 9-12
Properties of objects and materials Position and motion of objects Light, heat, electricity and magnetism	Properties and changes of properties in matter Motions and forces Transfer of energy	Structure of atoms Structure and properties of matter Chemical reactions Motions and forces Conservation of energy and increase in disorder Interactions of energy and matter
Life Science Standards		
Levels K-4	Levels 5-8	Levels 9-12
Characteristics of organisms Life cycles of organisms Organisms and environments	Structure and function in living systems Reproduction and heredity Regulation and behavior Populations and ecosystems Diversity and adaptations of organisms	The cell Molecular basis of heredity Biological evolution Interdependence of organisms Matter, energy, and organization in living systems Behavior of organisms

Earth and Space Science Standards		
Levels K-4	Levels 5-8	Levels 9-12
Properties of earth materials Objects in the sky Changes in earth and sky	Structure of the earth system Earth's history Earth in the solar system	Energy in the earth system Geochemical cycles Origin and evolution of the earth system Origin and evolution of the universe
Science and Technology Standards		
Levels K-4	Levels 5-8	Levels 9-12
Abilities to distinguish between natural objects and objects made by humans Abilities of technological design Understanding about science and technology	Abilities of technological design Understanding about science and technology	Abilities of technological design Understanding about science and technology
Science in Personal and Social Perspectives		
Levels K-4	Levels 5-8	Levels 9-12
Personal health characteristics and changes in populations Types of resources Changes in environments Science and technology in local challenges	Personal health Populations, resources and environments Natural hazards Risks and benefits Science and technology in society	Personal and community health Population growth Natural resources Environmental quality Natural and human-induced hazards Science and technology in local, national, and global challenges

History and Nature of Science Standards		
Levels K-4	Levels 5-8	Levels 9-12
Science as a human endeavor	Science as a human endeavor Nature of science History of science	Science as a human endeavor Nature of scientific knowledge Historical perspectives

Activities Based upon the Science Standards

K-4

Fall	Winter	Spring	Summer
Characteristics of organisms/Life cycles of organisms-- Explore the marine and terrestrial realm looking for indications of plants and animals. Develop a criteria to distinguish living materials from non-living materials. Create a collection of specimens to illustrate the differences and similarities.	Properties of Objects and Materials-- Investigate ice and snow. How much water comes from melted snow/ice. Thickness of ice on Harbor, relationship between thickness of ice and depth of Harbor	Organisms and environments-- Explore animal and plant strategies for camouflage and for display. Create artificial animals that blend into the environment. Look for examples of coloration in animals and plants.	Position and motion of objects-- Use of sailing boats and other objects, explore the relationships among current, wind direction and the direction of motion of a sailboat. Investigate animals and plants that use similar strategies of movement.

5-8

Fall	Winter	Spring	Summer
Diversity and adaptations of organisms-- Create faunal and floral maps of important marine and/or terrestrial environments. Attempt to relate biotic distributions to environmental changes.	Populations and ecosystems-- Determine the age structure and individual growth rates of organisms that leave a record of their growth (mollusks, trees). Determine a relationship between their age and their overall size.	Organisms and environments-- Explore animal and plant strategies for locomotion and for adaptations to their environment. Create artificial animals that are able to mimic some of the biological adaptations	Structure and function of living organisms-- Locate examples of the major phyla as they are represented in the East Hampton area. Through experiments determine their essential biological functions.

9-12

Fall	Winter	Spring	Summer
Interdependence of organisms-- Develop mathematical models for faunal and floral successions and make predictions about what will be found in the field. Check those predictions.	Chemical reactions-- Experiment with the gas laws to determine their essential features in the laboratory. Determine whether gas in the environment follows the same rules (e.g. is there the same relationship between Oxygen and temperature in nature that there is in the laboratory?	Motions and forces--Develop mathematical models for the form of organisms related to their life habits. Compare these models to the living organisms (e.g. animals that are fast swimmers need to be streamlined).	Matter, energy and organization in living systems-- Compare growth rate strategies (k and r strategies) with expected environmental adaptations. Select organisms that use different population growth strategies and predict their distribution in nature. Check the results with a faunal/floral survey.

Environmental Studies and Their Connection to the Curriculum arranged by subject area

Physical Science (p), Chemistry (c), Earth Science (e), Biology (b), Math (m), Human impact (h)

	Topic	Appropriate Grade Level					
		K-2	3-4	5-6	7-8	9-10	11-12
b	Animal and plant camouflage and display strategies	X	X	X	X	X	X
b	Biodiversity			X	X	X	X
b	Ecological realms (woods, grasslands, estuaries, wetlands, beaches, dunes, lagoons, bays, open ocean, etc.)		X	X	X	X	X
b	Element analysis and regulation of important chemicals (C,H,O,P,K,I,N,S,Ca,Fe,Mg)				X	X	X
b	Faunal zone maps			X	X	X	X
b	Faunal/floral counts and distribution			X	X	X	X
b	Fish Observations	X	X	X	X	X	X
b	Food webs in the marine and terrestrial environments			X	X	X	X
b	Importance of photosynthesis			X	X	X	X
b	Light and dark reactions				X	X	X
b	Resource limits hypothesis				X	X	X
b	Animals Live and Dead	X	X				
b	Observations of animals and plants	X	X	X	X	X	X
b	Animal Homes	X	X	X			
b	Animal and plant adaptations to their environment		X	X	X	X	X
b	Animal/plant life cycles		X	X	X	X	X
b	Plankton Studies (collection and observations)		X	X	X	X	X
c	Air Temperature in aquatic environments	X	X	X	X	X	X
c	Chemical buffering in the marine realm				X	X	X
c	Dissolved Carbon Dioxide				X	X	X
c	Dissolved Oxygen				X	X	X
c	Ecology and thermodynamics				X	X	X
c	Gas laws and environmental gasses					X	X
c	Nutrients (Phosphates and Nitrates)			X	X	X	X
c	pH in natural environments		X	X	X	X	X
c	Salinity variations in an estuary			X	X	X	X
c	Salt in the sea (sodium cycles, why sea salt)				X	X	X
c	Transfer of energy between trophic levels				X	X	X
c	Water Clarity (causes and impact)	X	X	X	X	X	X
e	Age relationships (tree rings, shell layers, sediment layers)		X	X	X	X	X
e	Change through time	X	X	X	X	X	X
e	Development of water budgets (based upon the water cycle)				X	X	X
e	Earth processes (glacial, water erosion and			X	X	X	X

e	Soil/sediment studies				X	X	X
e	Weather readings (Barometric Readings, Temperature, Relative Humidity, Precipitation, etc.		X	X	X	X	X
h	Design and Building of measuring instruments	X	X	X	X	X	X
h	Environmentally sensitive industries (fishing, shell fishing, farming, etc.)			X	X	X	X
h	History as it relates to the marine realm			X	X	X	X
h	Human design and the environment			X	X	X	X
h	Human history and the relationship to the environment		X	X	X	X	X
h	Pollution and the environment	X	X	X	X	X	X
m	Competition/predator-prey mathematical models				X	X	X
m	Computer modeling of systems					X	X
m	Faunal/floral succession models					X	X
m	Growth rate strategies (k and r)					X	X
m	Mathematical descriptions of animal and plant form						X
m	Measurement of water flow (rate and direction)				X	X	X
m	Measurement of water flow (volume)				X	X	X
m	Species/area relationships				X	X	X
m /b	Optimal foraging theory					X	X
m /p	Streamlining in organisms				X	X	X
p	Currents and distribution of planktonic materials			X	X	X	X
p	Light absorption, reflection, refraction			X	X	X	X
p	Sound in various media				X	X	X
p	Tide fluctuations				X	X	X
p	Water temperature at 30-cm deep intervals			X	X	X	X
p	Wave studies					X	X

Environmental Studies and Their Connection to the Curriculum arranged by grade level

Physical Science (p), Chemistry (c), Earth Science (e), Biology (b), Math (m), Human impact (h)

	Topic	K-2	3-4	5-6	7-8	9-10	11-12
m	Mathematical descriptions of animal and plant form						X
c	Gas laws and environmental gasses					X	X
m	Computer modeling of systems					X	X
m	Faunal/floral succession models					X	X
m	Growth rate strategies (k and r)					X	X
m /b	Optimal foraging theory					X	X
p	Wave studies					X	X
b	Element analysis and regulation of important chemicals (C,H,O,P,K,I,N,S,Ca,Fe,Mg)				X	X	X
b	Light and dark reactions				X	X	X
b	Resource limits hypothesis				X	X	X
c	Chemical buffering in the marine realm				X	X	X
c	Dissolved Carbon Dioxide				X	X	X
c	Dissolved Oxygen				X	X	X
c	Ecology and thermodynamics				X	X	X
c	Salt in the sea (sodium cycles, why sea salt)				X	X	X
c	Transfer of energy between trophic levels				X	X	X
e	Development of water budgets (based upon the water cycle)				X	X	X
e	Soil/sediment studies				X	X	X
m	Competition/predator-prey mathematical models				X	X	X
m	Measurement of water flow (rate and direction)				X	X	X
m	Measurement of water flow (volume)				X	X	X
m	Species/area relationships				X	X	X
m /p	Streamlining in organisms				X	X	X
p	Sound in various media				X	X	X
p	Tide fluctuations				X	X	X
h	Human design and the environment			X	X	X	X
b	Biodiversity			X	X	X	X
b	Faunal zone maps			X	X	X	X
b	Faunal/floral counts and distribution			X	X	X	X
b	Food webs in the marine and terrestrial environments			X	X	X	X
b	Importance of photosynthesis			X	X	X	X
c	Nutrients (Phosphates and Nitrates)			X	X	X	X
c	Salinity variations in an estuary			X	X	X	X
h	Environmentally sensitive industries (fishing, shell fishing, farming, etc.)			X	X	X	X

e	Rocks and minerals			X	X	X	X
p	Currents and distribution of planktonic materials			X	X	X	X
p	Light absorption, reflection, refraction			X	X	X	X
p	Water temperature at 30-cm deep intervals			X	X	X	X
b	Ecological realms (woods, grasslands, estuaries, wetlands, beaches, dunes, lagoons, bays, open ocean, etc.)		X	X	X	X	X
b	Animal and plant adaptations to their environment		X	X	X	X	X
b	Animal/plant life cycles		X	X	X	X	X
b	Plankton Studies (collection and observations)		X	X	X	X	X
c	pH in natural environments		X	X	X	X	X
d	Human history and the relationship to the environment		X	X	X	X	X
e	Age relationships (tree rings, shell layers, sediment layers)		X	X	X	X	X
e	Nature of air		X	X	X	X	X
e	Weather readings (Barometric Readings, Temperature, Relative Humidity, Precipitation, etc.		X	X	X	X	X
b	Animals Live and Dead	X	X				
b	Animal Homes	X	X	X			
b	Animal and plant camouflage and display strategies	X	X	X	X	X	X
b	Fish Observations	X	X	X	X	X	X
b	Observations of animals and plants	X	X	X	X	X	X
c	Air Temperature in aquatic environments	X	X	X	X	X	X
c	Water Clarity (causes and impact)	X	X	X	X	X	X
h	Design and Building of measuring instruments	X	X	X	X	X	X
h	Pollution and the environment	X	X	X	X	X	X
e	Change through time	X	X	X	X	X	X

Classification of Organisms

Marine Organisms

There are a variety of ways to classify organisms. These include, but are not restricted to organism lifestyles, organism food relationships and organism phylogenetic relationships.

Lifestyles

Plants and animals that live on or in the bottom of the ocean are called benthonic organisms. Strong swimming organisms that live in the open water are called nektonic organisms. Organisms that are ei weak swimmers or can't swim at all are called planktonic organisms. Planktonic organisms typically fl in the water moving with tides and currents. Many can migrate vertically in the water column. Most planktonic organisms are microscopic but some, such as the Portuguese Man-of-War, are large. Microscopic algae such as diatoms and dinoflagellates are termed phytoplankton; animal plankton is ca zooplankton. A large part of the zooplankton near shore is composed of larval stages of benthic and nektonic animals.

Food Relationships

All organisms need food. Plants are able to make their own food through photosynthesis; they are cal producers. In photosynthesis, plants take inorganic components (carbon dioxide and water) and manufacture food in the form of sugars. Oxygen is released in the process. Energy for photosynthesis comes from sunlight and is absorbed by special pigment called chlorophyll in the plant.

Animals obtain food from their surroundings; they are called consumers. Carnivores are animals that other animals. Herbivores are animals that eat plants. Omnivores eat both plant and animal material. Scavengers eat dead organisms. No matter what their diet, animals are ultimately dependent on plant because only plants can manufacture food. Detritus is made up of decomposing living things. It forms important food chain of its own. Organisms such as bacteria and protozoans that feed on detritus help return organic compounds to the water column.

Phylogenetic Classification

Marine Algae

In the ocean there are relatively few seed-bearing plants. Instead, algae make up the great bulk of the vegetation. Algae are non-vascular plants and do not have true roots, stems and leaves. However, lik other plants, algae have chlorophyll and make organic matter out of inorganic substances through photosynthesis.

Algae that live in the water column itself are phytoplankton, free floating unattached plants. Usually ti are unicellular and microscopic. Despite their small size, phytoplankton account for more than 98% of vegetation in the sea. They are extremely important in the production of food and oxygen. Algae whi make up the phytoplankton include diatoms, dinoflagellates and reproductive stages of other algae.

Algae attached to the substrate are called seaweeds. They are usually readily visible. Some, like the ke reach a very large size. In addition to producing food and oxygen, seaweeds serve as shelter for many organisms.

Seaweeds are divided into three groups depending on the chemistry of their pigments. Green algae ar able to endure strong light and thrive high in the intertidal zone and in shallow sunny waters. Brown are more common in colder than warmer waters (Sargassum is an exception). Red algae are the most sensitive to light of all the seaweeds. They usually live below the water line; some species of red algae deeper than any other seaweeds.

Web Math Concepts	Grade 1	Mathematics
Numeration and Counting	Understands numerals 1-100	Links between number line and number grid	Fractional parts of whole
Operations and Relations	Greater than, less than, equal to	sums and differences with one-digit	Add/subt 1-digit from 3-digit nums.
Problem solving	Make up, tell, solve number stories	Tell and solve num. stories involving sums	solve num. stories and write num. model
Exploring Data	Tally counts, order data	Highest/lowest, range, typical value	Collect, analyze and interp. real data
Geometry	Identify and draw shapes: plane figures	Prisms, solids, faces and corners	name points, lines, figures, symmetry
Measurement	Use tape meas. and 6-inch ruler	Nonstandard measurements	Order objects, pan balance
Reference Frames	Numberline, timeline, temp (C,F)	Analog and digital clocks	Determine intervals between two times
Money	Penny, nickel, dime, quarter, dollar	Coin equiv., Make exchanges	Making change by counting up
Patterns and Rules	Patterns involving shapes, color, rotate	Odd and even patterns, frames and arrows	What's my rule, sort blocks by shape etc

Overall Assessment

LEVEL

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Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Home Web Template Gr 1 (1.1)

Web Art Concepts

Grade 1

Art

	Beginning Level	Grade Level	Advanced Grade Level
Use of Materials	Able to use some materials for expres.	Able to express art via many materials	Is able to experiment with new materials
Development of Ideas	Is able to use ideas presented by others	Is able to develop ideas with prompting	Is able to develop own artistic ideas
Exploration of Techniques	Can express belief and value in art	Uses art techniques to reflect ideas, values	Understands others use of expression
Analysis of Artistic Intent	Explores use of art presentation	Is able to examine own reasons for art choices	Understands other reasons for art choices
Enthusiasm for Art	Seems to enjoy working with art	Enthusisatic in and outside of class	appreciates art in all areas
Work Collaboratively	Is able to work cooperatively	Is able to effectively contribute to group	Actively involved in group activities

Overall Assessment

Move Slider

Update the Web

Web Home

Web Template Gr 1 (1.1)

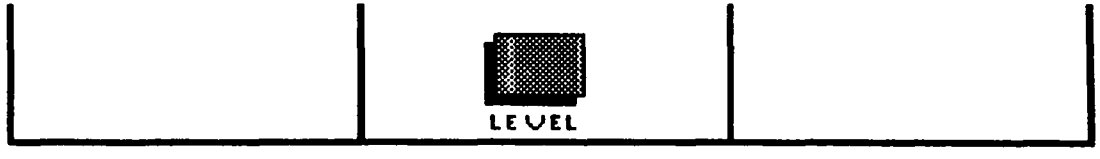
Web Physical Ed. Concepts

Grade 1

Physical Ed.

Attitudes toward health	demonstrates positive attitude	Is able to describe factors for good health	growth and develop of healthy teeth and body
Concern for Healthy Environ.	understands need for healthy environment	Understands how disease is controlled	Makes personal choices for health
Nutrition	understands need for nutrition	is building good eating habits	good eating habits at school and home
Community	acceptable behavior vs unacceptable	friend vs acquaintance	express feelings about death
Locomotor skills	has good balance in locomotor skills	able to change speed effectively	able to change speed and directions
Aerobic abilities	able to participate in aerobic activity	demonst. endurance and flexibility	demonstr, muscular strength
Cooperative Games	is able to follow rules of games	is able to follow rules of complex games	applies technique and strategy

Overall Assessment



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Beginning Level

Grade Level

Advanced Grade Level

Update the Web

Web Home

Web Template Gr 1 (1.1)

Web Music/Dance Concepts	Grade 1		Music/Dance
Singing	can follow a tune	able to remember simple unison songs	able to sing complex songs and rounds
Musical Instruments	play a variety of non-pitch instrum.	perform a steady beat and rhythm	listen to instruments
Terminology	can follow pich	understand some musical structure	understands basic terminology (scales)
Enjoyment	derives pleasure from music class	seems to enjoy listing and making music	expresses oneself musically
Shape and form (dance)	able to form shapes and patterns	experiment with shape and form	able to repeat complex patterns
Dance as movement	able to move to musical patterns	able to create and improvise patterns	appreciates different types of dance
Dance composition	dance can evoke fellings and ideas	able to create dances of ones own	able to create dances for others
Multicultural Influences	knows some dances from other cultures	dance reflecs geography history	different cultures have different moves

Overall Assessment

LEVEL

Move Slider

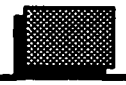
Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Home

Web Template Gr 1 (1.1)

Web Reading Template	Grade 1	Reading	
Print and Word Awareness	relate speech to print	relate pictures to print	concept of letter, word, sentence
Book concepts	Hold book and turn pages properly	moves from front to back	knows parts of a book
Visual and Auditory Aware.	Environmental sounds	Rhyming words	Numerals, colors,shapes
Phonemic Awareness	Auditory discrimination	Onsets and rimes	Blends sounds to make words
Decoding Phonics	init./final conson. phonograms	blends, diagraphs, vowel/consonant sound	r-controlled vowels, Schwa
Vocabulary Concepts	recognizes print in environment	Understands word positions	Manipulates letters to make new words
Text Awareness	Uses pictures for context clues	Uses text patterns	Recognizes sight words
Listening and Speaking	Listens for different purposes	Expresses ideas	Tells and retells a story
Reading Comprehension	Preview and predict	Fix-up strategies	Connect to prior knowledge
Critical Thinking	Cause and Effect	Make inferences	reality/fantasy
Overall Assessment			



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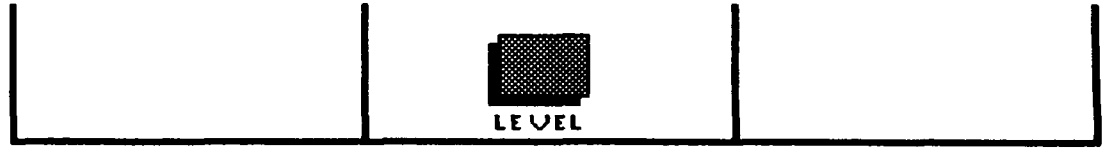
Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Writing Concepts	Grade 1		Writing
Writing Process	Participates in shared writing	Follows left to right orientation	Traces and writes letters
Writing Process	Responds to literature with picts.	Uses inventive spelling	Uses transitional spelling
Writing Process	Dictates labels, lists, sentences	Dictates stories	Writes name, address, telephone no.
Writing Process	Generates ideas for stories	adds/deletes details in revisions	varies sentence length and words
Spelling	sound-letter patterns and relationships	spelling-meaning relationships	Spelling strategies varied
Grammar	writes in sentences	parts (subjects, predicates, compounds	Use of parts of speech
Mechanics	Capitialization (first word of sentence)	Punctuation (end marks .?!)	Other punctuation (," ')
Speaking	Participate in discussions	Tell or retell a story	Recite, rhyme, chants, poems
Listening/Viewing	Listen attentively	Listen for information or directions	Resolve conflicts

Overall Assessment



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Beginning Level

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Update the Web

Web Home

Web Template Gr 1 (1.1)

Web Science Concepts	Grade 1		Science
Observations	Can describe what is seen	Uses one or more of 5 senses for info.	Uses all senses to gather info
Communication	Can remember an event from the day	Can describe verbally and in writing	Can do research and write a report
Estimating	Uses personal estimates for length	Can make approx. of length	Can approximate other measures.
Measuring	Measures with inventive means	Can compare nonstandard objs	Is able to use some standard measures
Collecting Data	Understands reasons for data	Can collect info about a problem with help	Can collect info about a problem on own
Classifying	Sorting by physical properties	Able to make groups according to scheme	Able to compare groups to established
Predicting	able to predict with help	Makes predictions based on own ideas	Makes predictions based upon knowledge
Models	can build a physical rep. of a solid	can build an object to rep. an idea	can make a mental represent. of idea
Using Technology	Uses equipment with care	Can start and quit pgms with mouse	Able to input/output info

Overall Assessment

LEVEL

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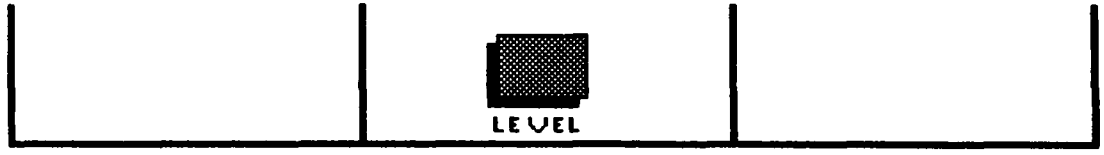
Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Home Web Template Gr 1 (1.1)

Web Social Studies Concepts	Grade 1		Social Studies
Importance of Family	has an appreciation of self as part of group	role of family in the US	families are alike and different around
Role of Government	understands reason for rules	understands the role that govt plays in US	understands varied roles of govt in world
Change through time	able to give examples of change	Understands many things change in time	Communities and govts change in time
Use of Maps and Globes	areas may be represented on maps	Able to use local (city state US) maps	Able to use maps and globes for
Myths and legends	familiar with fact vs fiction	reads myths and legends	compare and contrast myth and legends
Technology and Needs	tech useful to industrial society	understands use of communication tech.	technology affects interdependence
Multicultural Differences	symbols differ and are important	Understand varied celebrations in US	importance of diversity in US

Overall Assessment



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Beginning Level | Grade Level | Advanced Grade Level

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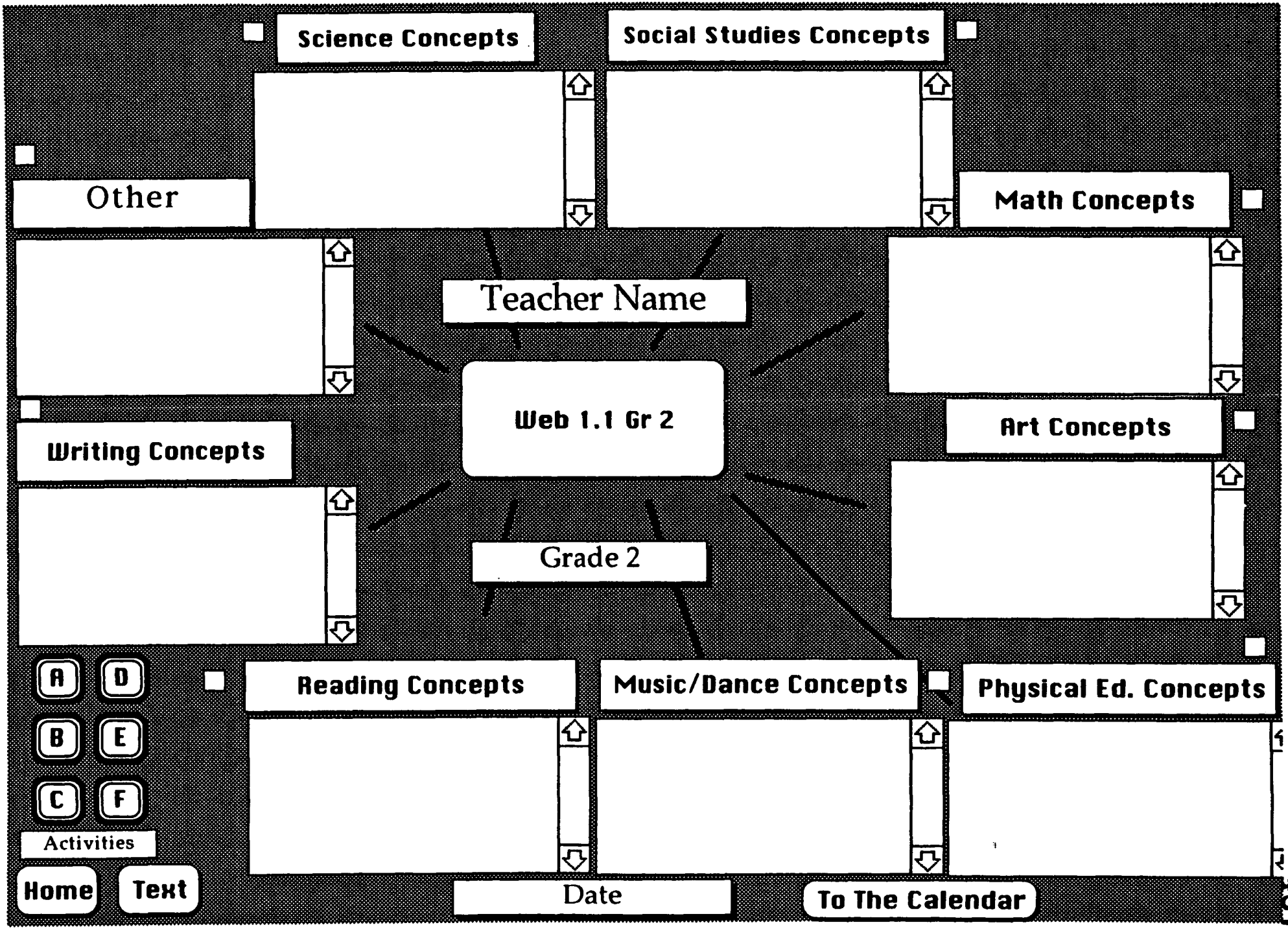
Science Concepts
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Web Science Concepts	Grade 2	Science
Observations	Can describe what is seen	Uses one or more of 5 senses for info.	Uses all senses to gather info
Communication	Can remember an event from the day	Can describe verbally and in writing	Can do research and write a report
Estimating	Uses personal estimates for length	Can make approx. of length	Can approximate other measures.
Measuring	Measures with inventive means	Can compare nonstandard objs	Is able to use some standard measures
Collecting Data	Understands reasons for data	Can collect info about a problem with help	Can collect info about a problem on own
Classifying	Sorting by physical properties	Able to make groups according to scheme	Able to compare groups to established
Predicting	able to predict with help	Makes predictions based on own ideas	Makes predictions based upon knowledge
Interpreting Data	can record info from experiment	Can give reasons for conclusions	Uses own infor to draw conclusions
Using Technology	Uses equipment with care	Can start and quit pgms with mouse	Able to input/output info

Overall Assessment

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Update the Web

Phylum Porifera
The animal kingdom is divided into large groups called phyla. Sponges make up the phylum Porifera which means "pore bearing". Sponges are simple, sessile animals that grow attached to shells, stones, t substrate and other hard objects.

The living sponge is an aggregation of cells usually supported by a skeleton of fibers made of protein a microscopic spicules made of silica or calcium. The specific shape of a sponge may or may not help to identify it.

Sponges make excellent habitats for invertebrates such as worms, amphipods and brittle stars. Small creatures living within the canals of the sponge are afforded protection and a constant flow of food and oxygen.

Phylum Coelenterata
This invertebrate phylum includes hydroids, jellyfish, anemones and corals. All coelenterates possess stinging cells and radial symmetry but there are two different body types within the phylum: polyps ar medusae. a polyp is cylindrical or tube shaped. The end with the mouth and tentacles is directed upwa the other end is closed and attached to the bottom. Sea anemones have this basic plan. The medusa is a free-swimming bell or umbrella with the mouth in the center on the underside and tentacles hanging d from the margin of the bell; jellyfish are an example.

Phylum Annelida
There are at least six different phyla of worm-like invertebrates but the most common and conspicuous marine worms belong to the phylum Annelida. Annelids have segmented bodies. Each segment (excluding the head and "tail" end) is separated from the next by internal septa and each contains a port of the nervous, circulatory and excretory systems.

Phylum Mollusca
Members of the phylum Mollusca include clams, snails and the octopus. Despite the obvious difference their body forms, all mollusks are built on the same fundamental plan. They posses, with a few excepti a soft unsegmented body covered by an external shell. As the mollusk grows, so does the shell. The presence of an empty shell indicates the animal has died.

Gastropods or univalves (snails) are one class of mollusks.
Bivalves or pelecypods are mollusks with a two-part shell joined at a hinge.
Cephalopods are mollusks that, except for the chambered nautilus, have no external shell.

Phylum Arthropoda
The phylum Arthropoda contains five times as many species as all the rest of the other animal phyla combined. Included in this phylum are the crustaceans (crabs, shrimp, lobster), the insects, the myriop (centipedes and millipedes) and the arachnids (spiders, mites and horseshoe crabs).

Phylum Echinodermata
This phylum derives its name from the Greek words "echinos" = hedgehog and "derma" = skin, referrir the prickly skin of most of its members. Echinoderms include the starfish, the brittle stars, sea urchins, dollars ad sea cucumbers. The larval forms of echinoderms are bilaterally symmetrical, but adult echinoderms generally show a radial symmetry of five parts.

Phylum Chordata
The phylum Chordata contains those animals with a true backbone, and those animals that possess a notochord or primitive backbone in the larval stage. Tunicates belong to the latter group. Also known sea squirts, these animals begin life as tadpole-like larvae and metamorphose into sac-like sessile adults

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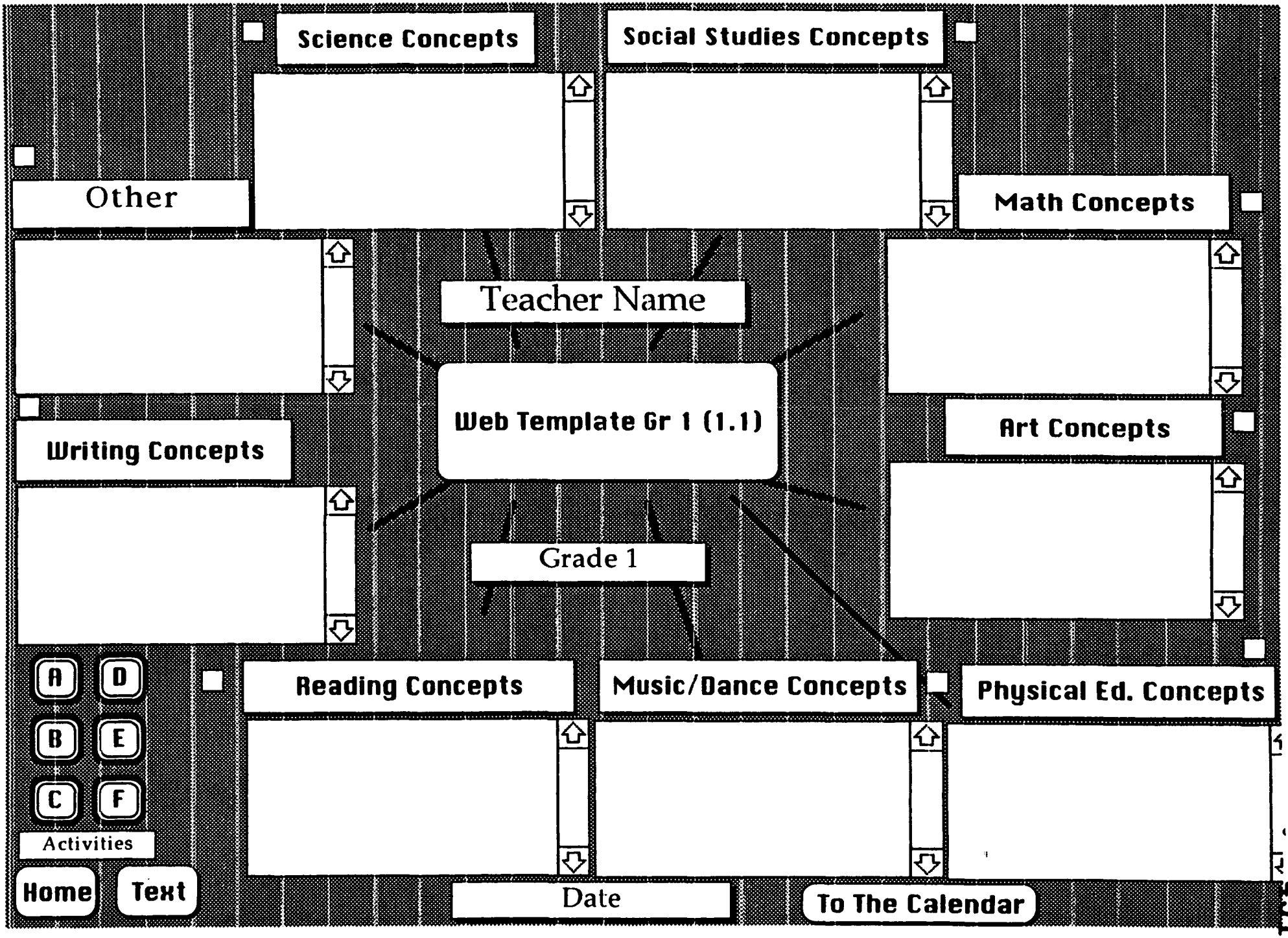
Science Concepts
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The specific content that will be covered for each theme is derived from the specific skills and content that is part of the curriculum. The next pages show the specific skills and content that are expected for the first grade. The teacher selects the concepts that will be covered by clicking on the triangles in each concept box. These concepts are automatically transferred to the appropriate place on the theme web.

Web Writing Concepts	Grade 2		Writing
Writing Process	Generates ideas, selects narrow topic	elaborates on details, varies sent length	Edits and revises
Composition	writes in paragraph form	supports ideas with examples	logical organization
Modes of Expression	narrative writing	descriptive writing	expository writing
Types of Writing	personal narrative	explanations/ how-to/ lists	report/ persuasive
Spelling	sound-letter patterns and relationships	syllables	spelling-meaning relationships
Grammar	sentences	parts (subjects, predicates, compounds	Use of parts of speech
Mechanics	Capitalization (first word of sentence)	Punctuation (end marks)	Other punctuation
Speaking	Participate in discussions	Tell or retell a story	Recite, rhyme, chants, poems
Listening/Viewing	Listen attentively	Listen for information or directions	Resolve conflicts

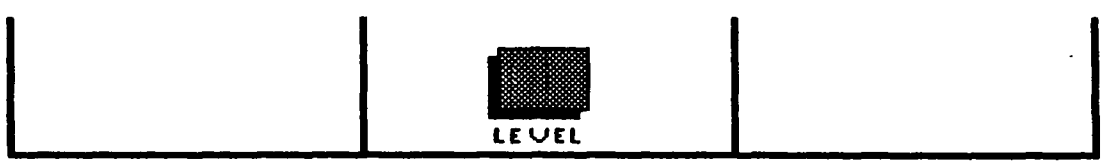
Overall Assessment

	LEVEL	
Beginning Level	**Grade Level**	**Advanced Grade Level**

Update the Web

Web Reading Template	Grade 2	Reading	
Text Awareness	picture and context clues	recognizes sight words	Uses text patterns
Listening and Speaking	Listens for different purposes	Expresses ideas	Tells and retells a story
Decoding--Structural	Compounds and contractions	Plurals and possessives	base words and endings
Vocabulary	Key selection vocabulary	multiple meaning words, context clues	synonyms/antonyms
Strategic Reading	Preview and predict	connect to prior knowledge and exp.	synthesize and recall
Comprehension	Cause and effect, compare/contrast	Main idea/ sequence/fact opinion	Paraphrase
Appreciation of Author	characters	point of view	figurative language
Appreciation of Genre	fiction	nonfiction	poetry
Responding to Literature	Character/setting/ plot	Connect across texts	Select literature for indiv needs

Overall Assessment



Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Music/Dance Concepts	Grade 2		Music/Dance
Singing	can follow a tune	able to remember simple unison songs	able to sing complex songs and rounds
Musical Instruments	play a variety of non-pitch instrum.	perform a steady beat and rhythm	listen to instruments
Terminology	can follow pich	understand some musical structure	understands basic terminology (scales)
Enjoyment	derives pleasure from music class	seems to enjoy listing and making music	expresses oneself musically
Shape and form (dance)	able to form shapes and patterns	experiment with shape and form	able to repeat complex patterns
Dance as movement	able to move to musical patterns	able to create and improvise patterns	appreciates different types of dance
Dance composition	dance can evoke fellings and ideas	able to create dances of ones own	able to create dances for others
Multicultural Influences	knows some dances from other cultures	dance reflecs geography history	different cultures have different moves

Overall Assessment

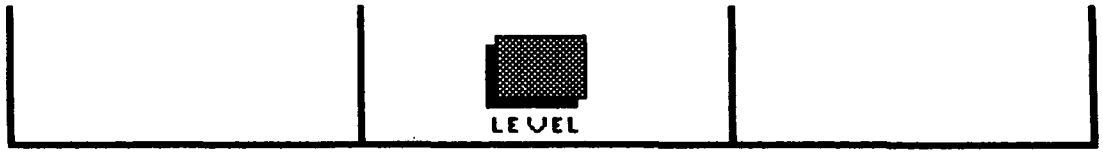
LEVEL

Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Physical Ed. Concepts	Grade 2		Physical Ed.
Attitudes toward health	demonstrates positive attitude	Is able to describe factors for good health	growth and develop of healthy teeth and body
Concern for Healthy Environ.	understands need for healthy environment	Understands how disease is controlled	Makes personal choices for health
Nutrition	understands need for nutrition	is building good eating habits	good eating habits at school and home
Community	acceptable behavior vs unacceptable	friend vs acquaintance	express feelings about death
Locomotor skills	has good balance in locomotor skills	able to change speed effectively	able to change speed and directions
Aerobic abilities	able to participate in aerobic activity	demonst. endurance and flexibility	demonstr, muscular strength
Cooperative Games	is able to follow rules of games	is able to follow rules of complex games	applies technique and strategy

Overall Assessment



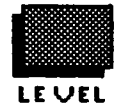
Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Home Web 1.1 Gr 2

Web Art Concepts	Grade 2		Art
Use of Materials	Able to use some materials for expres.	Able to express art via many materials	Is able to experiment with new materials
Development of Ideas	Is able to use ideas presented by others	Is able to develop ideas with prompting	Is able to develop own artistic ideas
Exploration of Techniques	Can express belief and value in art	Uses art techniques to reflect ideas, values	Understands others use of expression
Analysis of Artistic Intent	Explores use of art presentation	Is able to examine own reasons for art choices	Understands other reasons for art choices
Enthusiasm for Art	Seems to enjoy working with art	Enthusisatic in and outside of class	appreciates art in all areas
Work Collaboratively	Is able to work cooperatively	Is able to effectively contribute to group	Actively involved in group activities

Overall Assessment



Beginning Level | **Grade Level** | **Advanced Grade Level**

Web Home Web 1.1 Gr 2 **Update the Web**

Web Math Concepts	Grade 2	Mathematics
Numeration and Counting	Use the number line, Place value, count	Compare numbers, context of numbers,	Equal parts, equivalent fractions
Operations and Relations	Addition & Subtraction facts	Add/Subt 1,2,3,digit numbers	Mult using arrays, order of operations
Problem Solving	solve add/subt. number stories	Solve by estimation, line segment probs.	solve mult and div stories, timeline
Data Collection and Analysis	collect real life data, organize real-l data	Construct data tables and graphs	mean,median,mode, compare data pairs
Geometry	Sim and dif btween 3-dim shapes	polygons, line segments	symmetry, area, perimeter
Measurement	ruler, yard/meter, weight	Estimate distance, estimate measure	Fractional units of length, Spring scale
Reference Frames	Tell time, estimate times	Read thermometer, forecast weather	Calendar and timelines
Money	Money exchanges - coins and bills	Solve money stories, Estimate money sums	Decimal and fraction names for money
Patterns and Rules	Place value and number grid	Arrow paths, patterns in doubles and halves	Number pairs related by a single rule

Overall Assessment

Beginning Level | **Grade Level** | **Advanced Grade Level**

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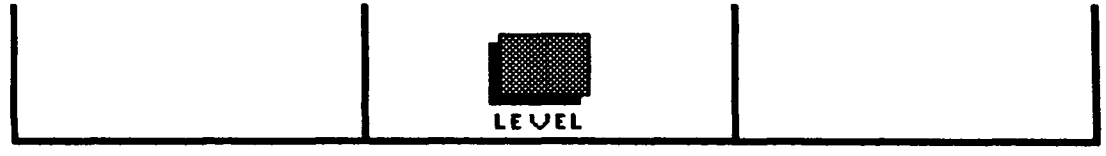
Web 1.1 Gr 2

Update the Web

Web Social Studies Concepts	Grade 2		Social Studies
Importance of Family	has an appreciation of self as part of group	role of family in the US	families are alike and different around
Role of Government	understands reason for rules	understands the role that govt plays in US	understands varied roles of govt in world
Change through time	able to give examples of change	Understands many things change in time	Communities and govts change in time
Use of Maps and Globes	areas may be represented on maps	Able to use local (city state US) maps	Able to use maps and globes for
Myths and legends	familiar with fact vs fiction	reads myths and legends	compare and contrast myth and legends
Technology and Needs	tech useful to industrial society	understands use of communication tech.	technology affects interdependence
Multicultural Differences	symbols differ and are important	Understand varied celebrations in US	importance of diversity in US



Overall Assessment

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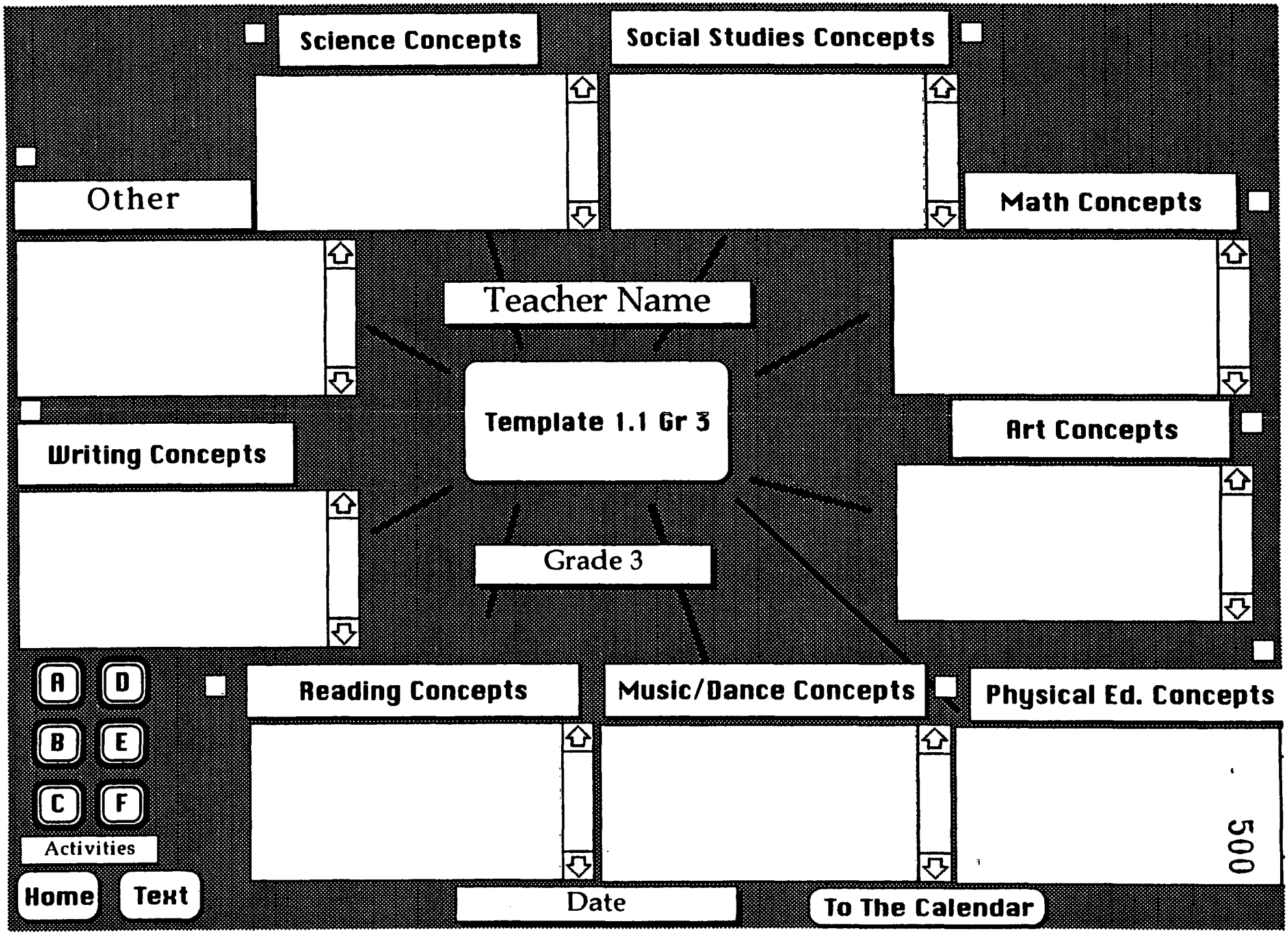
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Web Math Concepts	Grade 3	Mathematics
Numeration	Count on and back to One million	write fractions, find fraction of a number	Positive/negative numbers, percent
Operations and Relations	Addition/Subtraction facts, add 3-dig num.	Multiplication arrays, facts, algorithms	Products of 2-dig num., intro division
Problem Solving	solve add/subt puzzles, money probs	estimation, comparisions, stories	decimals, mult stories
Data Collection and Analysis	collect, record, display, analyze data	Compare two sets of data, freq dist.	Meam, Mode, Probability
Geometry	Polygons, perimeter, area	Angles, construct polygons	Measure and estimate angles
Measures	Standard units of length, volume, area	fractions and decimals with length	Order objects by volume, weight
Reference Frames	Time to the minute, elapsed time	Est. distances with a map	Read and compare temp., Use coord grid
Rules, Patterns, Functions	Patterns in 4-digit numbers	Number sequences	common attributes among figures in a set
Beginning Algebra	Number families, function machine	Compare/Change number stories and dia	Relationships add/subt/mult/divide

Overall Assessment

LEVEL

Move Slider

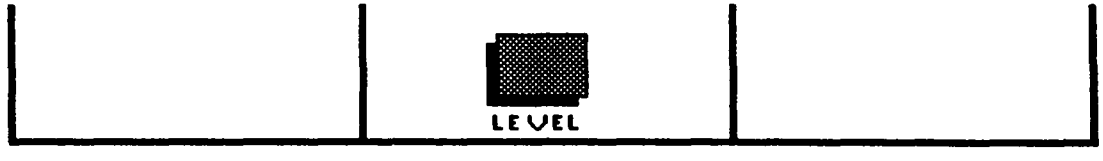
Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Home

Template 1.1 Gr 3

Web Art Concepts	Grade 3		Art
Use of Materials	Able to use some materials for expres.	Able to express art via many materials	Is able to experiment with new materials
Development of Ideas	Is able to use ideas presented by others	Is able to develop ideas with prompting	Is able to develop own artistic ideas
Exploration of Techniques	Can express belief and value in art	Uses art techniques to reflect ideas, values	Understands others use of expression
Analysis of Artistic Intent	Explores use of art presentation	Is able to examine own reasons for art choices	Understands other reasons for art choices
Enthusiasm for Art	Seems to enjoy working with art	Enthusisatic in and outside of class	appreciates art in all areas
Work Collaboratively	Is able to work cooperatively	Is able to effectively contribute to group	Actively involved in group activities



Overall Assessment

Move Slider

Beginning Level

Grade Level

Advanced Grade Level

Update the Web

Web Home

Template 1.1 Gr 3

Web Physical Ed. Concepts	Grade 3		Physical Ed.
Attitudes toward health	demonstrates positive attitude	Is able to describe factors for good health	Is aware of dangers of substance abuse
Concern for Healthy Environ.	understands need for healthy environment	Understands how disease is controlled	Makes personal choices for health
Nutrition	understands need for nutrition	is building good eating habits	good eating habits at school and home
Human reproduction	understande living things create new	explain fertilization in animals	explain fertilization in humans
Locomotor skills	has good balance in locomotor skills	able to change speed effectively	able to change speed and directions
Aerobic abilities	able to participate in aerobic activity	demonst. endurance and flexibility	demonstr, muscular strength
Cooperative Games	is able to follow rules of games	is able to follow rules of complex games	applies technique and strategy

Overall Assessment

Move Slider

Beginning Level | **Grade Level** | **Advanced Grade Level**

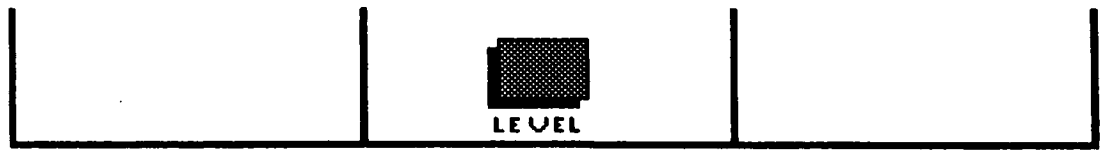
Update the Web

Web Home Template 1.1 Gr 3

Web Reading Template | Grade 3 | Reading

Text Awareness	Recognizes sight words	Uses picture and context clues	Uses text patterns
Decoding--Phonics	Consonants (blends, digraphs)	vowels (long and short)	vowels (digraphs and dipthongs)
Decoding--Structural	Compounds and contractions	Plurals and possessives	combining forms, roots
Vocabulary	Key selection vocabulary	multiple meaning words, context clues	synonyms/antonyms
Strategic Reading	Preview and predict	connect to prior knowledge and exp.	synthesize and recall
Comprehension	Cause and effect, compare/contrast	Main idea/ sequence/fact opinion	Paraphrase
Appreciation of Author	Figurative language	sound devices (rhyme, thythm)	Humor, hyperbole
Appreciation of Genre	fiction	nonfiction	poetry
Responding to Literature	Character/setting/ plot	Connect across texts	Select literature for indiv needs

Overall Assessment



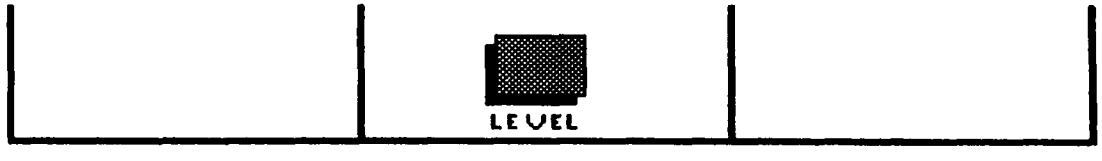
Move Slider

Beginning Level | **Grade Level** | **Advanced Grade Level**

Update the Web

Web Writing Concepts	Grade 3		Writing
Writing Process	Generates ideas, selects narrow topic	elaborates on details, varies sent length	Edits and revises
Composition	writes in paragraph form	supports ideas with examples	logical organization
Modes of Expression	narrative writing	descriptive writing	expository writing
Types of Writing	personal narrative	explanations/ how-to/ lists	report/ persuasive
Spelling	sound-letter patterns and relationships	syllables	spelling-meaning relationships
Grammar	sentences	parts (subjects, predicates, compounds	Use of parts of speech
Mechanics	Capitialization (first word of sentence)	Punctuation (end marks)	Other punctuation
Speaking	Participate in discussions	Tell or retell a story	Recite, rhyme, chants, poems
Listening/Viewing	Listen attentively	Listen for information or directions	Resolve conflicts

Overall Assessment



Move Slider

Beginning Level | Grade Level | Advanced Grade Level

Update the Web

Web Home

Template 1.1 Gr 3

Web Science Concepts	Grade 3	Science
Observations	Uses one or more of 5 senses for info.	Uses all senses to gather info	Uses equipment to extend senses.
Communication	Can describe verbally and in writing	Can do research and write a report	Can edit and present the report
Estimating	Can make approx. of length	Can approximate other measures.	Can estimate temp, weight, length, vol.
Measuring	Can compare nonstandard objs	Is able to use some standard measures	Is able to measure length, wt and vol.
Collecting Data	Can collect info about a problem with help	Can collect info about a problem on own	Can gather info in a systematic way
Classifying	Able to make groups according to scheme	Able to compare groups to established	Group based upon more than one factor
Predicting	Makes predictions	Makes predictions based upon knowledge	Evaluates predictions
Interpreting Data	Able to make a bar graph and understand	Able to use other diagrams	Able to read maps
Using Technology	Can start and quit pgms with mouse	Is able to input information	Is able to use computer in reports

Overall Assessment

Move Slider

Beginning Level | Grade Level | Advanced Grade Level

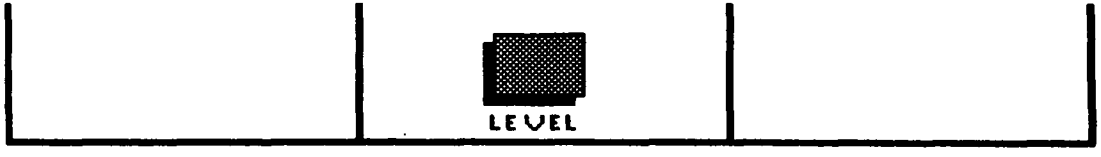
Update the Web

Web Home

Template 1.1 Gr 3

Web Social Studies Concepts	Grade 3		Social Studies
Importance of Family	role of family in the US	families are alike and different around world	importance of family structure worldwide
Role of Government	understands the role that govt plays in US	understands varied roles of govt in world	concepts of govt may be very dif from US
Change through time	Understands many things change in time	Communities and govts change in time	Ancient govts may impact modern ones
Use of Maps and Globes	Able to use local (city state US) maps	Able to use maps and globes for information	Able to use maps for infor other than locat.
Myths and legends	reads myths and legends	compare and contrast myth and legends	relate myth and legend to cm. values
Technology and Needs	understands use of communication tech.	technology affects interdependence	technology affects world competition
Multicultural Differences	Understand varied celebrations in US	importance of diversity in US	importance of diversity in world

Overall Assessment



Move Slider

Beginning Level | Grade Level | Advanced Grade Level

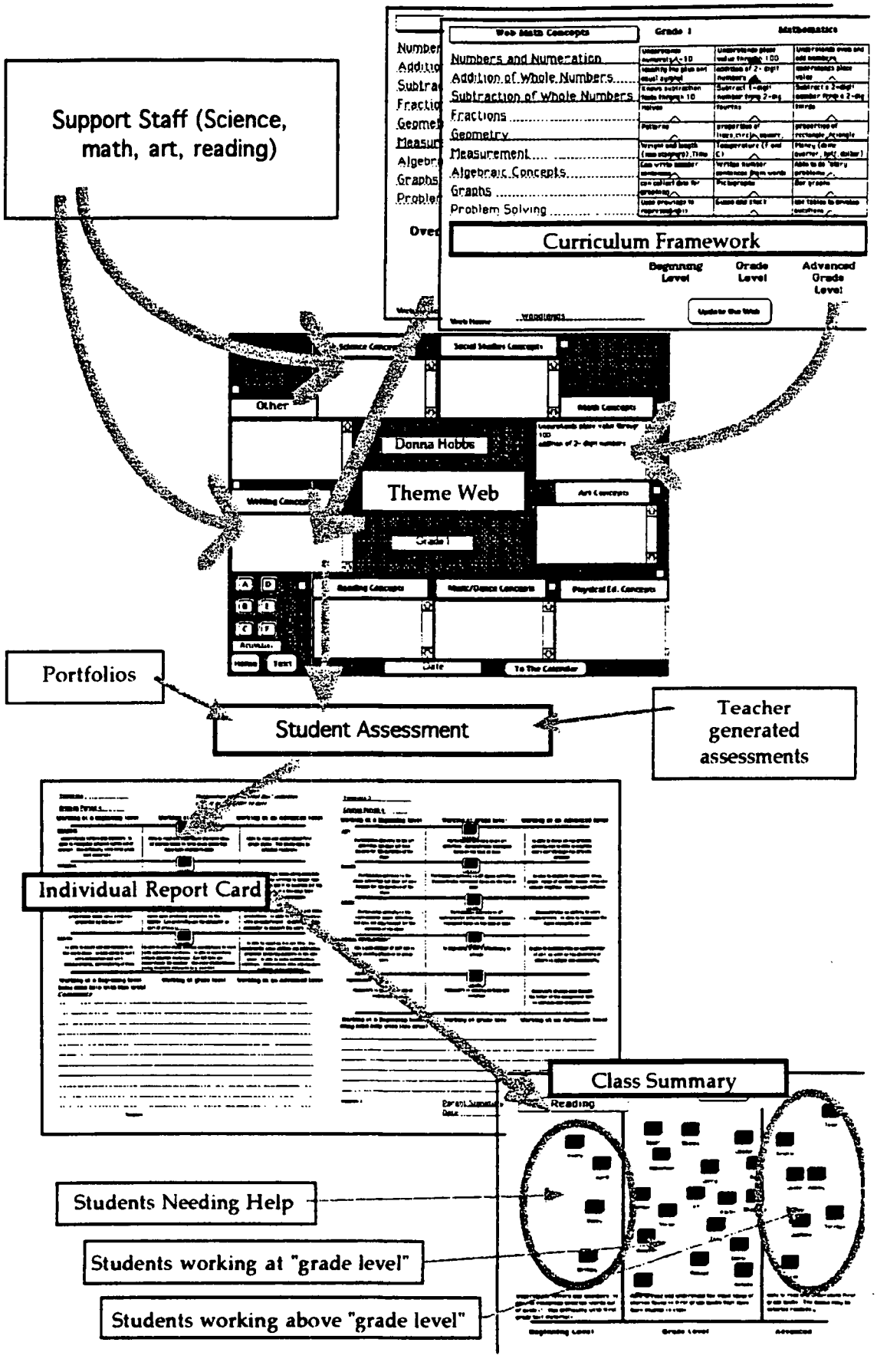
Update the Web

Web Home

Template 1.1 Gr 3

The next page shows the flow of information from one curricular item to the theme web. The teacher then emails the web to the other support staff (art teacher, dance teacher, science support staff, etc.). They add to the web from their own perspective, indicating which portions they will be responsible for.

This completed web is emailed back to the teacher as well as to the headmaster to be added to the years curriculum guide.


Support Staff (Science, math, art, reading)
Curriculum Framework
Beginning Level
Grade Level
Advanced Grade Level
Theme Web
Donna Hobbs
Portfolios
Student Assessment
Teacher generated assessments
Individual Report Card
Class Summary
Students Needing Help
Students working at "grade level"
Students working above "grade level"

The Harbor Science and Arts Charter School

Published Curriculua

Text Support for the Curriculum

The specific content and skills in the reading program are derived from the **Spector Phonics program** (The Reading Reform Group) that is based upon the **Orton-Gillingham approach to phonics instruction.** This is combined with a **literature based series published by Silver Burdett and Ginn (Literature Works).**
The math program is the **Everyday Math series developed at the University of Chicago.**
The science content is developed in cooperation with science research partners, notably the Central Park Conservancy, Teachers College at Columbia University, and City College of C.U.N.Y. Text support comes from the Prentice Hall Life Science Series.

The Social Studies content is adapted to fit the scientific themes but content is supported by Silver Burdett Ginn Social Studies Series.

ATTACHMENT IV - 27

Does the educational program or philosophy of this proposed charter school tract a model a model curriculem or design

YES SEE ATTACHED

The Harbor Science and Arts Charter School

Published Curricula

Text Support for the Curriculum

The specific content and skills in the reading program are derived from the **Spector Phonics program** (The Reading Reform Group) that is based upon the **Orton-Gillingham approach to phonics instruction**. This is combined with a **literature based series published by Silver Burdett and Ginn (Literature Works)**.
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The **Social Studies content is adapted to fit the scientific themes but content is supported by Silver Burdett Ginn Social Studies Series.**

ATTACHMENT IV-28

REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA – NOT APPLICABLE

The Harbor Science and Arts Charter School for the first 4-5 years will only go to the 8th grade. We are contemplating going through grade 12 but this will depend on the Harbor acquiring additional space.

SECTION V

STUDENT PERFORMANCE

ASSESSMENT

ATTACHMENT V-29

HOW CHARTER SCHOOL WILL IMPLEMENT STATE-REQUIRED TESTS

The Harbor Science and Arts Charter School

29 State-required tests

Students will take all of the state-required tests as indicated on the testing schedule on the next page.

The Harbor Science and the Arts Charter School will administer the following State Standardized Exams:

NEW YORK STATE-ADMINISTERED STANDARDIZED EXAMS

NYS New Tests:

4th-Grade English Language Arts
8th-Grade English Language Arts
4th-Grade Science
8th-Grade Science
4th-Grade Math
8th-Grade Math
5th-Grade Social Studies
8th-Grade Social Studies

ATTACHMENT V – 30

SUPPLEMENTAL ASSESSMENT TESTS

ATTACHMENT V-31

OTHER ASSESSMENT TOOLS TO BE USED BY THE CHARTER SCHOOL TO MEASURE STUDENT ATTAINMENT OF STANDARDS OR PERFORMANCE

The Harbor Science and Arts Charter School

31. Other assessment tools.

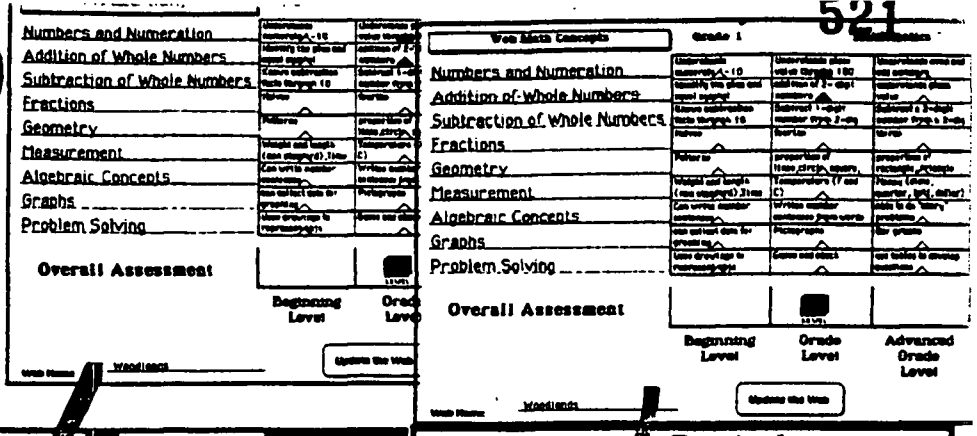
The primary assessment tools that will be used at the Harbor Charter School are teacher designed assessments supported by anecdotal reports and portfolios that document the anecdotal reports.

The flow of these assessments is shown on the next page.

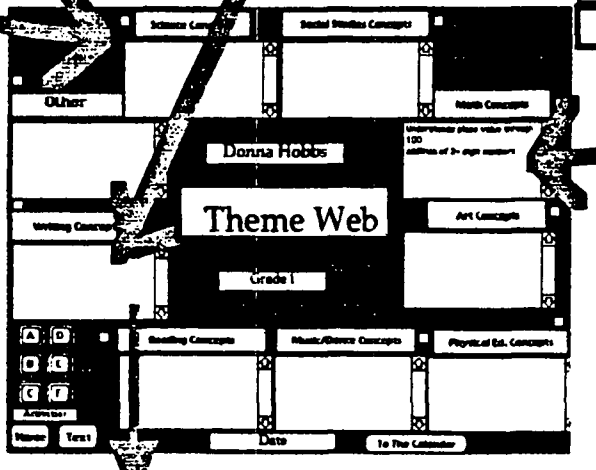
1. The classroom teacher and the support staff develop the theme plans following the curriculum guides.
2. This plan for the theme sets up the expectations for the student. The team develops a plan for assessing the student that combines teacher-generated tests with examples of the student's work.
3. The report card, along with the student portfolio is used to communicate the progress of the student to the parent and to the administrator.
4. The individualized reports are summarized in the class summary area. This provides a visual summary of the progress of the children in the class. It is used by the academic support team and the administrator to identify those children who may need extra help or those who are ready for some enrichment.

Support Staff
(Science, math, art, reading)

1



Curriculum

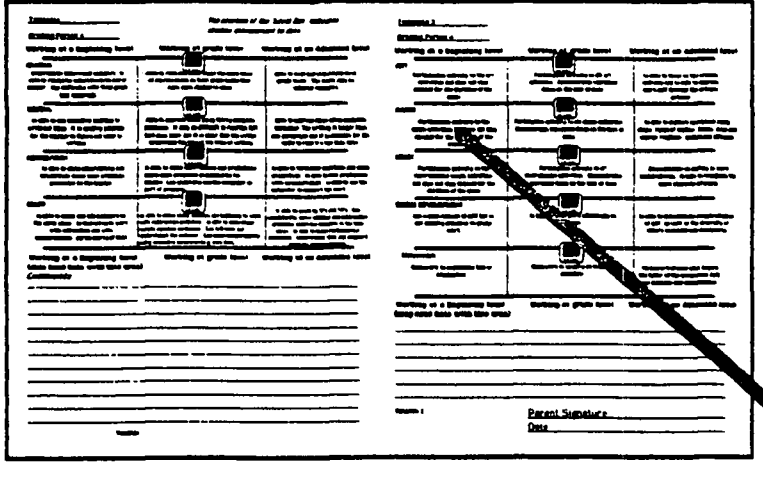


2

Portfolios

Teacher generated assessments

Student



Individual Report Card

3

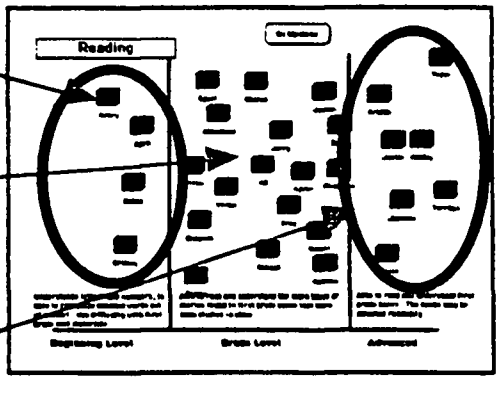
4

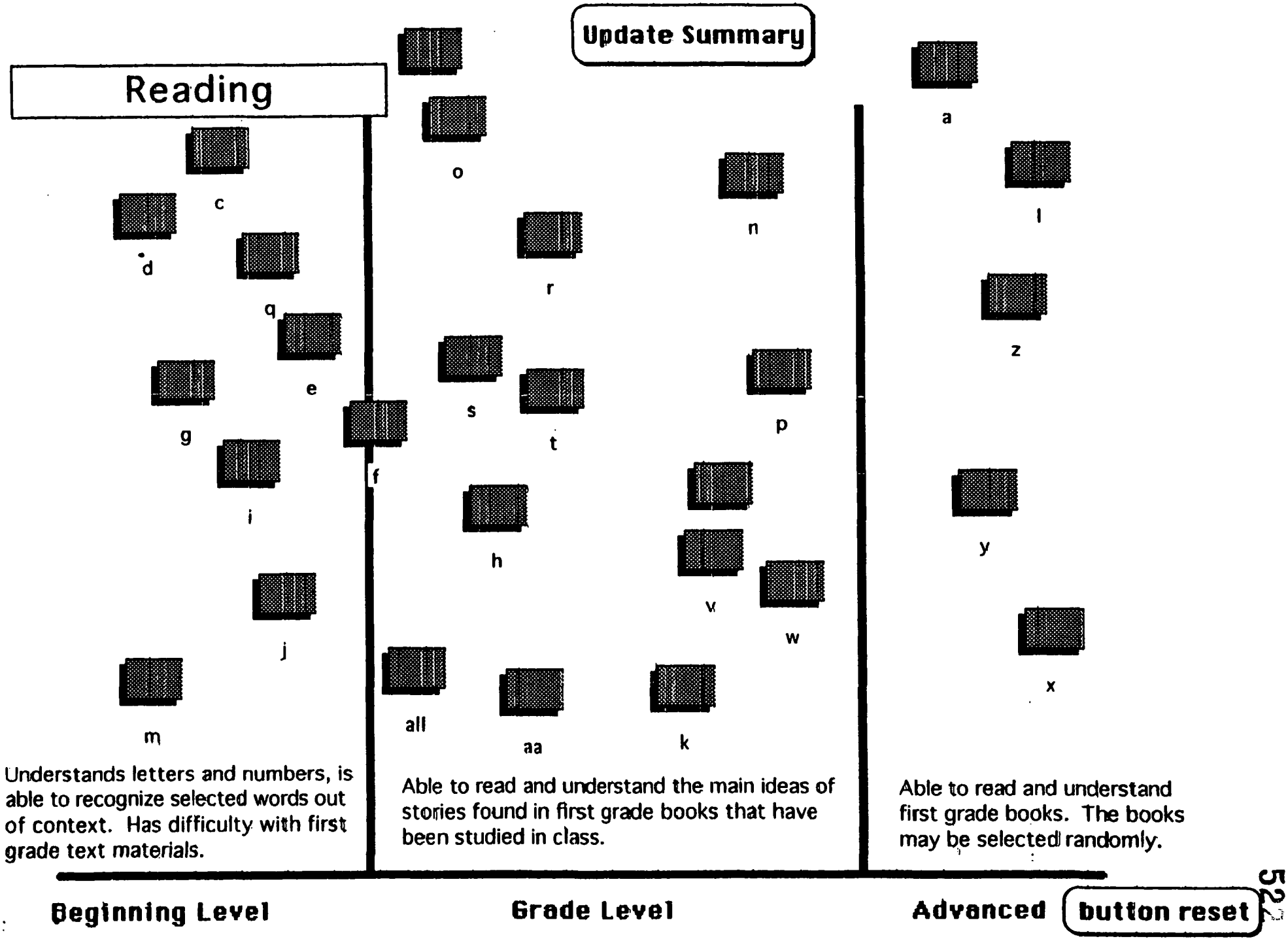
Class Summary

Students Needing Help

Students working at "grade level"

Students working above "grade level"




Update Summary
Reading
c
d
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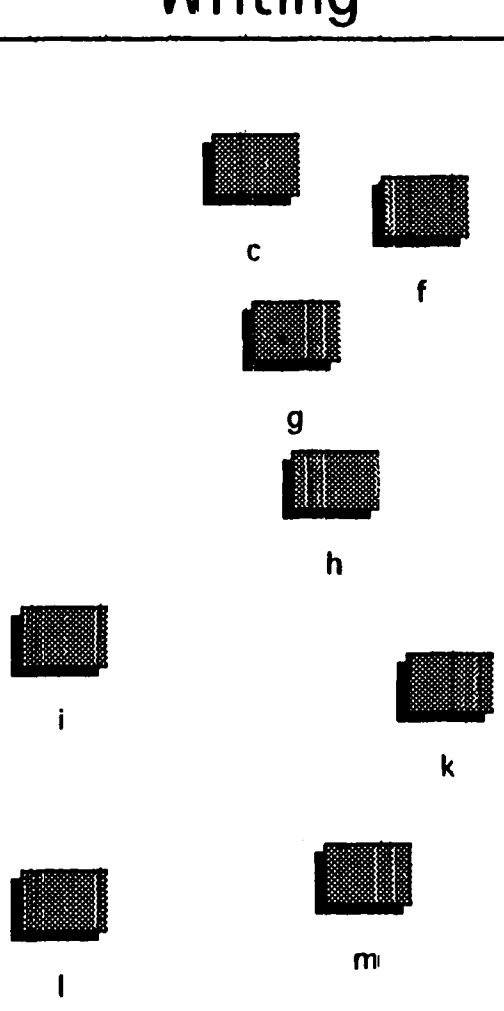
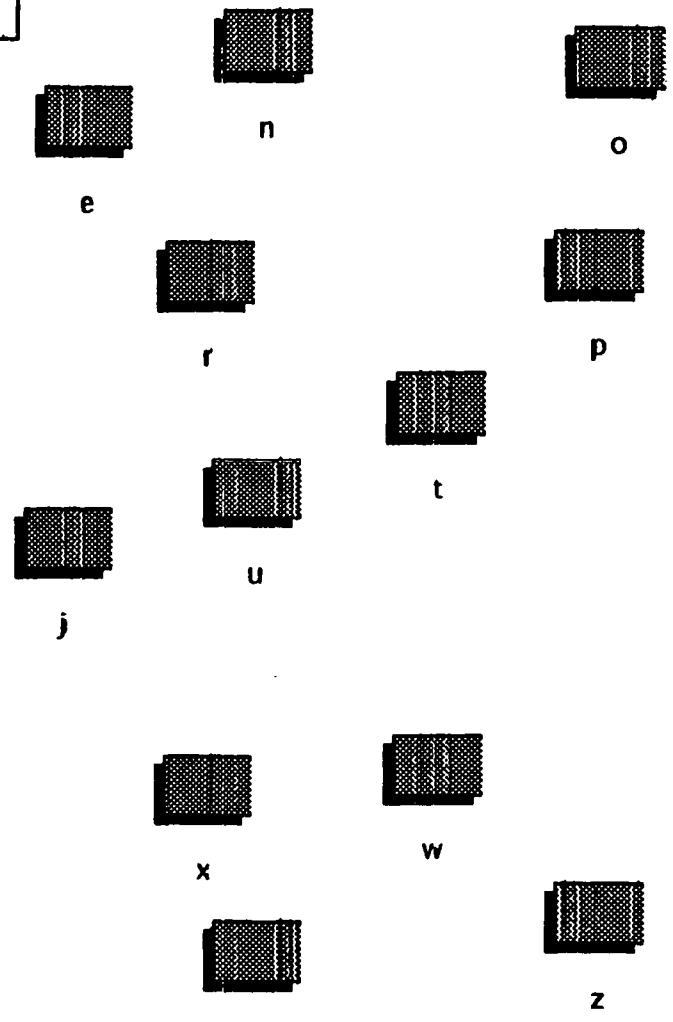
n
s
t
p
f
h
v
w
all
aa
k
a
l
z
y
x
Understands letters and numbers, is able to recognize selected words out of context. Has difficulty with first grade text materials.
Able to read and understand the main ideas of stories found in first grade books that have been studied in class.
Able to read and understand first grade books. The books may be selected randomly.
Beginning Level
Grade Level
Advanced
button reset

Update Summary

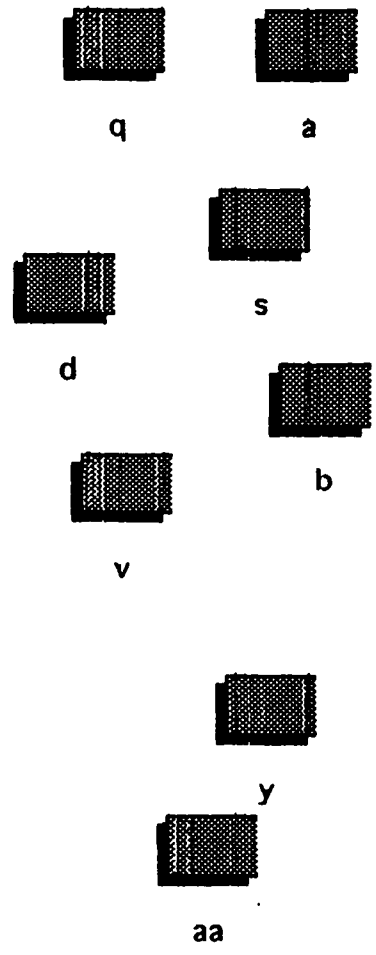
Writing



Is able to use inventive spelling to write out ideas. It is usually possible for the teacher to figure out what is written.



Able to expr all ideas using fairly complete sentences. It may be difficult to read the full text days later but it is clear that the writer understood the idea at the time of writing.



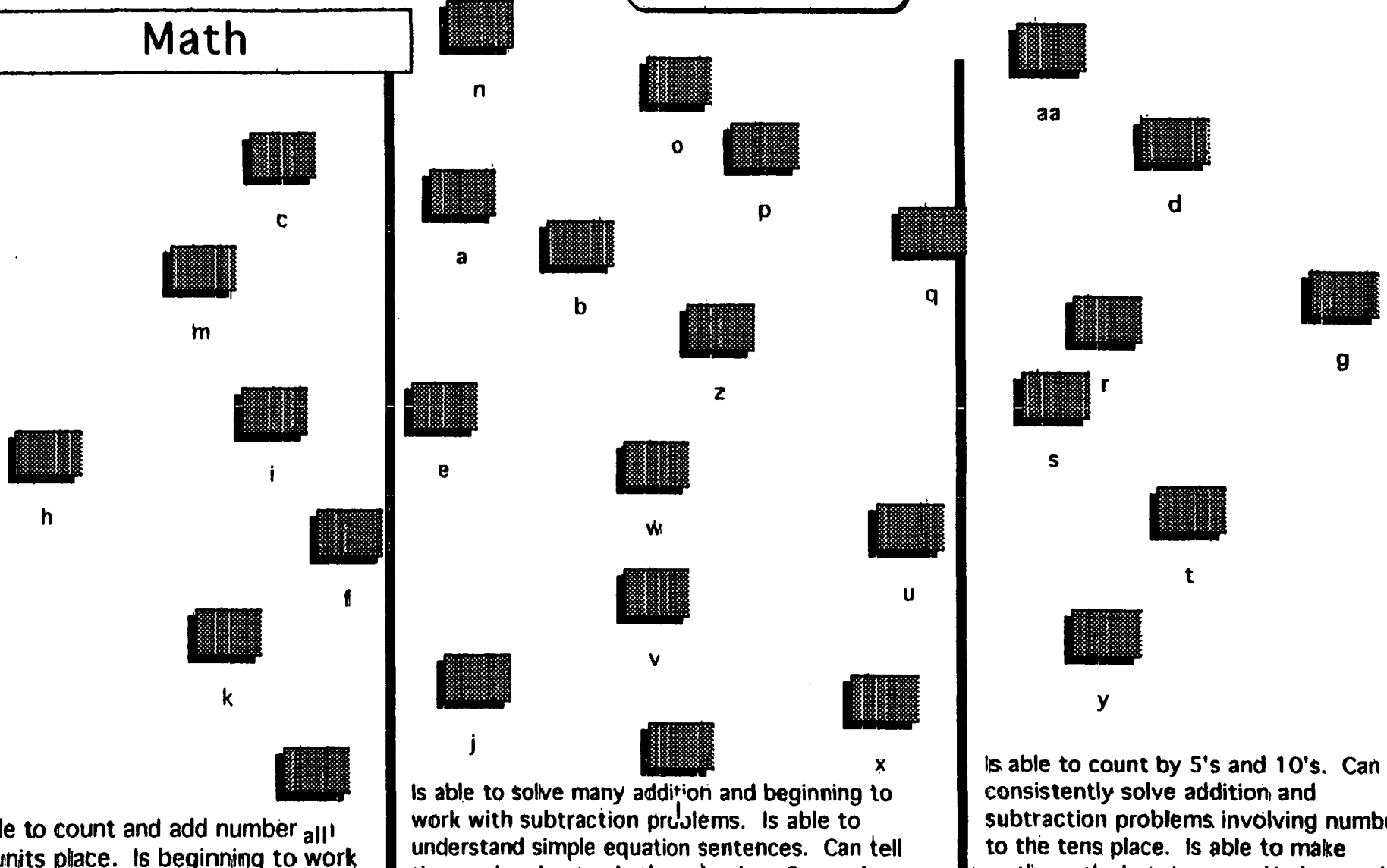
Able to express ideas using complete sentences. The writing is longer than one paragraph and it is possible for the child to read it a few days later.

Beginning Level | Grade Level | Advanced

button reset

Update Summary

Math



Is able to count and add number all the units place. Is beginning to work with estimation and with measurements, particularly of time.

Is able to solve many addition and beginning to work with subtraction problems. Is able to understand simple equation sentences. Can tell time and understands the calendar. Can make measurements using inventive measures (e.g. own foot).

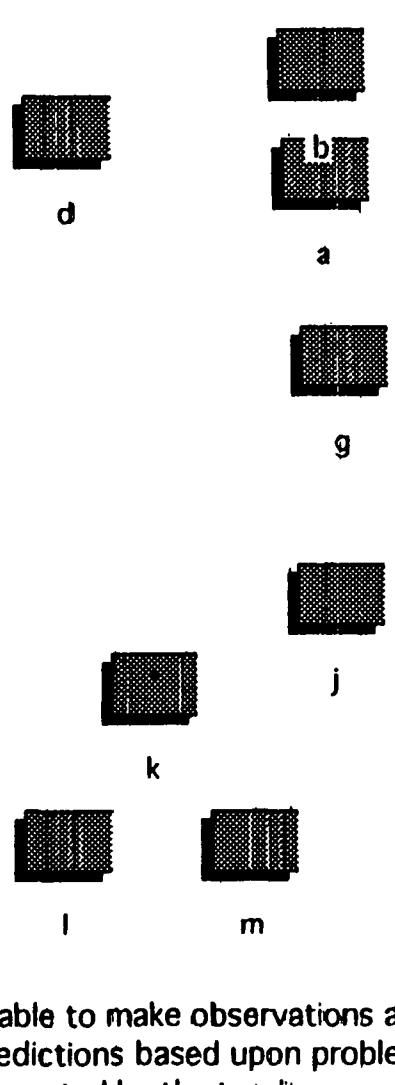
Is able to count by 5's and 10's. Can consistently solve addition and subtraction problems involving numbers to the tens place. Is able to make mathematical sentences. Understands time and standard methods of measurement.

Beginning Level | **Grade Level** | **Advanced**

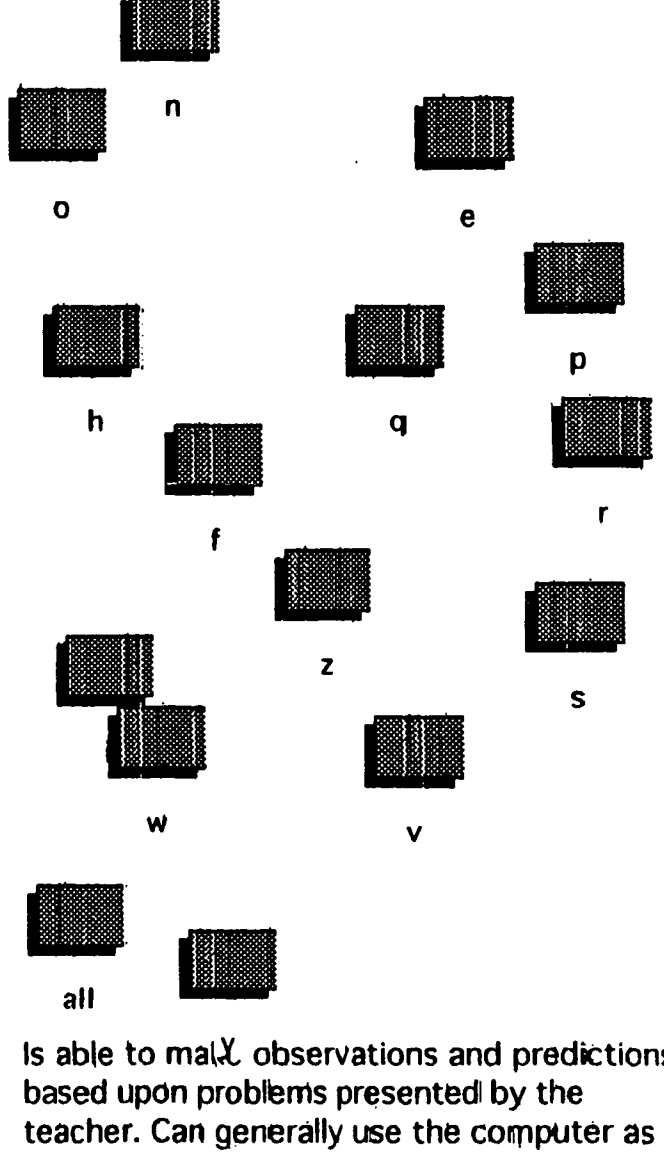
button reset

Update Summary

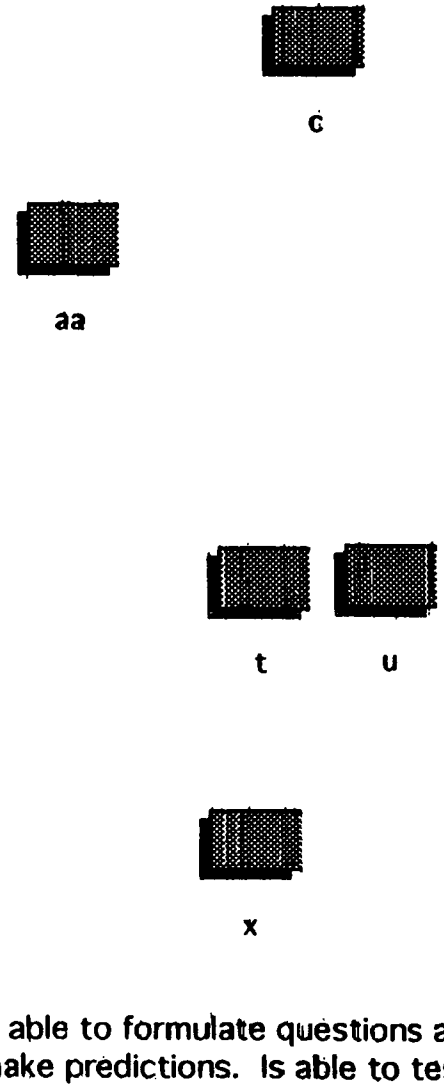
Science



Is able to make observations and predictions based upon problems presented by the teacher.



Is able to make observations and predictions based upon problems presented by the teacher. Can generally use the computer as part of projects.



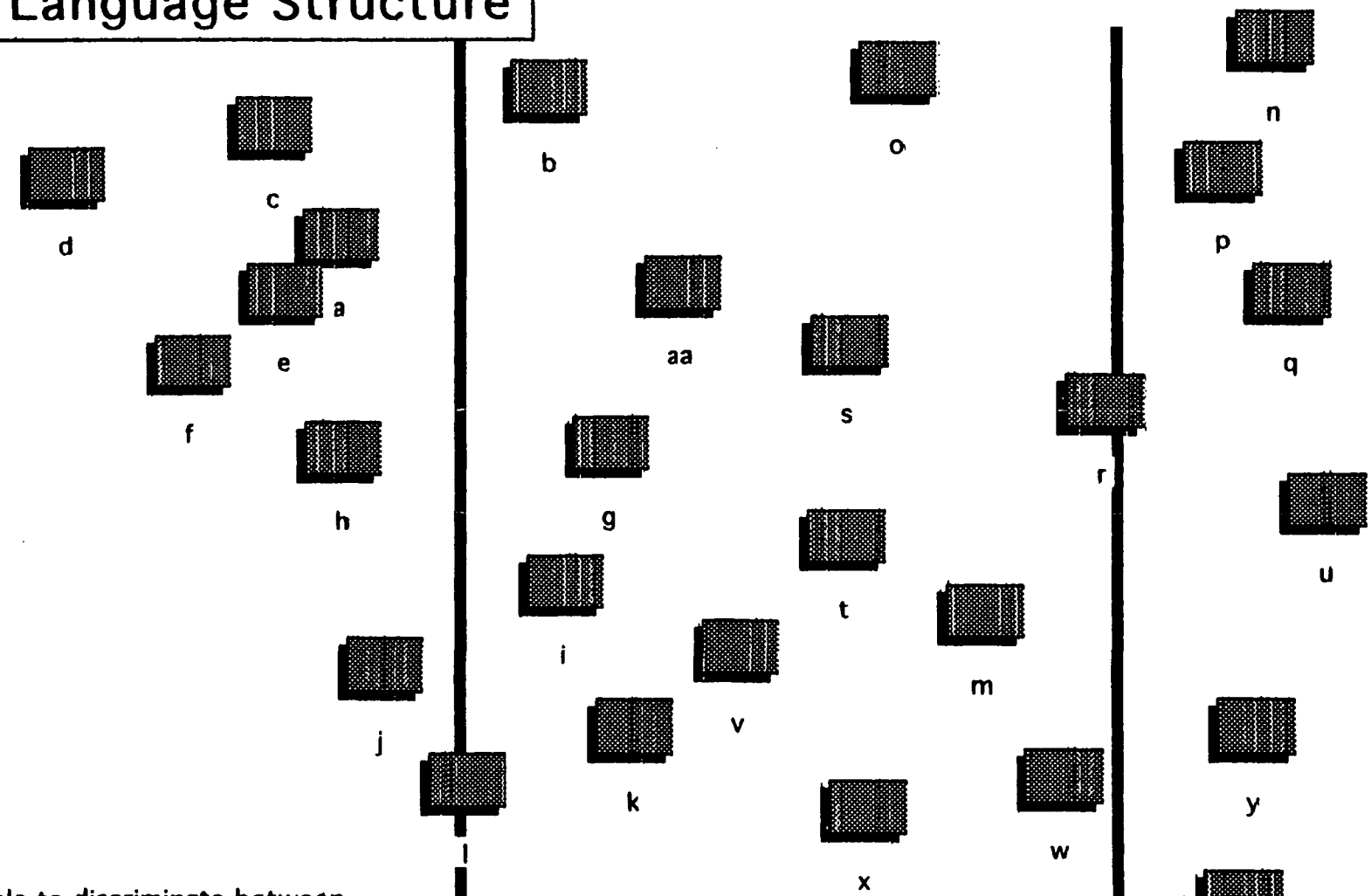
Is able to formulate questions and make predictions. Is able to test predictions with an experiment. Is able to use the computer to support the work.

Beginning Level | Grade Level | Advanced

button reset

Update Summary

Language Structure



Is able to discriminate between sounds, blend sounds to make new words, understands word position, understands opposites, uses context clues writes name and address.

Uses sight patterns, is able to tell and retell a story reads and writes letters, uses invented spelling, and transitional spelling.

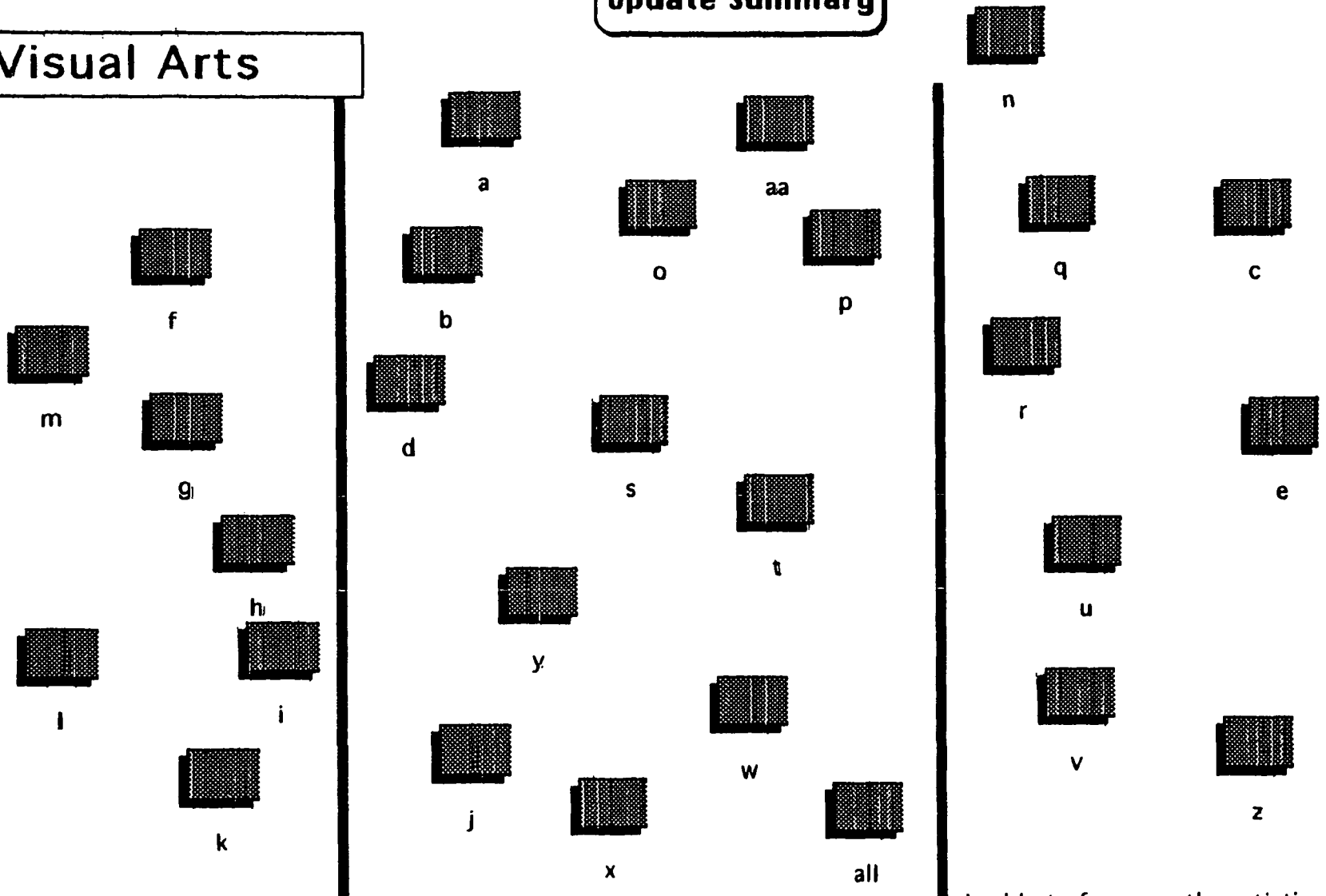
Understands sound, letter pattern relationships, spelling meaning relationships, understands sentences start with capital, end period

Beginning Level | Grade Level | Advanced

button reset

Visual Arts

Update Summary



Participates actively in the art activities but does not stay focused for the duration of the class.

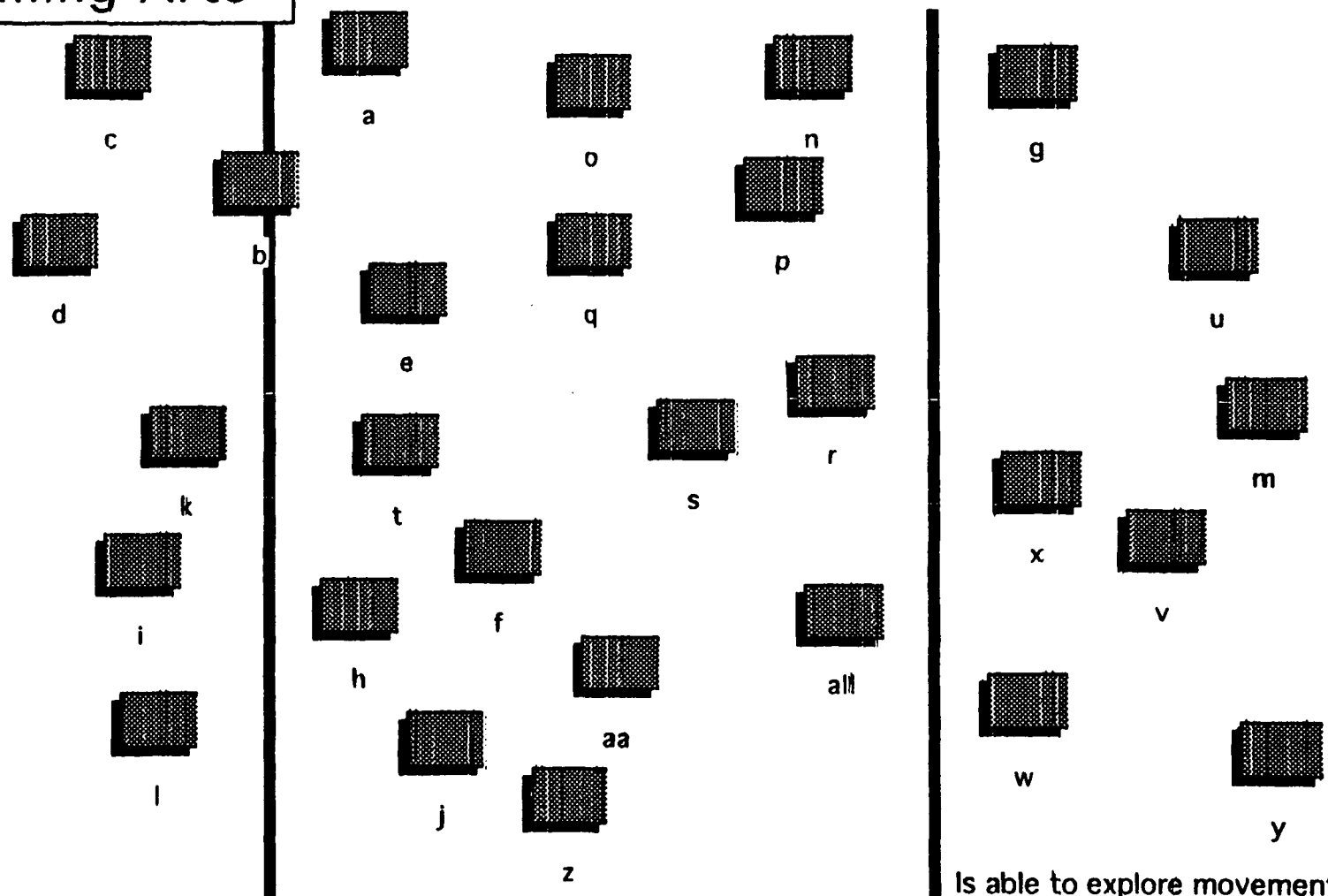
Participates actively in all art activities. Demonstrates increased focus on the task at hand.

Is able to focus on the artistic activity and is able to express one's self through the artistic process.

Beginning Level **Grade Level** **Advanced** **button reset**

Performing Arts

Update Summary



Participates actively in the dance activities but does not stay focused for the duration of the class.

Participates actively in all dance activities. Demonstrates increased focus on the task at hand.

Is able to explore movement using shape, range of motion, levels, even and uneven rhythms, motion and stillness.

528

Beginning Level

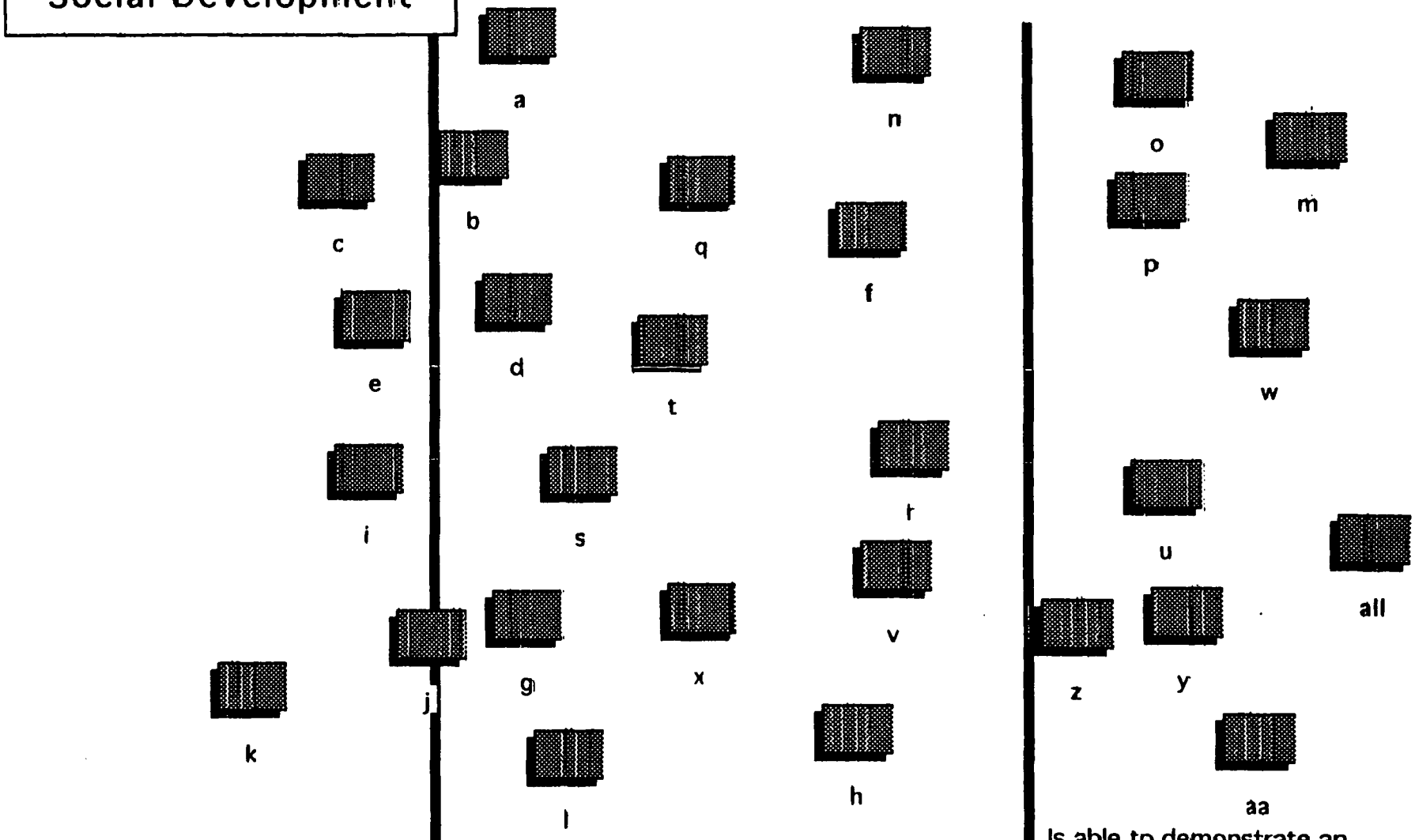
Grade Level

Advanced

button reset

Update Summary

Social Development



Has a good concept of self but is not ususlly effective in group work.

Is beginning to work effectively in groups.

Is able to demonstrate an appreciation of self, as well as the diversity of others in school and community.

529

Beginning Level

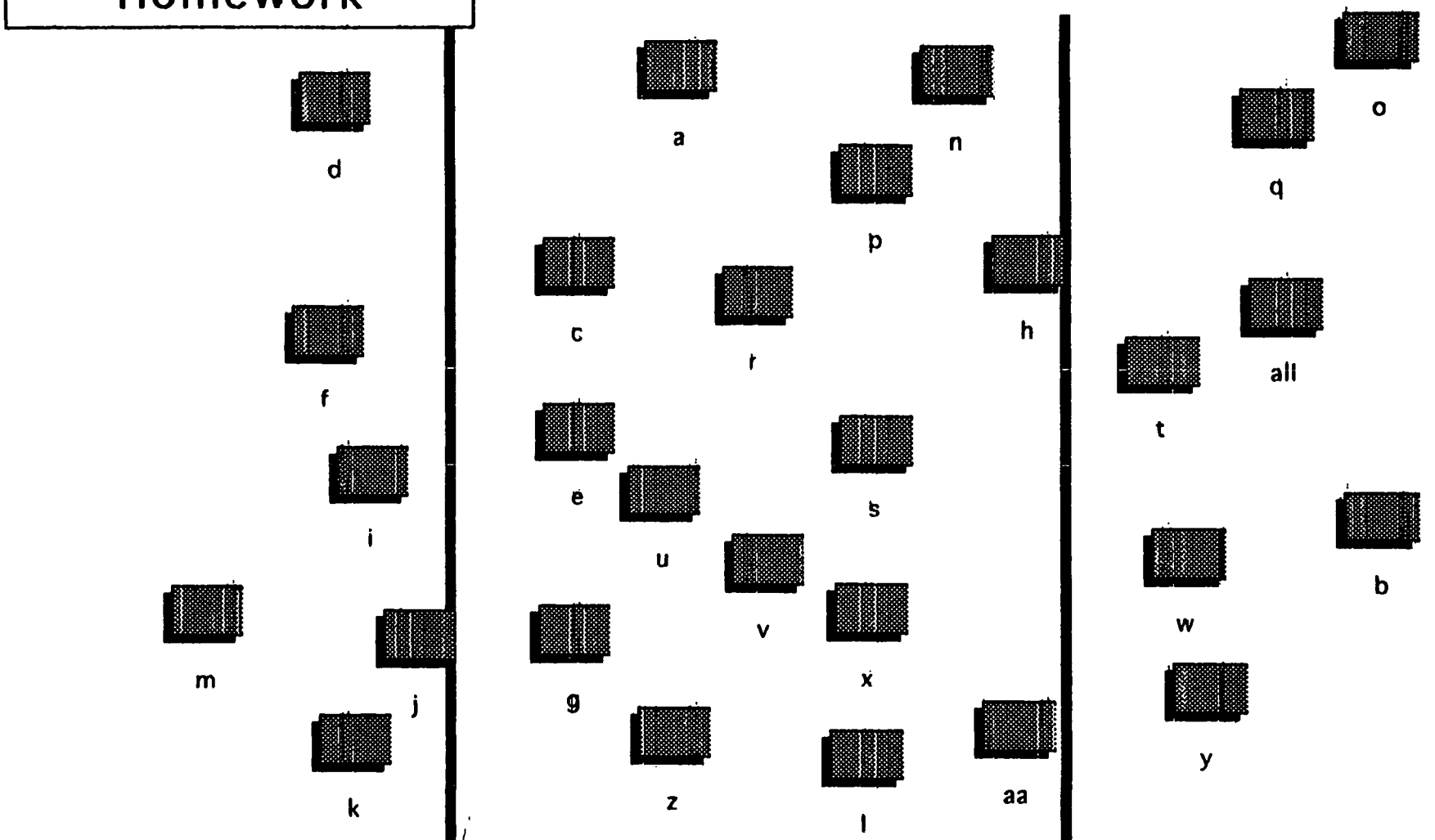
Grade Level

Advanced

button reset

Update Summary

Homework



Homework is sometimes late or incomplete.

Homework is usually on time and complete.

Homework always goes beyond the letter of the assignment both in neatness and completeness.

530

Beginning Level **Grade Level** **Advanced**

button reset

SECTION VI

PARENTAL AND COMMUNITY INVOLVEMENT

ATTACHMENT VI-32

HARBOR SCIENCE AND ARTS CHARTER SCHOOL PLAN TO PROMOTE PARENTAL AND STAFF INVOLVEMENT IN GOVERANCE AND ADMINISTRATION OF THE SCHOOL

The Harbor Science and Arts Charter School will involve parents and staff throughout the governance of the school through the following mechanisms.

- The Harbor School Board of Trustees will have two parent representatives. One trustee will be the parent association president and one trustee will be elected from the parent association at large. One parent should represent the lower school and one parent the middle school. These parents will be members of the Board of Trustees for a two-year term.
- The Parent's Association will be encouraged to and have a voice in the operation of the school with specific tasks assigned to the parent's association. The parent's association will be responsible for making certain decisions relevant to student life such as dress code, planning ceremonies, reviewing specific policies and procedures, recruiting other families to join the school community, planning festivals that support certain curriculum themes, etc.
- The school will establish a collegial process of governance with the staff functions in the manner that a college faculty would function. In such a system faculty would have input in most academic decisions impacting the school. This input will be achieved through regular weekly faculty meetings and a committee structure in the faculty to study specific issues impacting the school.

- The school will encourage dialogue between staff, parents and trustees to make sure that the school is addressing the needs of the students.
- Students in the Middle School will have opportunities for student government experiences to plan certain recreational activities and social events. Students will assume responsibility for their social events as well as other endeavors that they deem important to them.

ATTACHMENT VI-33

EVIDENCE OF COMMUNITY SUPPORT FOR THE HARBOR SCIENCE AND ARTS CHARTER SCHOOL

Letters of Commitment from the Harbor Preschool Programs to refer students

The Harbor has served the Harlem and East Harlem community for the past 34 years and as such we have established credibility within the community. The primary resource for students to be enrolled in the school is the Harbor Preschool and After-School programs which serve 700 children from Harlem and East Harlem. SEE ATTACHED LETTERS

Letters of Commitment from agencies in the community to refer students to the Charter School

In addition the Harbor Science and Arts Charter School has commitments from other day care agencies in Harlem and East Harlem to refer students to the program. SEE ATTACHED LETTERS

Letters of Commitment from agencies/institutions that support our educational programs

The Harbor has developed collaborative relationships with a number of educational agencies within the New York City community. These agencies and institutions have played an important part in developing science related programming at the Harbor. These linkages will support the Harbor Science and Arts Charter School by providing unique educational opportunities. SEE ATTACHED LETTERS

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

INSTITUTE FOR LEARNING TECHNOLOGIES

ROBBIE McCLINTOCK & FRANK A. MORETTI
CO-DIRECTORS

May 1, 1999

Mr. Robert North
Executive Director
Boys Harbor, Inc.
1 East 104 Street
New York, NY 10029

Dear Mr. North:

The Institute for Learning Technologies (ILT) is a research and development department of Columbia University and Teachers College devoted to advancing innovations in education enabled by emerging information and communication technologies. The Institute conducts a series of professional development workshops specifically designed for K-12 math and science professionals to enhance curriculum units through the use of digital technologies.

ILT will continue to develop our collaboration with Harbor in the following ways: ILT, as a collaborator with Playing to Win, coordinates the off-site technology lab to develop strong collaborative learning and in integrating technology curriculum in the school in all content areas. ILT will also continue to support Harbor in the context of the Eiffel Project, a New York City based effort of ILT to make accessible the new technologies to under-served youth in the Harlem area.

ILT supports the Harbor's application for a charter school and we look forward to continuing to work with the Harbor Charter School in the ways we have worked in the past.

Sincerely,

Frank A. Moretti, Ph.D.

FAM:tg

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BOYS HARBOR, INC.

Educating Girls & Boys To Be Their Best

HARRIET TUBMAN DAYCARE CENTER
130-142 W 143ST
NEW YORK, NY 10030

May 12, 1999

Robert North,D.D.S.,Executive Director
Boys Harbor Inc.
1 East 104th Street
New York, New York 10029

Dear Dr. North:

The Harriet Tubman Day Care Center is a twelve year old day care center sponsored by Boys Harbor Inc. We serve preschoolers and each year graduate and go on to first grade.

I understand that Boys Harbor is making application for a charter school which will be a fantastic opportunity for our students. The Harriet Tubman pre-school center supports the Harbor's application and encourage students graduating from our program to apply for attendance at the Harbor Charter School.

We wish you success in the new venture and think that it is a great opportunity for innovation in education as well as assisting students at risk from the Harlem community achieve.

Sincerely yours,

Ladest Nelson

Ladest Nelson
Program Director

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1299 Amsterdam Avenue
New York, NY 10027
Tel. 212-666-6000
Fax 212-666-0021

Grant Day Care Center

Ms. Williesteen Moore
Administrative Director

Mr. Fredrick Anderson
Educational Director

Mr. William Saunders
Social Service Coordinator

1 May 1999

Robert North, D.D.S., Executive Director
Boys Harbor Inc.
1 East 104th Street
New York, New York 10029

Dear Dr. North,

Grant Day Care Center is a 52year old day care center sponsored by ACD/ACS. We serve 88 preschoolers and each year 25 graduate and go on to first grade.

I understand that Boys Harbor is making application for a charter school, which will be a fantastic opportunity for our students. The Grant DCC pre school center supports the Harbor's application and encourage students graduating from our program to apply for attendance at the Harbor Charter School.

We wish you success in the new venture and think that it is a great opportunity for innovation in education as well as assisting students at risk from the Harlem community achieve.

Sincerely yours

Williesteen Moore
Director

W E S T C H E S T E R L A N D T R U S T

31 Main Street, Bedford Hills, NY 10507 914.241.6346 Fax 914.241.4508 E-Mail: wlandtrust@aol.com

Robert North, D.D.S., Executive Director
Boys Harbor Inc.
1 East 104th Street
New York, New York 10029

May 8, 1999

Dear Dr. North,

Our organization is devoted to preserving land and open space in Westchester County. For the last five years we have organized student watershed symposia on both the Hudson valley and the Long Island Sound.

Bob Wallace and Delia Susarret have been bringing your children from Harbor Academy for the last three years. Here at WLT we have been very impressed by the level of interest and intelligence from your school, which I might add is among the youngest of the participants. Participating schools range from 5th grade to high school, with most of the attendees from the middle school age. Your youngsters have presented their work on the Harlem Meer with grace and enthusiasm. They participated in a series of workshops taking on roles regarding a development proposal and were among the winners in the team that designed the most sustainable community. We found them to be a memorable and delightful group of children in the company of very warm and enthusiastic adults.

Although today, after six years, I am leaving my position as Education Director here, I will be working with a group of scientists (geophysicists, geologists and ecologists) and media specialists developing educational projects and materials and would be very interested in collaborating with Bob and Delia in the areas of environmental curriculum, the creation of conferences similar to the ones I created for the Land Trust symposia, and other opportunities to develop integrated curriculum and, with the media specialist who can create 3 dimensional visualizations, opportunities to collaborate on education based technologies.

In my new position at Earthworks we will be working in Yonkers beginning in June '99 developing a digital archive and orientation video which follows the path of a buried river in downtown Yonkers. The archive and eventual video will trace the geological formation of the Nepperhan River at the confluence of the Hudson and will also investigate the natural and cultural history of the site where an actual walk following the path of this river will be created for residents and tourists.

Board of Directors: Samuel F. Pryor, III, Chair, Olivia H. Farr, Secretary, Lawrence D. Stewart, Treasurer, Jan P. Adelson, Allan Beaver, Dori Cameron, Michael B. Gerrard, Jerome R. Goldstein, Susan Henry, Robert B. Hodes, Michael W. Klemens, PhD., Peter A. Levy, Robert Mullane, Caroline Niemczyk, S. Mackintosh Pulsifer, Robert D. Rawlins. **Honorary Board:** Jean W. Douglas, Louis McCagg
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I would be very pleased to collaborate with a Harbor Charter School and wish you much luck in that application. I would very much like to meet with you at your earliest convenience to discuss educational opportunities.

Please note my interim address is: 214 Pinesbridge Road
Millwood, NY 10546
914 762 5244

Sincerely yours,

Camilla Calhoun

Camilla Calhoun
WLT Education Director

Earthworks Co-Director of Ecosystems - from May 24, 1999

BOYS HARBOR, INC.

Educating Girls & Boys To Be Their Best

13 May 1999

Robert North, D.D.S., Executive Director
Boys Harbor Inc.
1 East 104th Street
New York, New York 10029

Dear Dr. North,

Boys Harbor Day Care center is a 18 year old day care center sponsored by ACD/ACS. We serve 350 preschoolers and each year 75 graduate and go on to first grade.

I understand that Boys Harbor is making application for a charter school which will be a fantastic opportunity for our students. The Boys Harbor pre school center supports the Harbor's application and encourage students graduating from our program to apply for attendance at the Harbor Charter School.

We wish you success in the new venture and think that it is a great opportunity for innovation in education as well as assisting students at risk from the Harlem community achieve.

Sincerely yours,

Bernadette Wallace

Bernadette Wallace
Director of Day Care

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EAST HAMPTON [illegible]

ATTACHMENT VI-34

DESCRIPTION OF THE PROGRAMATIC AND FISCAL IMPACT OF THE ESTABLISHMENT OF THE HARBOR SCIENCE AND ARTS CHARTER SCHOOL ON THE PUBLIC SCHOOLS AND NON PUBLIC SCHOOLS.

We do not anticipate any significant impact upon the two Community School Districts served by the Harbor in that initially the school will serve only 132 students and ultimately 196 students. The impact of these few students upon the two school districts with more than 13,000 students will be insignificant in that the school districts experience annual gyrations in their population of up to as many as 400 students annually.

YEAR	SCHOOL DISTRICT ENROLLMENT		
	Community School District 4	Community School District 5	Harbor Science and Arts Charter School
1996-97		13,522	0
1997-98		13,149	0
1998-99	14,092	13,775	0
1999-2000	14,000 (estimated)	13,500 (estimated)	0
2000-2001	14,000 (estimated)	13,500 (estimated)	132
2001-2002	14,000 (estimated)	13,500 (estimated)	154

SECTION VII

SCHOOL GOVERNANCE

ATTACHMENT VII-35

LIST OF PROPOSED BOARD OF TRUSTEES

The Harbor Science and Arts Charter School will have a have a governing Board of Trustees of six.

Persons as listed below

TRUSTEE NAME	ADDRESS/TELEPHONE	QUALIFICATIONS
ROBERT NORTH	437 West 162nd STREET New York, New York 10032 (212) 427 2244 x587 Work (212) 795 4234 Home	Appointed by Boys Harbor (Executive Director of Boys Harbor) Employed by Boys Harbor since 1967
RICHARD ASCHE	350 Central Park West New York, New York 10025 (212) 809 4500 work (212) 316 4627 home	Appointed by Boys Harbor (Chairman of Boys Harbor's Board of Directors) Affiliated with Boys Harbor since 1961
GAIL FURMAN	151 East 83rd Street New York, New York 10128 (212) 288 1832	Appointed by Boys Harbor (Educator)
VIVIAN GAMON	1215 Park Avenue New York, NY 10028 (212) 860-0632	Appointed by Boys Harbor (Educator)
PATRICIA FEARON	135-B West 168th Street Bronx, New York 10452 (212) 427-2244, Ext. 677	Appointed by Parents Association (Lower School)
Parent Representative		Appointed by Parent Association (Middle School)

ATTACHMENT VII-36

HARBOR SCIENCE AND ARTS CHARTER SCHOOL POLICY FOR THE QUALIFICATION OF TRUSTEES.

With the exception of the Parent Representatives, trustees should have a baccalaureate degree and bring the Harbor Science and Arts Charter School specific expertise in education, law, accounting/business, facilities, psychology and/or fundraising and be able to bring resources to the school that will enhance the students' educational experience and opportunities.

1. BACKGROUND INFORMATION ON ALL PROPOSED MEMBERS OF THE BOARD OF TRUSTEES

We are providing background information on the 6 initial founding trustees. Once the school is in operation there will be election of the parent trustees.

Richard Asche – Appointed by Boys Harbor - See Attached resume

Robert North – Appointed by Boys Harbor - See Attached resume

Gail Furman – Appointed by Boys Harbor - See Attached resume

Vivian Gamon – Appointed by Boys Harbor - See Attached resume

Patricia Fearon – Appointed by Parents Association or Parent Association President - See Attached resume –

Vacant – Appointed by the Parents Association

SEE ATTACHED RESUMES

RICHARD M. ASCHE

Richard M. Asche, Chairman, joined the Boys Harbor family as a counselor in 1962. He has been a Board Member since 1975. Richard is a graduate of Princeton Universith (magna cum laude, 1964) and Harvard Law School (cum laude, 1967). He is a litigating partner in the firm of Litman, Asche & Gioiella, LLP. Richard is also Co-Chairman of the Land Use Committee of Community Board 7 in Manhattan and has been a member of the New York City Bar Association, serving on the Committee on Federal Courts and the Committee on Judicial and Legal Ethics. Richard and his wife, Barbara, live in Manhattan and have two children, Rachel and Katia.

RICHARD M. ASCHE
Litman, Asche & Gioiella, LLP
45 Broadway Atrium
New York, New York 10006
(Tel.) 212-809-4500
(Fax) 212-509-8403

EDUCATION:

HARVARD UNIVERSITY, Cambridge, Massachusetts
LL.B. cum laude, 1967

PRINCETON UNIVERSITY, Princeton, New Jersey
A.B. magna cum laude, 1964
Activities: Editorial Board, Daily Princetonian,
Varsity Cross Country Team

HORACE MANN SCHOOL, Riverdale, New York 1980

PROFESSIONAL:

1978-Present **LITMAN, ASCHE & GIOIELLA, LLP**
Partner
Commercial litigation, criminal law, domestic relations law, general litigation, appeals.

POLLACK & KAMINSKY
1975-1978 Partner
1970-1975 Associate

1969-1970 **SOUTH BROOKLYN LEGAL SERVICES CORPORATION**

1967-1968 **HONORABLE MILTON POLLACK**, U.S. District Court, S.D.N.Y.
Law Clerk

BAR MEMBERSHIPS:

New York, 1967, Court of Appeals, Second Circuit;
United States District Court, Southern District of New York and Eastern District of New York, 1968;
Third Circuit Court of Appeals, 1980.

BAR ASSOCIATIONS:

Association of the Bar of the City of New York
Member: Committee on Federal Courts,
Committee on Judicial and Legal Ethics

New York Criminal Bar Association
Member: Trial Lawyers Section

CIVIC ACTIVITIES:

Boys Harbor, Inc.
1994-Present Chairman of the Board
1975-1994 Board Member, Secretary and Counsel

Manhattan Community Planning Board #7
Co-Chairman, Land Use Committee

Project for Psychiatric Outreach to the Homeless, Inc.
Board Member

PERSONAL:

Married: Barbara K. Asche,
Two children

ROBERT NORTH
437 WEST 162ND STREET
NEW YORK, NEW YORK 10032
(212) 795-4234

EDUCATION

1974 – University of Massachusetts – 45 credits toward Doctorate in Education
1970 – New York University – Doctor of Dental Surgery
New York State License – D.D.S. 028775
BNDD # - AN4968496
1966 – Middlebury College – BA – Biology
1962 – McBurney High School

PROFESSIONAL EMPLOYMENT

1966- Present – Boys Harbor Inc – a not for profit educational services agency which which provides educational, behavioral health and performing arts to more than 5000 young people from Harlem and East Harlem.
1995- Present – Executive Director
1975-1995 Deputy Director
1967-1975 – Trip Coordinator, College Advisor and Director Substance Abuse Prevention Program

1974- Present – Harlem Hospital Dental Department
Attending – Pediatric Dentistry
1973-1975 – Prison Health Services – Dentist
1971-1973 – United States Army – Fort Bragg – Dentist for children in the Dependents Dental Clinic

1966-1974 – Bridgehampton Child Care and Recreational Center, Bridgehampton, NY
Director of initially a summer recreational program which was converted to a year Round social service and educational center serving the low income community on the South Fork of Long Island.

PUBLICATIONS

Robert North and Richard Orange, "Teenage Drinking" 1979

CURRICULUM VITAE

GAIL A. FURMAN, A.C.S.W, M.A., Ph.D

PERSONAL DATA

Home:

170 Sullivan Street
New York, N.Y. 10012
(212) 260-3777

Office:

151 East 83rd Street
New York, N.Y. 10028
(212) 288-1111

Born:	July 28, 1942; New York, N.Y.
Social Security #:	069-34-4767
Marital Status:	Married; two children
License#:	08307-1; New York, 1985

EDUCATION

1985	Ph.D.:	Psychology	New York University
1976	M.A.:	Psychology	New York University
1968	M.S.W.:	Social Work	New York University
1964	B.A.:	Psychology	University of Michigan

POSTGRADUATE TRAINING

1994	Clinical Center for the Study of Development and Learning, The University of North Carolina School of Medicine: Recognizing and Managing Disorders of Learning and Attention in School-Aged Children.
1988-1991	Institute for Contemporary Psychotherapy: Psychoanalytic Training Program.
1970-1972	Fellowship; Jewish Board of Guardians: Child Development and Child Psychopathology.

PROFESSIONAL EMPLOYMENT

1982-Present **Private Practice.**
Psychotherapy, psycho-educational evaluations of and consultations with children, adolescents, and their families.

1997-Present **Consulting Psychologist: Boys Harbor Academy, 1 East 104th Street, New York, N.Y. 10029**
Consultation and direct service to parents, children, faculty, and administration.

1989-1996 **Director of Psychological, Educational, and Social Services: The Family Academy, 220 West 121st.St., New York, N.Y. 10027**
The Family Academy is a comprehensive public/private partnership model K-12 school in West Harlem. The model is designed to create a "one-stop shopping" institution that provides academic, social, and health services for students and their families. Adviser/consultant to the development of a unified reading/writing program. Developed and implemented the Parent/Partnership School Program; the College Mentoring Program; and the Student Academic Progress Profile. Worked to integrate resources at metropolitan area schools of law, medicine, and education, to bring more comprehensive resources to inner-city children and their families.

1989-Present **Consulting Psychologist: American International Schools.**
Coordinate/develop workshops at area school-based conferences. Topics include approaches/strategies to literacy in a multi-language classroom.

1990-1993 **School Psychologist: The Dalton School.**
Preschool to third grade. Consultation/direct service to parents, children, administration, and faculty. Consultant to the Fisher/Landau Program, an early childhood screening and intervention program. Parent/faculty workshop coordinator.

1987-1988 **Consulting Psychologist: Early Steps Program.**
A task force established by Mayor Edward Koch. Developed a screening program and literacy program for 4-5-year-olds in the New York City schools.

1985-1990 **Consulting Psychologist: New York Prep.**
An alternative model junior high school in District 4, East Harlem. Counselled teachers, administrators, families, and individual students about emotional and learning strategies in the classroom.

1972-1989 **Psychologist: The Fieldston School.**
Consultation and direct service to parents, children, and faculty. Designed an early assessment and intervention program for academically or emotionally high-risk youngsters. Coordinated and developed workshops for parents, faculty, and high school students. Established a liaison with the Division of Child Psychiatry at Babies Hospital for scholarship students in need of psychological/learning services.

1968-1973 **Psychiatric Social Worker: Jewish Board of Guardians.**
Provided psychotherapy to children and families. Developed outreach programs in schools for high risk adolescents, and a teen pregnancy program in Brooklyn.

1966-1968 **School Social Worker: Junior High School #57, Bedford-Stuyvesant.**
Developed and directed a truancy program for adolescent girls, which involved a literacy program, skills training, and psychological support.

1963-1965 **Community Worker: Fresh Start Program, Detroit, Michigan.**
Worked with gangs individually and in groups. Emphasis on returning adolescents to school and/or vocational training programs.

ACADEMIC APPOINTMENTS

1997-Present **Assistant Clinical Professor: New York University School of Medicine Child Study Center**

1990-Present **Adjunct Professor: Department of School Psychology, Yeshiva University.**

PROFESSIONAL SOCIETY MEMBERSHIPS

American Psychological Association
New York State School Psychology Association
Child Division of APA, Divisions 16 and 39
National School Psychology Association
American Orthopsychiatric Association
Orton Dyslexia Society
Association for Children with Learning Disabilities

OTHER PROFESSIONAL ACTIVITIES

1997-Present Board: Boys' Harbor, an Annenberg inner-city K--12 school.

1997-Present Board: The Child Study Center of the New York University School of Medicine and New York University Medical Center.

1997-Present Board: Human Rights Watch, Child Rights Advisory Board.

1996-Present Adviser/Consultant: The ReadNet Foundation, a literacy program for at-risk and inner-city children.

1990-Present Board: CARING--Columbia Presbyterian Hospital Children at Risk: Intervention for a New Generation.

1994-Present Board: United Nations Women's Commission for Refugee Women and Children. Since 1996, have served as director of the Children's Task Force, and as psychological/educational/trauma consultant to delegations visiting Angola, Cambodia, and the Burma border.

1989-Present Task Force on the Interface of Education and Psychiatry: American Academy of Child and Adolescent Psychiatry.

BIBLIOGRAPHY AND PUBLICATIONS

Furman, G., "Keep U.N. Troops in Angola," The New York Times, May 31, 1997, Op-Ed Page.

Furman G., et al., "Recovering from 30 Years of War: Refugee Women and Children in Angola," a publication of the Women's Commission for Refugee Women and Children, Spring, 1997.

Furman, G., "Emotional and Cognitive Predictors of Academic Achievement in Grades 1-6," University Microfilms International, Ann Arbor, Michigan, 1985.

Furman G., et al., "Does Sex Make A Difference? Gender and Age in the Perception and Evaluation of Aggression," American Journal of Psychology, March, 1980, Vol. 93, no. 1, pp. 53-78.

Extensively Quoted in These Articles:

The Daily News: "Help in Session," by Mary Reinholz, January 31, 1995, page 35.

Good Housekeeping: "The Pill That Teachers Push," by Jeanie Russell, December, 1997, page 110.

New York Magazine: "This Is Your Child. This Is Your Child on Drugs," by Susan Brenna, November 24, 1997, page 46.

The New York Times: "Even Children Get the Blues," by Suzanne Slesin; April 10, 1994, Education Life Section, page 15.

The New York Times: "A Disabilities Program That 'Got Out of Hand,'" by Michael Winerip, April 8, 1994, page 1.

The Washington Post: "Kids Under Glass: The Pros and Cons of Developmental Screening Tests," by Kathleen Day, October 23, 1995, section D5.

PRESENTATIONS

"A Psychological Interpretation of Drawings by War-Affected Children," opening and closing remarks, Sierra Leone Children's Drawing and Photography Exhibit Opening, The Cambridge Multicultural Museum, Cambridge, Massachusetts, September, 1997.

"Rich Kids: Is Wealth a Blessing or a Burden?," Post-Leadership University Graduate Conference of the Young Presidents' Organization, training program for 19-to-23-year-olds, Malaga, Spain, July, 1997.

Orton Dyslexia Society Annual Meeting, March, 1996.

"Confidence through Goal Setting," leadership training program for 16-18-year-olds, Village Camps, Geneva, Switzerland, April, 1994, and August, 1993.

"The Family Academy: A Model Inner-City Experiment," Annual Meeting, Children at Risk, Savannah, Georgia, January, 1994.

"Indicators of Emotional and Academic Risk," workshop, American International School, Tel Aviv, Israel, December, 1993.

"The Development of an Early Childhood Screening Program," Annual Meeting, American International Schools Association, Budapest, Hungary, October, 1992.

"How to Survive Your Child's Adolescence," Regional Family University Young President's Organization, Beaver Creek, Colorado, June, 1991.

"Learning Disabilities and the School System," Annual Meeting, American Academy of Child and Adolescent Psychiatry, Chicago, Illinois, October, 1990.

How to Raise Your Parents through Your Adolescence," International Family University Young Presidents' Organization, St. Moritz, Switzerland, July, 1990.

"The Role of Child Psychiatry in Education," Annual Meeting, American Academy of Child and Adolescent Psychiatry, Washington, D.C., October, 1987.

ATTACHMENT VII-37

TRUSTEE TERMS

There shall be two classes of trustees with each trustee elected for a two-year term in April. Annually three trustees shall stand for election from their constituent body. Should any trustee leave their constituency, a new member shall be elected to serve the unexpired term.

NUMBER OF TRUSTEES – The Harbor Science and Arts Charter School will have a board of trustees with 6 members

ATTACHMENT VII-38

38 DESCRIBE METHOD FOR APPOINTMENT/ELECTION OF TRUSTEES

PARENT AND FACULTY INVOLVEMENT IN SCHOOL GOVERNANCE

ELECTION OF TRUSTEES – Four of the trustees of the Harbor Science and Arts Charter School shall be elected by Boys Harbor's Board of Directors. Two trustees shall be elected by the Parents Association or one will be the President of the Parents Association. All trustees will be elected for two-year terms. Should any elected representative leave the school for whatever reason, an election will be held to replace that representative on the Board of Trustees for their unexpired term.

SEE ATTACHED HARBOR SCIENCE AND ARTS CHARTER SCHOOL BYLAWS

Continued Application Name: Harbor Science and Arts

556

INNOVATIVE PROGRAM
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UNREDACTED

BY-LAWS

Of

THE HARBOR SCIENCE AND ARTS CHARTER SCHOOL

ARTICLE I- Offices

The name of the corporation is HARBOR SCIENCE AND ARTS CHARTER SCHOOL. The principle office of the corporation shall be in the 1 East 104th Street building of New York City of New York county of New York State. The corporation may also have offices at such other places within or without this state as the board may from time to time determine or the business of the corporation may require.

ARTICLE II- Purposes

The purpose to operate a charter school are as follows:

1. Improving educational outcomes of at risk students from the Harbor Community
2. To develop a collaboration educational process
3. To involve parents intimately in the learning process of their children
4. To individualize instructional programs that challenge students of all abilities to attain the pinnacle of their learning ability.
5. To make technology an integral part of curriculum.
6. To implement a performing arts program as an integral part of school.

ARTICLE III-Membership

2. MEMBERSHIP MEETINGS

The annual meeting of the corporation shall be held on the 2nd Tuesday of September each year except that if such day be a legal holiday then in that event the directors shall fix a day not more than two weeks from the date fixed by these by-laws. The secretary shall cause to be mailed to every member in good standing at his address as it appears on the membership roll book of the corporation a notice stating the time and place of the annual meeting.

Regular meetings of the corporation shall beheld a minimum fives times a year September, November, January, April, and June.

The presence at any membership meeting of not less than 4 members shall constitute a quorum and shall be necessary to conduct the business of the corporation: However, a lesser number may adjourn the meeting for a period of not more than 2 weeks from the date scheduled by the by-laws and the secretary shall cause a notice of the re-scheduled date of the meeting to be sent to those members who were not present at the meeting originally called. A quorum as hereinbefore set forth shall be required at any adjourned meeting

A trustee roll showing the list of Trustees as of the record date, certified by the secretary of the corporation, shall be produced at any meeting of members upon the request therefore of any member who has given written notice to the corporation that such request will be made at least ten days prior to such meeting. All persons appearing on such membership roll shall be entitled to vote at the meeting.

3. SPECIAL MEETINGS

Special meetings of the corporation may be called by the Trustees. The secretary shall cause a notice of such meeting to be mailed to all members at heir addresses as they appear in the membership roll book at least ten days but not more than thirty days before the scheduled date of such meeting. Such notice shall state the date, time, place and purpose of the meeting and by whom called.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

4. ACTION BYMEMBERS WITHOUT A MEETING

Whenever members are required or permitted to take any action by vote, such action may be taken without a meeting by written consent, setting forth the action so taken, signed by all members entitled to vote thereon.

5. PROXIES

Every member entitled to vote at a meeting of members or to express consent or dissent without a meeting may authorize another person or persons to act for him by proxy.

Every proxy must be signed by the member or his attorney-in-fact. No proxy shall be valid after the expiration of eleven months from the date thereof unless otherwise provided in the proxy. Every proxy shall be revocable at the pleasure of the member executing it, except as otherwise provided by law.

6. ORDER OF BUSINESS

The order of business at all meetings of members shall be as follows:

1. Note of attendance.
2. Reading of minutes of the preceding meeting.
3. Report of School Head
4. Report of Treasurer/CFO.
5. Trustee/Committee Reports
6. Old and unfinished business.
7. New business.
8. Good and welfare
9. Miscellaneous.

Subject to the general principles of parliamentary law, the Board shall fix its own rules of procedure.

ARTICLE IV-DIRECTORS

1. MANAGEMENT OF THE CORPORATION

The corporation shall be managed by the board of trustees, which shall consist of not less than 6 directors. Each director shall be at least nineteen years of age. Four Trustees are elected for two year terms by Harbor Science and Arts Charter School Trustees, the Harbor Science and Arts Charter School Teachers, and two trustees elected by the Harbor Science and Arts Charter School Parents Association.

2. REMOVAL OF DIRECTORS

Any directors may be removed for cause by three-fourths vote of the trustees.

3. RESIGNATIONS

All resignations shall be made in writing to the Secretary but no resignation shall be accepted by the Board while the member offering it is indebted to the corporation in any amount either in dues or otherwise. Any person ceasing to be a member of the corporation forfeits all interest in or claim to the property of the corporation.

4. QUORUM OF DIRECTORS

Unless otherwise provided in the certificate of incorporation, one-third of the entire board shall constitute a quorum for the transaction of business or of any specified item of business.

5. ACTION OF THE BOARD

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the board. Each director present shall have one vote.

6. NOTICE OF MEETINGS OF THE BOARD, AND MEETING NOTICE

The Board of Directors shall hold such meetings as they deem necessary and at A time and place convenient to most Board members. At a minimum the board shall hold four meetings per year. Meeting notice shall be written and mailed no less than 10 days in advance and no more than 30 days in advance. Special meetings may be called with three - day notice by wire, e-mail, and in writing. Special meetings may be called by agreement of three board members.

ARTICLE V-OFFICERS

1. OFFICES, ELECTION, TERM

The officers of the corporation shall be a Chairman President, Vice-President, Secretary and Treasurer, who shall be elected at the annual meeting of the corporation or any adjourned meeting thereof, and they shall hold office for one year or until their successors have been elected. Any other office which the Board of Directors may designate shall be filled by the Board for a term not exceeding one year or until their successors are elected. Nothing herein shall prevent the Board of Directors from discontinuance shall forthwith relieve the officer appointed or elected to such discontinued office from duty without any further action by the Board.

2. REMOVAL, RESIGNATION

Any officer or member may be removed or suspended for cause by a three-fourths vote of those present at any stated or special meeting of the authority from which he received his election or appointment, which meeting has been called for the purpose of hearing charges. The Board of Directors shall have power, by a majority vote of those present, to suspend from the member of his official duties any officer against whom charges have been made awaiting action by the proper authorities. A meeting to consider charges shall be made within thirty (30) days after date of suspicion and the officer or member suspended shall be notified in writing at least ten (10) days before the meeting of the time and place of the meeting and the nature of the charges.

3. CHAIRMAN/PRESIDENT

The Chairman shall be the executive officer of the corporation. He shall be a member ex officio of all committees. Subject to the direction of the Board of Directors, the Chairman shall direct and supervise the activities of the corporation and shall sign, or direct the Secretary to sign, all public utterances of the corporation, and he/she shall perform all such duties as ordinarily pertain to his office and as the Board of Directors

may direct. In conjunction with the Secretary or Treasurer he/she shall execute all legal documents of the corporation.

4. VICE-PRESIDENT

The Vice-President shall discharge all the duties of the President during the latter's absence or inability to act when so instructed by the Board of Directors, and unless so instructed the Vice-President shall not assume the duties of the President other than to call meetings and preside thereat.

5. TREASURER

The Treasurer shall collect and receive the funds of the corporation. He/she shall deposit and disburse that in accordance with the directions of the Board. He/she shall be the custodian of all securities of the corporation and he shall keep proper books of account covering all financial transactions. He/she shall report to the Board as to his transactions whenever so desired and he shall report annually to the whole corporation. The treasurer's books shall at all times be subject to examination and audit by the Board and/or by whomever they shall designate to make such examination and audit. He/she shall perform all duties ordinarily pertaining to his office, including, when so authorized the borrowing of money for and the signing of obligations of the corporation. All contracts involving the finances of the corporation shall receive his signature in approval, which shall be given upon the direction of the Board and he shall keep an accurate account of all such obligations and contracts.

6. SECRETARY

The Secretary shall keep an accurate list of all members and their post-office addresses. He shall keep minutes of all meeting of the corporation and its Board of Directors. He shall notify all officers and committee of their election or appointment and issue notice for all meetings. He shall conduct such correspondence as may be assigned to him by the Board or the President and in general perform such duties as ordinarily pertain to the position of the Secretary. He shall be custodian of the seal of the corporation and shall preserve carefully as custodian the books and records of the corporation.

7. SURETIES AND BONDS

In case the board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the board may direct, conditioned upon the faithful performance of his duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his hands.

ARTICLE VI-SEAL

The Board of Directors may in its discretion adopt a seal for the corporation and designate its design as follows:

ARTICLE VII- QUALIFICATION OF DIRECTORS AND OFFICERS

Any United States citizen over the age of 21 years.

ARTICLE VIII-AMENDMENTS

These by-laws may be amended by two-thirds vote of those members present at regular or special meeting of the corporation called after ten (10) days notice in writing to all members of record in good standing mailed to their recorded mail addresses and covering a copy of all proposed amendments. Any five (5) members of the corporation may file a request for an amendment of the by-laws with the Secretary, who shall forthwith submit said to the Board.

ARTICLE IX

All trustees must be fingerprinted prior to membership as per the New York State Charter Legislation.

ATTACHMENT VII-39

RESPONSIBILITES AND OBLIGATIONS OF THE BOARD OF TRUSTEES

The responsibilities and obligations of the Board of Trustees are as follows:

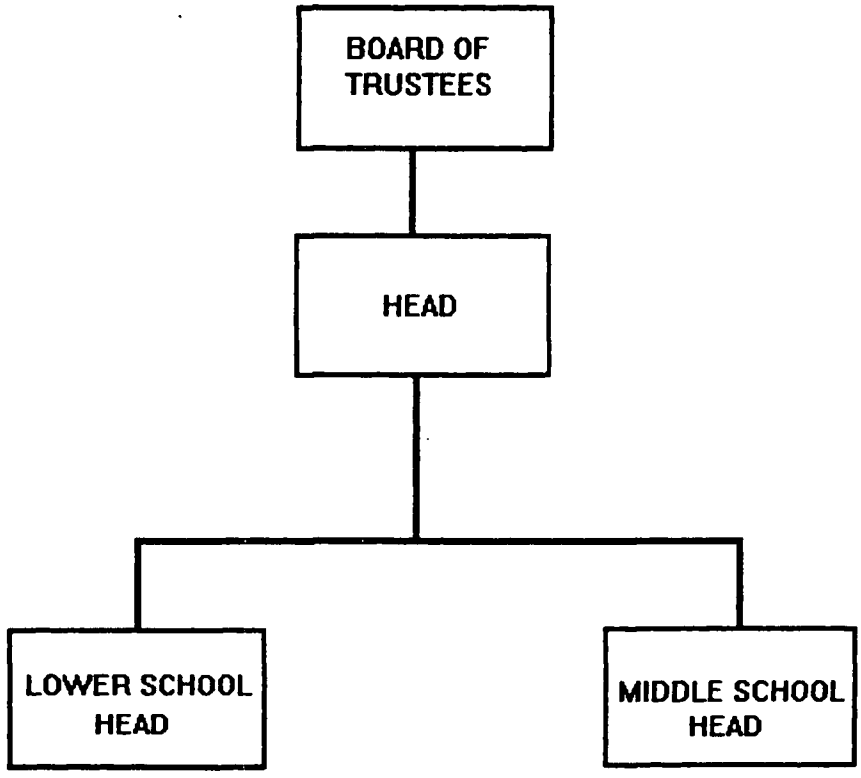
1. The board prepares a clear statement of the school's mission and objectives
2. The board reviews and maintains bylaws and establishes policies and plans consistent with its missions
3. The board assures compliance with applicable laws and regulations and minimizes exposure to legal action
4. Trustees actively support and promote the school's mission
5. The board sets policy and the administration/head implements policy
6. The board is accountable for the financial well-being of the school including capital assets, operating budgets, fund-raising and endowment.
7. The board selects, supports and nurtures the Headmaster/mistress of the school.
8. The board or a committee of the board, conducts a written evaluation of the performance of the head and works with the head to establish goals for the following year.
9. The board evaluates itself annually and establishes goals for the following year.
10. The board composition should be reflect of the community it serves as well as have a balance of expertise and perspectives needed to achieve the mission of the school.
11. The board keeps full and accurate records of its meetings, committees and policies.

ATTACHMENT VII-40

REPORTING STRUCTURE OF SCHOOL OFFICIALS TO THE BOARD OF TRUSTEES

ATTACHMENT VII-40

40. REPORTING STRUCTURE OF SCHOOL OFFICIALS TO THE BOARD OF TRUSTEES



ATTACHMENT VII-41

POLICIES AND PROCEDURES FOR ACCESS TO SCHOOL RECORDS AND PROVISION OF PUBLIC DOCUMENTS IN COMPLIANCE WITH FREEDOM OF INFORMATION LAW

Requests for information concerning the school's functioning will be honored and the Harbor Science and Arts Charter School will follow the procedures for public schools under the Freedom of Information Act. Specifically, any request for information will be acknowledged and a timetable for a response sent to the person making the inquiry. The information requested will be mailed as soon as possible.

- The Harbor Science and Arts Charter School will not release any information about a staff person or student without their permission.
- Staff must sign a waiver requesting that the school release confidential information about them.
- Parents of student under 18 years of age or students over 18 are entitled to see their child's records, and they must consent to the release of any information from that record.
- Any information released about the student in the school must be done in the aggregate with the identity of the student completely concealed.
- Information about the school will be released as soon as conveniently possible. The actions of the school will be governed by the Freedom of Information Act, the Privacy Act and New York State regulations and law.

ATTACHMENT VII-42

POLICIES AND PROCEDURES FOR PUBLIC MEETINGS AND EXECUTIVE SESSIONS OF THE BOARD OF TRUSTEES AND SCHOOL ADMINISTRATORS

The Harbor Science and Arts Charter School Board of Trustees will conduct its meetings following the guidelines of other public school districts. Specifically;

- Dates of meetings will be made known to the parents and an annual notice of meeting dates placed in the community newspaper.
- Meeting minutes will be maintained
- Votes on decisions made by the Board will be recorded.
- Executive session meetings will be held only when issues of personnel and salaries are discussed.

ATTACHMENT VII-43

PROCEDURE TO BRING GRIEVANCES TO THE BOARD OF TRUSTEES

The Harbor Science and Arts Charter School Personnel Policy Manual contains the grievance procedure, which outlines the steps by which a grievance shall be brought to the trustees. (See Staff/Parent/Student Grievance and Arbitration Procedure excluding grievances arising from suspensions and discharges found in the Harbor Science and Arts Charter School Manual)

Below is the Staff/Parent/Student Grievance policy excerpted from the Harbor Science and Arts Charter School Personnel Policy Manual attached in Section V.

A. A grievance must be initially presented within thirty (30) days after the facts giving rise to the grievance were discovered or should have been discovered by the employee, parent or student. A grievance not submitted at any step of the grievance procedure, in due time, shall be deemed settled on the basis of the decision last given, if any, and further prosecution thereof shall, in any event, be barred. If a decision of a grievance is not given in due time, the grievance may be taken to the next step.

An employee, parent or student shall have the right to submit a grievance. No grievance settlement shall be retroactively effective to a date preceding the date on which the cause of the grievance first arose or to a date more than thirty (30) days before the first written submission of the grievance, whichever is later.

Grievances shall be handled in accordance with the following procedure.

Step 1. An employee, parent or student with a grievance must first discuss the grievance with his/her immediate supervisor (school head). In the case of the parent or student the grievance should first be discussed with the teacher and then the school unit head. If not

resolved, the grievance shall then be submitted in writing by the grievant to the unit head who shall write his/her decision thereon in five (5) working days, after receipt of the grievance.

Step 2. A grievance not resolved by step 1 must be submitted in writing within ten (10) working days to a grievance committee which shall be composed of the following persons; an administrator of the school, a Harbor administrator serving the same age group with comparable rank to the administrator on the committee selected by the grievant, and a person selected by the Headmaster not involved in the dispute. The grievance committee will make a written recommendation with in ten (10) working days from receipt of the grievance. The recommendation with be submitted to the School Unit Head for action.

Step 3 A grievance not resolved by Step 2 may be submitted in writing to the Head of the school within ten (10) days of notification of Step 2 Action. He/she will render a decision within ten (10) days in writing.

Step 4 A grievance not resolved by step 3 may be submitted to the Board of Trustees with 5 days of notification of the decision of Step 3. A committee of the Board of Trustees. appointed by the Chairman or the Trustees will render a final decision within ten (10) days of receipt of the grievance. The decision of the Board of Trustees shall be final and binding.

Complaints relating to discrimination of race, color, creed, national origin, sex, physical handicap, age, arrest and/or conviction record are to be handled and processed under our Equal Employment Opportunity Program, as set forth in our policy statement and procedures.

ATTACHMENT VII-44

CODE OF ETHICS FOR THE TRUSTEES, OFFICERS AND EMPLOYEES OF THE CHARTER SCHOOL

1. Trustees and staff are expected to make decisions with reasonable care and consider what is deemed to be in the best interests of the school.
2. Trustees need not be experts in education and child development but must take care to hire people with the expertise, ability and professionalism to manage and operate the school in the best interest of the school and the children served.
3. Trustees must be loyal to the Harbor Science and Arts Charter School and put the school first when making decisions.
4. Trustees must be obedient to the mission of the school and all actions must be consistent with the mission and vision of the Harbor Science and Arts Charter School.
5. Trustees must disclose any interest, association, relationship or involvement that might influence his/her decision as part of one's duties as a trustee.
6. Trustees who have a real, perceived or potential conflict of interest between their personal lives and their position as a trustee must disclose this conflict and the trustee must excuse themselves from any discussion or vote of the trustees.
7. Trustees and staff are expected to have high expectations of all students and not to settle for less than the best of students and staff.
8. Trustees and staff must work together to develop as rich a mix of resources for the children in the school as possible.
9. Trustees will listen to and respect board colleagues.

10. Trustees will recognize that all authority is vested in the full board only when it meets in legal session.
11. Trustees will keep well informed about developments that relate to issues that may come before the board.
12. Trustees will bring to the group issues that may have an adverse effect on the school.
13. Trustees will represent all those whom the school represents and not just a particular group, area, ethnic group or any other interest.
14. Trustees will always seek to learn to do their job better.
15. Trustees must do their best to ensure that the school is well maintained, financially secure, safe, meeting educational outcomes, and always operating in the best interests of the students enrolled.
16. Trustees must see their job as to ensure that the school is well managed, not to manage the school.
17. When complaints are lodged, the trustee should refer it to the appropriate level in the chain of command.
18. Trustees must support the decisions of the majority.
19. Trustees are expected to be active and participate in board meetings.
20. Trustees will attempt to interpret the needs of those served and interpret the actions of the school to those served.

TRUSTEES WILL NOT

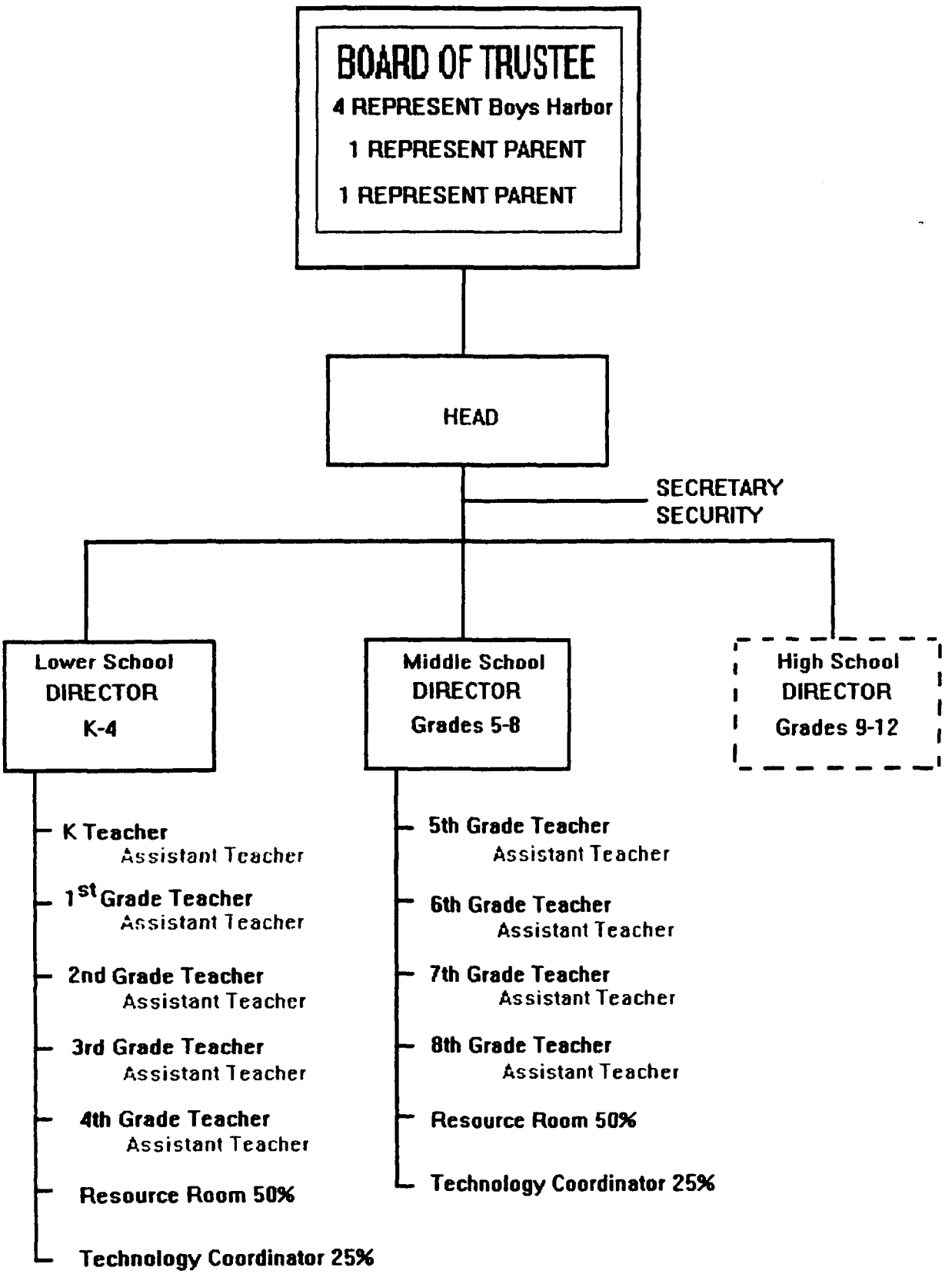
1. Criticize fellow trustees or their opinions in and out of the board room.
2. Use the school for personal advantage or that of friends or relatives.
3. Discuss confidential proceedings of the trustees outside of the board room.

4. Promise before a meeting how one will vote on a particular issue.

5. Interfere with the duties of the Head or undermine the Head's authority with staff.

ATTACHMENT VII-45

ORGANIZATIONAL REPORTING STRUCTURE AND MANAGERIAL CONTROL WITHIN THE CHARTER SCHOOL


BOARD OF TRUSTEE
4 REPRESENT Boys Harbor
1 REPRESENT PARENT
1 REPRESENT PARENT
HEAD
SECRETARY
SECURITY
Lower School
DIRECTOR
K-4
Middle School
DIRECTOR
Grades 5-8
High School
DIRECTOR
Grades 9-12
K Teacher
Assistant Teacher
1st Grade Teacher
Assistant Teacher
2nd Grade Teacher
Assistant Teacher
3rd Grade Teacher
Assistant Teacher
4th Grade Teacher
Assistant Teacher
Resource Room 50%
Technology Coordinator 25%
5th Grade Teacher
Assistant Teacher
6th Grade Teacher
Assistant Teacher
7th Grade Teacher
Assistant Teacher
8th Grade Teacher
Assistant Teacher
Resource Room 50%
Technology Coordinator 25%

SECTION VIII

PERSONNEL

ATTACHMENT VII-46

HARBOR SCIENCE AND ARTS CHARTER SCHOOL PERSONNEL POLICIES

SEE ATTACHED

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

PERSONNEL POLICIES

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HARBOR MISSION/ HARBOR VISION

EXECUTIVE, MANAGEMENT AND STAFF:

The purpose of this Manual is to acquaint each employee with the personnel policies and practices at Harbor Charter School so that you may know what to realistically expect from us and what we expect from you.

It is our hope that your job with us will be a source of satisfaction and pride. You have been chosen for your position because we feel that you have the character, reliability and skill to do it well.

Our School is made up of individuals molded into a team dedicated to servicing participants in our many programs. Some of our employees work directly with our clients, while others work behind the scenes helping our School run smoothly. Regardless of your position, each of us has an important job of blending our talents to the work of the School.

We expect that the provisions and information in the personnel policy manual will change from time to time due to revision and/or change at Harbor Charter School, or changes, which are mandated by legislation. It may not be possible, at times, to inform staff of such changes, however, every effort will be made to keep the Manual current. At all times, precedence will be given to the most current information over that which may be in the Manual and out of date.

This Manual is to be used as a guideline whenever problems or questions arise. If you need advice or consultation in fair and equal interpretation, for the application of the policies, please contact the Human Resources Director.

In accordance with Executive Order #50, as amended, Equal Employment Opportunity Requirements, Harbor Charter School, Inc., includes in their EEO policy nondiscrimination of all employees and applicants for employment without unlawful discrimination as to race, creed, color, national origin, sex, age, disability, marital status, sexual orientation or citizenship status in all employment decisions, including but not limited to recruitment, hiring, compensation, training and apprenticeship, promotion, upgrading, downgrading, transfer, layoff and termination, and all other terms and conditions of employment.

PROBATIONARY PERIOD

1. The probationary period applies to all new employees and shall be three (3) months (sick or leave of absence not included) from the date employment started. A written evaluation form must be completed, given to employee and inserted in personnel folder, by the School Unit Head, to indicate the successful completion of the probationary period. Thereafter, an evaluation form must be completed yearly. During or at the end of the initial probationary period, an employee may be dismissed without recourse to the grievance procedure.

2. Employees who are transferred or promoted to a new job position, will be on a probationary period of three (3) months after which time an evaluation will be made in writing, and shared with the employee, on the appropriate form designed for this purpose. Persons not performing up to applicable standards may have their probationary period extended or notified that they will not be retained in the new position and have the option at the end of the probationary period to return to their previous position.

3. The probationary period for exempt employees is (6) months.

4. Management has the right to extend an employee's probationary period with written notice and the reason. (In the instance of an extended probationary period the employee will be eligible for benefits.)

HOLIDAYS

The school year for faculty is 1 Sept to15 June, or 15 July to 15 August. The school will follow the calendar of the NYC Board of Education with the exception that the school year will include camping in July or August.

Each of the following days shall constitute holidays with pay:

Martin Luther King Jr.'s Birthday
President's Day
Spring Recess as per Board of Education calendar
Memorial Day
Labor Day
Thanksgiving Day
Day After (TGD)
Christmas Eve to day after New Years as per Board of Education calendar

If a Holiday falls on a Saturday or Sunday, employees shall be given the following Monday off with pay or a day at the discretion of the Headmaster.

If a holiday falls within an employee's scheduled vacation, it shall not be charged against his/her accrued vacation credits.

Since the School operates individually funded programs with locked-in salary ranges and general budget lines, individual salaries are dependent and negotiated with the administrators of those programs, as outlined in the proposal or the contract governing the funding of the program.

Employees who work and are paid solely by non-governmental funding sources, will be paid salaries comparable to the position in which employed in keeping with salaries paid by nonprofit organization of similar size, functions and depending on the length of service and job performance. Salary increments are dependent upon the funding source from which a staff person is paid.

STAFFING

The Harbor has the right to create new jobs, to fill them, to classify them, to fix rates of pay, to reorganize staff positions, to transfer and promote employees, and to assign qualifications, which in their opinion meets the standards required to fulfill the requirements of the positions.

QUALIFICATIONS

1. Harbor Charter School shall employ or have available such staff and professional services as will promote the physical and emotional well-being of the children therein. Educational counseling activities shall be under the supervision and direction of a staff member trained or experienced in child growth and development.

2. Staff members will be qualified by training and/or experience to carry out their respective functions in the administration, operation and maintenance of the program.

3. All staff, including temporary staff and volunteers, shall have a physical examination by a physician prior to employment and annually thereafter. Physical examination results will be returned to the Human Resources Director, by the employee or the doctor chosen by the employee. This is a pre-employment condition of employment.

4. Such staff, including temporary staff and volunteers, shall be immunized against certain vaccine-prevention diseases, as specified by the Department of Health.

5. Work loads and job descriptions shall be provided by the School Unit Heads to guide the staff members to fulfill their job responsibilities.

6. Harbor Charter School shall provide staff supervision and any in-service training, necessary to assist the employee in carrying out his/her responsibilities.

7. Former employer reference check, which in any way contradicts information, or any false or misleading statement, provided by the employee on the Employment Application, shall be sufficient cause for immediate dismissal. (i.e., false information regarding position held, periods of time employed, educational degree, reason for termination or any information regarding dishonesty, which was not disclosed by the employee before she/he was hired.)

MEAL PERIODS

The meal period is ordinarily thirty (30) minutes or more for the purpose of eating regular meals. The employee's meal period is uninterrupted except for rare infrequent emergency calls. The meal period is to occur somewhere in the middle of the employee's work day.

STAFF CATEGORIES

There are three categories of staff workers: indefinite, temporary (full-time, part-time), or hourly. These staff workers are paid by the Fiscal Department with normal tax applications.

5. A regular staff member is a person who is hired full-time or part-time for a continuing indefinite period of time. Full-time and part-time are defined as:
   - A full-time worker is one who works an average of thirty-five or more hours per week.
   - A part-time worker is one who works less than full-time per week (not applicable to Day Care Employees).

6. A temporary staff member is one who is hired for a temporary position, full-time or part-time for a period of not exceeding six months (unless extended by specific mutual agreement).

7. An hourly, or per session staff member, is one who normally works fewer than twenty (20) hours per week and is paid on the basis of a fixed amount per hour or per session. (There are several job categories, where employees are paid an hourly rate, due to the Program language, such as Day Care, Security Guards, Messengers, and Aides).

ACCOUNTABILITY

All employees at the beginning and ending of each work period (by dept.) are required to use the ADP card, provided by the Human Resources Department, for timekeeping purposes. Employees who work in more than one department should swipe out at the end of each period and swipe in at the beginning of each period. Employees who fail to record his\her time are not entitled to be paid for any day(s) for which there is no record in the ADP recording system, unless alternative time keeping is established at the discretion of the School Unit Head. If an employee works for more than one department, the employer shall swipe in for each period or have an agreed upon allocation of time by deparment.

GROUP HOSPITAL, MAJOR MEDICAL AND DENTAL INSURANCE

Full-time and part-time indefinite employees working 20 hours or more, will be covered for hospitalization, and major-medical benefits, in accordance with the coverage specifications of the funded or grant program, under which the employee is working (Employees are required to contribute to the cost of the premium for the health Plan. This contribution may vary, depending on the rates. This contribution is deducted from the employee's paycheck, biweekly on a pretax basis.).

UNEMPLOYMENT INSURANCE

8. Employees of Harbor Charter School are covered by unemployment insurance benefits in accordance with the laws of the State of New York. The School pays the full cost of this benefit.

9. Personnel, who work at the Harbor, through outside sponsors (i.e.,: NYC Board of Education, VISTA, SYEP, etc.) and any others, for whom we are considered the job site, do not qualify for this benefit from Harbor Charter School. Their claims for unemployment insurance benefits are to be addressed when filing a claim to their sponsors and not to the Harbor.

DISABILITY INSURANCE

The Harbor assumes the full cost of employee coverage for New York State Disability Insurance. Employees will be covered for disability due to illness or injury occurring off the job. Coverage begins after five (5) working days of absence from the job and extends for up to 26 weeks of disability. Disabled employees may use all accrued sick leave before drawing disability benefits. (A DB-450 form must be completed by employee and attending physician, and received by the Harbor within ten (10) days of the onset of disability.) The employee must advise the employer of his\her need for this form. (See page eight for more details)

WORKER'S COMPENSATION

This covers all disabilities occurring on the job, during work hours. "On the job" is defined as any geographical location necessitated by the work assignment. The employee, must advise the employer of his\her need for the appropriate filing form. All accidents, on the job, must be reported to the Human Resources Department within 24 hours (immediately).

The School pays 100% of the premium cost. Coverage is for injuries occurring during the performance of his/her job. The rate of reimbursement depends on the employee's salary up to the maximum allowance, set by New York State.

SOCIAL SECURITY (FICA)

By law, employer and employee contribute equally depending on annual earnings up to a maximum amount mandated by federal tax regulations.

PENSION - LIFE AD&D - DENTAL PLAN - HEALTH PLAN

10. PENSION - On an optional basis, an employee may enroll, when eligible, in a Tax Sheltered Annuity plan. Eligibility, for new employees is the first of the month following ninety (90) days of active service, and the successful completion of the trial period. On termination of employment, for whatever reason, the employee is fully vested and all money belongs to the employee. The plan is administered by Equitable Life Insurance Co. (NYC School for Child Development (ACD) Funded Programs have a separate plan administered by the Cultural Institution Retirement System.)

11. LIFE INSURANCE/ACCIDENTAL DEATH AND DISMEMBERMENT - After one (1) year of continuous service the employee is covered for $50,000.00 Life & AD & D. After ten (10) years the employee is covered for $100,000.00 Life and AD & D. Coverage begins the 1st of the month following attainment of the continuous service requirement. EMPLOYER-SPONSORED. (ACD Funded Programs at the Harbor have a plan administered by C.I.R.S.)

12. DENTAL PLAN - is available to all eligible employees beginning the first of the month following the completion of three (3) months of service. Employees are required to contribute to the cost of the premium. This contribution may vary, depending on the rate. This contribution is deducted from the employee's paycheck, biweekly on a pretax basis. (ACD Funded Programs have coverage thru Local 205.)

13. HOSPITAL/MEDICAL - This coverage is available to all eligible employees beginning the first of the month following ninety (90) days of active service. (ACD Funded Programs coverage thru the Central Insurance Plan.)

STAFF EVALUATION

14. A written evaluation form will be completed by the worker's immediate supervisor. The purpose of the staff evaluation is (1) to afford the supervisor a formal and specific opportunity to share with the worker the supervisor's appraisal of the worker's performance, (2) to provide the worker with an opportunity to formally participate in reviewing the work load, assignments, personal adaptability to clients, students and supervision.

15. The employee's initial evaluation may not exceed a period of three (3) months except under special circumstances. The three (3) month evaluation must be reviewed with employee, signed by him/her, as an acknowledgment of the occasion. Should the employee disagree with the evaluation, in total or in part, the employee may write a rebuttal and ask that it be attached to the evaluation form.

16. The employee shall also receive an annual evaluation from the immediate supervisor, using the evaluation form, which in addition to the initial evaluation shall become part of the employee's personnel file. Upon promotion to a new job the employee will receive an evaluation at the end of the agreed probationary period. The position formerly held by the employee shall be kept open for him/her pending completion of his/her new probationary period (three months), or the length of the time parameters agreed to. The incumbent's

probationary period.

VACATION TIME

17. Vacation for the lower school staff will be 15 July to 1 September, and the middle school staff will be July 1 to August 15.

MATERNITY LEAVE

Covered by Family and Medical Leave Policy (page #18)

SICK LEAVE AND DISABILITY PAY (OFF THE JOB)

A. SICK LEAVE

Employees whose employment is on the basis of twelve (12) month per year are entitled to be paid for days on which they are absent because of bonafide illness or injury, incurred off the job. New employees are not entitled to sick pay until they have worked three (3) months and successfully completed their probationary period.
Sick leave for full-time employees, accrues at the rate of one (1) day for each month of service. Indefinite / part-time employees, accrue sick pay on a pro-rata basis. On termination of employment, for any reason, all sick leave accrued is canceled. Sick leave may be accrued up to but not exceeding 60 days. (Except for employees under ACD union contracts.)

No illness may be charged to sick leave unless caused by actual illness, mental condition or physical condition requiring medical or dental observation or treatment. On days when it is necessary to be absent due to illness, staff members will telephone their respective School Unit Head, or duly authorized delegate, by the prior time stipulated by the School Unit Head. Staff members will keep their School Unit Head informed as to their progress and probable length of absence.

Any employee who is absent due to illness or injury, incurred off the job, for three (3) consecutive days, is required to bring in a doctor's note, stating the nature of the disability and that she/he is able to return to work. However, an Administrator or School Unit Head, may, at his/her discretion, ask the staff member to submit a doctor's note for absence of less that three (3) consecutive work days. Any employee who is required to present a doctor's note will not be permitted to return to work on the day they return, unless they have the doctor's note.

B. DISABILITY PAY-ACCIDENTAL & SICKNESS, OFF THE JOB:

Disability benefits are available for bonafide illness in excess of five (5) working days, up to twenty-six (26) weeks after the onset of the disability. The employee must apply for these benefits. A new employee is eligible after he/she has worked for four (4) consecutive weeks.

8. An employee may not receive both sick leave pay and disability benefits at the same time. During the time that an employee is receiving full pay under sick leave, disability payments accrue to the School. However, if an employee uses all his/her sick leave, the employee will

whichever is less.

9. Harbor Charter School employees are entitled to use their accrued sick pay prior to the receipt of disability insurance payments, (50% of their weekly salary up to the maximum allowed under law.) A DB-450 form has to be completed, by the employee and the attending physician, within ten (10) days of the onset of the illness or jury for this benefit to be implemented.

LEAVE OF ABSENCES

1. CONFERENCE MEETING

Regular staff members may be granted leave, with or without pay, for the purpose of attending conferences related to their work when attendance is deemed advisable and is recommended by the appropriate Department Head and approved by the Headmaster. Expenses may be paid in such cases if similarly approved and if in accordance with budgetary allotments.

2. PERSONAL LEAVE

Extended leave of absence without pay may be granted for development opportunities subject to approval of the Department Head and the Headmaster. An extended leave may not exceed six (6) months from the last day at work. A minimum of one year full-time regular employment is necessary for consideration before a leave of absence in considered for approval. A request for such leave must be in writing, from the employee stating the reason for the leave and intention to return to work at a specified date, The extended leave of absence will not be credited toward accrual of vacation, sick leave, pay adjustments or seniority.

All other personal leaves of absence are covered by the Family and Medical Policy on page 20.

On return, every effort will be made to place the employee in some position or one of like status and pay. If such, is not available due to interim program cancellation of the position, the employee will be eligible for termination benefits that have accrued, if any.

3. MILITARY LEAVE

10. General Policy

An employee who is called into active service with the Armed Forces under Federal or state law will be re-employed pursuant to the provisions of the applicable statutes.

If an employee on the active payroll who is a member of a recognized military reserve organization is called up to engage in peacetime military activity, he/she shall be granted a leave of absence for this purpose pursuant to the provisions of this policy.

11. Coverage

This policy covers each employee who:

a. Is inducted for training and service in the Armed Forces of the United States under the Universal Military Training and Service Act.

b. Enlists in the Armed Forces of the United States and serves not more than four (4) years plus any additional service imposed by law.

c. Is ordered or called to active duty in the Armed Forced of the United States or in a recognized state military organization.

d. Is called for a military physical fitness examination.

e. Is called for periodic field or encampment duty by the recognized state or federal military organization of which he is a member.

f. Is activated for emergency duty by the recognized military organization of which he is a member.

12. Special Leave of Absences

a. Military leave (Summer Encampment or Naval Cruises.)

b. Emergency Call-ups

13. Definitions

a. Military Leave
Means the "Special Leaves of Absence" to be granted to an employee to attend the periodic active duty training of him/her as a member of the reserve branch of the Armed Forces or the National or State Guard.

b. Emergency Call-up Leave
Means the "Special of Absence" to be granted to an employee who is required to be absent from work because he/she is active for emergency duty during times of riots, floods or others civil emergency with a unit of a reserve branch of the Armed forces or the National or State Guard of which he is a member.

c. Company Pay
Means an eligible employee's regular salary or wage rate in effect when his "Special Military Leave of Absence" begins; this includes all regular pay but excludes overtime (except that which is part of the employee's guaranteed work week) and excludes other payments which are deemed to be in excess of normal pay.

14. Administration - Military Leave - Training Purposes

a. An employee shall be paid the difference between his company pay and the military pay (excluding allowances) received by him/her from the federal or state government for the training period.

b. The period for which this payment will be made is limited to ten (10) working days in a calendar year. The monies due to an employee under this policy will be disbursed to him when he returns from leave and submits proof of the time he spent in training and the total amount paid to him by the government on account of such

c. An employee will be entitled to his/her earned vacation in the same manner as other employees. His/her vacation privileges will not be curtailed by the fact that he has a Military Leave.

15. Emergency Call-ups

a. An employee who is activated for emergency duty with his/her military unit shall be paid the difference between his/her company pay and the sum paid to him/her by the government (excluding allowances) while so engaged. This supplemental payment shall cover the time the employee loses from work, on account of this duty, up to a maximum of ten (10) working days in a calendar year. Any exceptions must be recommended by the School Unit Head or Supervisor, and be approved by the Headmaster. This payment shall be made to the employee when he/she resumes working and submits proof of his/her emergency duty service and the amount paid to him/her by the government for such service.

16. Notice to Management

a. An employee is required to notify the School Unit Head / Supervisor, as soon as he/ she has knowledge of his/ her need to be absent from work to fulfill a military obligation.

PERSONAL DAYS OFF

Due to the Harbor's liberal policy regarding vacation and sick leave, with pay, there are not, as a matter of policy, any allowances made for personal days off, with or without pay.

Under no circumstances may an employee call in, or arrange in advance, to take a personal day-off and apply it to sick leave. Sick leave accrued, is for illness only!

Under no circumstances, may an employee, call in, to take a day off, for personal reasons, and apply it to vacation time, unless that employee has completed in advance an Employee Request For Vacation form and submitted it to the School Unit Head in keeping with our vacation policy.

However, we recognize that there may be rare occasions, when an employee has a sudden, compelling reason(s), for a day-off. Under these circumstances, with the approval of the School Unit Head, the employee may take the time off with or without pay. If the personal time off, in the opinion of the School Unit Head is an emergency or a compelling reason, the time may be applied to a vacation day.

If the reason for the personal day-off is not, an emergency or compelling, in the opinion of the School Unit Head, the employee may not decide to take it off without pay, as a justification for the absence. Personal days-off, with or without pay, are at the School Unit Head's discretion, based on the compelling, if any, circumstances.

DRESS ATTIRE

the employee performs. Men should wear shirts and ties and women should wear dresses or pants/skirts and blouses. Under most circumstances, Staff should deviate from this basic prescription only when the task they perform requires a different dress. (e.g. athletics and ??????, etc.)

Unacceptable attire includes:

17. Staff may not wear Hats (except if required by OSHA, the Department of Health or is reflective of a religious tradition)
18. Sexually provocative and/or revealing clothing as defined by one's supervisor. (Examples include: Spandex, T-shirts, Tattered, Frayed jeans, Halter tops, Midriffs, Tank tops, Biker shorts or Mini skirts)

Any and all areas of proper attire, whether described above or not, are to be enforced by the School Unit Heads or Supervisors to whom the employee reports. Staff reporting to work with inappropriate clothing may be sent home to change into appropriate attire at the employee's expense or suspended without pay for that day.

Final decision as to the acceptability of attire is to be determined by appropriate Senior Manager.

JURY DUTY

17. Employees called to serve as jurors do so without loss of pay or benefits. The employee must inform his/her School Unit Head/Supervisor immediately on receipt of written notice to serve as a juror. All checks received by employee for jury service, must be turned into the School Unit Head/Supervisor who will forward checks to the Fiscal Department.

18. In some instances, because of the School's needs, it may be necessary to seek an exemption for the employee to serve at a particular time. The employee will work with the School Unit Head to lay out a written scenario to the Clerk or The Court, why she/he is seeking to be excused from serving.

19. Employees relieved early from jury service during any workday on which they are called to serve shall promptly report to work.

ILLNESS OR DEATH OF MEMBERS OF FAMILY

Up to four days off, with pay, may be granted to a staff member in case of illness or death of a staff member's immediate family. (See family and Medical Leave provision for leave in the event of illness of spouse, child, or parent.) Definition of Immediate Family: Parents, spouse, children, brother, sister, grandparents, grandchildren, stepchildren, parent-in law and domestic partners.

20. All nonexempt employees are to be paid for all hours worked, over forty (40) hours, in a seven (7) day week, from Thursday through Wednesday, at the rate of time and half of their normal rate. All overtime must be authorized by the employee's supervisor. Camp employees are exempt from overtime as per the wage and hour law.

21. All exempt employees, as defined under the Fair Labor Standards Act, are excluded from the provision of overtime pay. Exempt employees for the purpose of overtime are all salaried administrative, executive and professional employees.

STAFF GRIEVANCE AND ARBITRATION PROCEDURE
(Excluding grievances arising from suspensions and discharges.)

22. A grievance must be initially presented within thirty (30) days after the facts, giving rise to the grievance, were discovered or should have been discovered by the employee. A grievance not submitted at any step of the grievance procedure, in due time, shall be deemed settled on the basis of the decision last given, if any, and further prosecution thereof shall, in any event, be barred. If a decision on a grievance is not given in due time, the grievance may be taken to the next step.

Any employee shall have the right to submit a grievance. No grievance settlement shall be retroactively effective to date preceding the date on which the cause of the grievance first arose or to a date more than thirty (30) days before the first written submission of the grievance, whichever is later.

A grievance shall be handled in accordance with the following procedure:

Step 1. An employee with a grievance must first discuss it with his immediate supervisor or School Unit Head. If it is not resolved, the grievance shall then be submitted in writing by the grievant to his/her immediate supervisor or School Unit Head who shall write his/her decision thereon within five (5) working days, after receipt to the written grievance.

Step 2. A grievance not resolved by Step 1 must be submitted in writing within ten (10) days to a grievance committee, which will be composed of the following persons: a member of the Executive Staff, one program or support staff member to be selected by the Headmaster from programs not involved in the dispute. The grievance committee will make a written recommendation within ten (10) working days from receipt of said grievance. The recommendation will be submitted for action to the School Unit Head.

Step 3. A grievance not resolved by Step 2 may be submitted in writing to the Headmaster, of Harbor Charter School within ten (10) days of notification of Step 2 action. He will render a decision within ten (10) days.

Step 4. A grievance not resolved by Step 3 may be submitted in writing to a committee for the Board of Trustees within five (5) days of notification of the decision of Step 3. The committee of the Board of Trustees, appointed by the Chairman of the Board, will render final decision within ten (10) days of receipt of the grievance. The decision of the committee

of the Board of Trustees shall be final and binding.

23. Complaints or grievances of discrimination because of race, color, creed, national origin, sex, physical disability, age, arrest and/ or conviction record are to be handled and processed under our Equal Employment Opportunity Program, as set forth in our policy statement and procedures.

NOTICE OF TERMINATION AND RESIGNATION

24. An employee, who has at least one year of service, and whose employment is to be terminated, by the employer, (except where the circumstances warrant an immediate dismissal) shall receive two (2) weeks notice, or may receive two (2) weeks pay in lieu of notice.

25. An employee who resigns, after one or more years of service, shall file written notice of resignation to the Director of his/ her program, stating his/her reason, two (2) weeks in advance of the effective date of the resignation.

CRITERIA FOR TERMINATION OF EMPLOYMENT

Actions resulting in dismissal include, but are not limited to the following:

1) Absences, without calling in, two hours before time due in, on three occasions (School Age - Day Care.) All others, between 9:00 a.m. and 9:30 a.m.
2) Failure to call in, one hour before the assigned arrival time, if employee will arrive late for work assignment (School Age - Day Care) All others, between 9:00 a.m. 9:30 a.m.
3) Failure to perform assigned duties.
4) Reporting to work under the influence of drugs or intoxicating beverages. *
5) Inappropriate behavior concerning drugs and alcohol will not be permitted. As outlined on page 15 under "Drug-Free Work Place," section A.*
6) Failure of the employee to achieve specific goals for classes in terms of quantity of material covered.
7) An attitude which is negative toward the School and which contaminates and thwarts the work which must be accomplished.
8) Insubordination or misconduct with a School Unit Head or other management employee.
9) Evident failure to discharge responsibilities of a given position (i.e., lack of student participation in workshops, inability to control the group of children to which one is assigned.)
10) Fighting on the job! (verbal and / or physical)
11) Failure to adhere to the Harbor Charter School policies.
12) Physically or verbally abusing children.
13) Lack of ability to relate to and motivate children.
14) Failure to submit required program documentation as requested by administrators or School Unit Head.
15) Unsatisfactory evaluation, either initial or annual.
16) Failure to consistently achieve outcomes without extenuating circumstances.

* Final termination of employment will result if action on Page 15 under Drug-free work place section (c) is not carried out.

Harbor Charter School has the right to discharge an employee without following any progressive disciplinary procedures.

MANAGEMENT RIGHTS

The School shall have the right to determine its programs and policies and retrench and reorganize its activities and staff at its discretion, and such decisions are not to be subject to the grievance procedure or to arbitration. Furthermore, the School shall also have the right to promulgate working rules and procedures; to hire, layoff, promote, assign duties, transfer, discipline or dismiss employee; to carry out the customary functions of management; and to determine the extent and scope of each job and to make any changes in the work assignment which are deemed necessary for the smooth operation of the program or the School. It should be understood that the Personnel Policy Manual is not a contract of employment and does not restrict the right of either Harbor Charter School or the employee to terminate the employment relationship at will.

SMOKING POLICY

Harbor Charter School recognizes the Clean Indoor Air Act, Section 1105, Title 17, Chapter 5, of the Administrative Code of the City of New York and is here by adopted as follows:

There is no smoking permitted anywhere in the building, including the roof and sidewalks.

CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

Pursuant to the regulations implementing Sections 5151-5160 of the Drug-Free workplace Act of 1988, 34 CFR, Part 85, Sub-part F, Harbor Charter School Inc., as a matter of policy, certifies that we will maintain a Drug-Free Work-Place, which includes alcohol or any other intoxicant.

(a) We will notify all employees, of this addition to our policy. Harbor Charter School, Inc. prohibits the manufacture, distribution, dispensing, possession or use of controlled substance or any other intoxicant at its workplace.

(b) Boy's Harbor, Inc., will also institute a drug-free awareness program by providing copy of this Drug Free policy, to all new employees, at the personnel orientation session; post the policy on all bulletin boards in all workplace rooms; advise employees of our drug prevention program, and the availability of drug counseling program, available at the Harbor, for anyone, who is in need of such counseling.

(c) The penalty for violation of paragraph (a) will result in immediate discharge of employment for manufacture, distribution, dispensing of possession to sell, of a controlled substance. For use or addiction, of a controlled substance, we will require an employee to enter a drug abuse

assistance or rehabilitation program, approved for such purposes, by a Federal, State, local health, law enforcement, of other appropriate agencies. As long as the employee can certify that he/she is participation in the program until complete remission, his/her employment at the Harbor, will be continued, without prejudice.

(d) Harbor Charter School is an educational and youth development organization and therefore will not tolerate activity, by anyone, relating to controlled substances' activities as described in paragraph (a). All Executive, School Unit Heads, Counselors, Teachers and supervisory staff will keep a constant vigilance in order to assure a Drug-Free workplace.

Constant monitoring of the staff and clients, for drug activities will help to assure the maintenance of a Drug-Free Work-Place.

DIRECTOR'S EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

Harbor Charter School, Inc. reaffirms that it is determined to be in compliance, to develop and implement Equal Employment Opportunity Programs, with the City, State and Federal anti-discrimination laws as they relate to employment in the School.

Harbor Charter School, Inc., further affirms that the policy stated herein and the Equal Employment Opportunity Program (EEOP) executed simultaneously herewith reflects this School's attitude and its intention to:

(1) Review all aspects of employment policies and practices as they relate to selection criteria, recruitment, hiring, promotion transfer, educational assistance and other terms and conditions of employment.

(2) Determine whether any of the above practices and policies reflect past discrimination and are preventing women, minorities and/or the disabled from entry into or advancement in employment in accordance with their skill and ability.

(3) Recruit, hire and promote into all job classifications without unlawful discrimination as to race, creed, color, national origin, sex, age, disability, marital status, sexual orientation or citizenship status and base all employment decisions so as to further the principles of equal opportunity.

(4) Insure that promotion decisions and other personnel actions (i.e., Compensation benefits, transfers, terminations, School-sponsored training, educational tuition assistance, social and recreation Programs) will be administered without unlawful discrimination as to race, creed, color, national origin, sex, age, disability, marital status, sexual orientation or citizenship status.

(5) Provide pursuant to the Vocational Rehabitual Act of 1973, equal employment opportunity as set forth above to qualified disabled or handicapped persons.

(6) In accordance with Executive Order # 50, (as amended), Harbor Charter School Inc., includes in their EEO policy nondiscrimination of all employee and applicants for employment without unlawful discrimination as to race, creed, color, national origin, sex, age, disability, marital status sexual orientation or citizenship status in all employment decisions, including but not limited to recruitment, training and apprenticeship, promotion, upgrading, demotion

downgrading, transfer, layoff, termination, and all other terms and conditions of employment.

DISCRIMINATORY HARASSMENT:

Harassment on the basis of race, national origin, religion, age disability, sexual orientation or affectional preference is forbidden by law and will not be condoned by Harbor Charter School.

Verbal or physical conduct constitutes harassment when such conduct is (a) related to and/or motivated by an employee's race, national origin, religion, age, disability, sexual orientation, affectional preferences or unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Any employee who believes he/she is the victim of discriminatory harassment, described in Section XXVI on Sexual Harassment, should utilize the staff Grievance and Arbitration Procedure described in Section XIX page 13. No administrator, supervisor or employee may discriminate in any way against an employee making a complaint, resists harassment or assists in the investigation of a complaint of harassment.

SEXUAL AND OTHER UNLAWFUL HARASSMENT

Harbor Charter School is committed to providing a work environment that is free of discrimination and unlawful harassment. It is the policy of Harbor Charter School to ensure equal employment opportunity without discrimination or harassment on the basis of actual or perceived age, race, creed, color, national origin, gender, disability, sexual orientation, status as a Vietnam-era or special disabled veteran or other military status, alienage or citizen status, or any other characteristic protected by law. Actions, words, jokes or comments based on these legally protected characteristics will not be tolerated. As an example, sexual harassment (both overt and subtle) is a form of employee misconduct that is demeaning to another person and undermines the integrity of the employment relationship. Any form of harassment is strictly prohibited.

Sexual harassment constitutes discrimination and is illegal. Sexual harassment specifically is defined by the U.S. Equal Employment Opportunity Commission as: "Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature . . . when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Sexual harassment may involve individuals of the same or different gender."

Harbor Charter School encourages individuals who believe they are being subjected to sexual or other unlawful harassment to promptly advise the offender that this behavior is unwelcome and request that it be discontinued; often this action alone will resolve the problem. If for any reason an employee does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the employee should promptly report the matter to his or her supervisor. If the supervisor is unavailable or the employee believes it would be inappropriate to contact that

should be notified. It is the policy of Harbor Charter School to promptly investigate all reports of harassment, discrimination or retaliation. The investigation may include individual interviews with the parties involved, and where necessary, with individuals who may have observed the alleged conduct or have other relevant knowledge. Employees can raise concerns and make reports without fear of reprisal; Harbor Charter School prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment should promptly advise the Human Resources Director or other appropriate member of management who will handle the matter in a timely and confidential manner. (All complaints will be investigated).

Anyone determined to have been engaged in misconduct constituting harassment, discrimination or retaliation will be subject to disciplinary action, up to and including termination of employment.

USE OF EMPLOYEE-OWNED AUTOMOBILES (OR ANY VEHICLE) FOR SCHOOL BUSINESS

The use of employee-owned vehicles for a job related-responsibilities, for which they want to be reimbursed, without advance written permission from their supervisor, is PROHIBITED.

Under no circumstances may staff use his/her vehicles for the transportation of Harbor clients.

If a staff uses his/her vehicle as part of his/her job, it is at his/her own risk and cost.

FAMILY AND MEDICAL LEAVE ACT OF 1993

FMLA requires covered employers to provide up to 12 weeks of unpaid, job protected leave to "eligible" employees for certain family and medical reasons Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours over the previous months, and if there are at least 50 employees within 75 miles. Individual supervisors and managers are considered "employers" under the statute; thus, if a supervisor or manager violates the federal Family and Medical Leave Act by refusing to grant leave to an eligible employee or failing to reinstate the employee at the end of a leave, for example, that individual supervisor or manager can be sued.

Unpaid leave must be granted for any of the following reasons:

- # To care for the employee's child after birth, or placement for adoption or foster care;
- # To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- # For a serious health condition that makes the employee unable to perform the employee's job. Although FMLA is unpaid leave, Harbor Charter School required substitution of accrued unused paid vacation or sick days (whichever is applicable) for the initial period; the purpose of this is to minimize the loss of income by the employee.

ADVANCE NOTICE AND MEDICAL CERTIFICATION: The employee may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.

The employee ordinarily must provide 30 days advance notice when the leave is "foreseeable."
An employer may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at the employer's expense) and fitness for duty report to return to work.

JOB BENEFITS AND PROTECTION:

For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."

Upon return from FMLA leave, employees must be restored to their original or equivalent positions with equivalent pay, benefits other employment terms.
The use of FMLA leave cannot result in the loss of any employment benefits that accrued prior to the start of an employee's leave.

UNLAWFUL ACTS BY EMPLOYERS:

FMLA makes it unlawful for any employer to:

Interfere with, restrain, or deny in the exercise of any right provided under FMLA;
Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or related to FMLA.

ENFORCEMENT:

The U.S. Department of Labor is authorized to investigate and resolve complaints of violations.
An eligible employee may bring a civil action against an employer for violation. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

CONFIDENTIALITY POLICY

Prevention and treatment providers have a responsibility to safeguard the records containing the identity, diagnosis, prognosis and/or counseling services of any participant. It is the right of our clients to expect that the clinic will maintain the confidentiality of their records and information received from them. This information shall be limited to the clinic treatment team unless specific issues require the use of the record by other necessary parties as authorized in writing by you, or as provided by law or third party contract. All records of program participants are protected from disclosure by Federal Confidentiality regulations (42 CFR Part 2). The regulations apply to any prevention and treatment provider funded by OASAS to provide services.

In consideration of my employment by Harbor Charter School, Inc. (the "School") and/or by any of its subsidiary or affiliated companies, I agree as follows:

- **I recognize that during my employment, I will receive, develop, or otherwise acquire various kinds of information which is of a secret or confidential nature. Except as authorized by the Company (in writing if after termination of my employment), I will not disclose or use, directly or indirectly, any written information of the company I obtain during the course of my employment relating to participants in the programs, procedures, business affairs, future plans ideas or otherwise, which is of a secret or confidential nature.**
- **I must ensure that personal and professional information about program participants, staff members, board members and other volunteers, and donors are respected and kept confidential.**
- **Unless I receive written authorization from an authorized Headmaster of the School, I will not remove and print, written, or other materials which are of a secret or confidential nature from the Company premises.**
- **The obligations stated in this agreement are in addition to, not derogatory of my obligations under the common law and any applicable statutes.**
- **Nothing in this policy is intended to or shall create a contract of employment.**
- **The interpretation application and effect if this policy shall be governed by the laws of the State of New York.**

This policy may not be changed, modified, released, discharged, abandoned, or terminated,

in whole or in part except by an instrument in writing, signed by an authorized Headmaster of the School.

The goal of this policy is to provide the essential tools for preserving confidentiality in the workplace. If you still have a question on a specific case, discuss it with your supervisor before you act.

DATE	**SIGNATURE**

NEPOTISM POLICY

The Company is happy to receive employment applications from relatives of employees. However, the following guidelines will apply:

1) If two people should marry while both are employed, they both may continue their employment provided section B and C below are not violated. If B or C is violated, the couple will decide which one will resign or accept a transfer to another department, providing such transfer is available and suitable for that person.

2) Relatives who are employed in a management position may not work in the same department. Having relatives working in the same department, which may cause an internal control problem, will not be allowed.

3) No relative (husband, wife, son, daughter, mother, father, sister, brother, in-law, niece, nephew, aunt, uncle or grandparent) shall be hired or promoted into a position that wold place him or her in a supervisory relationship with another relative.

4) Summer employment is not covered by this policy; it is up to the School Unit Head to establish a procedure.

5) There will be no hiring of relatives of Governmental Funding Sources or Monitoring Agencies with direct and immediate connection with Harbor Charter School, Inc.

The purpose of this policy is to assist us with improving employee moral and forming a workplace free of nepotism. If after examining this policy carefully, you still have questions, please direct them to the Human Resources Department.

ACKNOWLEDGED RECEIPT FOR EMPLOYEE POLICY MANUAL:

My signature on this form affirms the fact that I received the Harbor Charter School's Employee Policy Manual.

I understand and acknowledge that this manual is not a contract of employment and that Harbor Charter School reserves the right to revise, modify or delete any provision of this manual at any time without notice.

_____

_____

(Print name)

_____ _____

(Signature) **(Date)**

JOB DESCRIPTIONS
HARBOR CHARTER SCHOOL

HEAD
Responsible to the Board of Trustees

The Head is responsible for the overall operation, management and leadership of the Harbor Charter School. The Head is the educational leader of the school.

The Head has the following duties and responsibilities:

1. To establish school policies and procedures in coordination with the trustees of the Harbor Charter School.

2. To manage and direct the staff at the school

3. To coordinate the recruitment, interviewing and hiring of all staff

4. To review and establish the curriculum of the school such that it has in integrated learning approach. This approach is characterized as having all content areas are taught in all subject areas. Therefore when discussing literature, the math and science implications will be taught.

5. To coordinate the funding of the school

6. To recruit students for the school and to assure that there is 95% of school capacity to assure sound fiscal operation of the school

7. To coordinate parent activities and assure parent involvement in the life of the school and their children

8. To coordinate the school with the Harbor after school program such that students achieve a full day, full year educational program.

9. To coordinate the after school curriculum such that it complements and supports the school curriculum. The after school program should be teaching to the state standards.

10. To report regularly to the trustees of the school as to the status of the school.

11. To approve all fiscal expenditures. Expenditures over $5,000 must be approved by the Board of Trustees

12. To develop an outcome based management system to determine the performance of the school.

13. Makes the community aware of the school

14. Is ultimately responsible for the performance of the school and the student outcomes.

LOWER, MIDDLE AND UPPER SCHOOL UNIT COORDINATORS

The Heads of the Lower, Middle and Upper Schools are responsible for the operation and management of their school units which involves the hiring of staff with the approval of the Head, coordination of curriculum and the general operation of the school unit.

Responsible to the Head

1. Hires staff with the approval of the head. In particular the unit head screens resumes, sets up an interview committee and makes a recommendation to the Head to hire.

2. Coordinates the unit curriculum such that it is integrated.

3. Schedules classes for the school unit

4. Evaluates the impact of the curriculum on the student learning outcomes

5. Maximizes parental involvement in the life of the school and in the students daily learning tasks

6. Coordinates bimonthly parent teacher conferences

7. Integrates the school with the after school

8. Supervises the staff in the school unit

9. Conducts or coordinates staff development workshops

TEACHER

Responsible to the School Unit Coordinator or the Head

1. Is responsible for the implementation of the educational curriculum in the classroom.
2. Maintains records of student progress
3. Reports and records daily student attendance
4. Calls students who are absent or sends them an E Mail with the daily homework
5. Writes student progress reports as required
6. Attends staff development workshops as requested to attend
7. Is responsible for the attainment of the educational outcomes established for the class, school or student
8. Writes reports as required

ASSISTANT TEACHER

1. Assists the teacher in the classroom and performs duties as assigned by the teacher
2. The assistant teacher may be the content specialist and conduct specialized classes such as Performing Arts, Physical Education, or Visual Arts
3. Either as an assistant to the teacher or as a specialist, the assistant teacher is responsible for attaining the educational outcomes for the student, class and school
4. Writes reports as requested
5. Participates in the parent teacher conferences
6. Attends staff development workshops as requested

TECHNOLOGY COORDINATOR

Responsible for the management of technology at the school and the integration of technology into the classroom

1. Works with the teaching staff to integrate technology into the classroom. In particular seeks new application of technology to educational challenges
2. Maintains the technology in good working order
3. Maintains knowledge of the latest technology advances and applications
4. Trains teachers in the use of technology in the classroom

SECRETARY

1. Responsible for management of the clerical components of the school
2. Types letters as requested by the Head
3. Maintains student files
4. Answers the school telephone
5. Maintains student database
6. Maintains school files

SCHOOL SECURITY

1. Screens all visitors to the school
2. Makes all visitor sign in when entering the school
3. Escorts visitors to their respective classrooms
4. From time to time walks around the school
5. Makes sure that all classrooms are locked at the end of the day
6. Questions any stranger entering the school floor

ATTACHMENT VIII-47

HARBOR SCIENCE AND ARTS CHARTER SCHOOL STAFFING PATTERN YEAR ONE

SCHOOL HEAD	
LOWER SCHOOL COORDINATOR	MIDDLE SCHOOL COORDINATOR
FIRST GRADE TEACHER ASSISTANT TEACHER	FOURTH GRADE TEACHER ASSISTANT TEACHER
SECOND GRADE TEACHER ASSISTANT TEACHER	FIFTH GRADE TEACHER ASSISTANT TEACHER
THIRD GRADE TEACHER ASSISTANT TEACHER	SIXTH GRADE TEACHER ASSISTANT TEACHER
FOURTH GRADE TEACHER ASSISTANT TEACHER	
TECHNOLOGY/SCIENCE COORDINATOR	
RESOURCE ROOM TEACHER	
SECRETARY	
SECURITY	

ATTACHMENT VIII-48

CERTIFICATION OF TEACHERS OR LACK THEREOF

The Harbor Science and Arts Charter School will seek to hire certified teachers. However in certain instances where we can not find a certified teacher and the person is close to achieving certification, a noncertified teacher may be hired although that is not our preference. We would not exceed the state law for Charter Schools exceptions to certified teachers.

The assistant teachers by definition will not be certified but must have at least 60 college credits.

ATTACHMENT VIII-49

COLLECTIVE BARGAINING POLICIES AND PROCEDURES

The Harbor Science and Arts Charter School, while it has fewer than 250 students, will not have a collective bargaining policy or procedure.

ATTACHMENT VIII-50

REQUEST FOR WAIVER OF EMPLOYEE REPRESENTATON

NOT APPLICABLE

ATTACHMENT VIII-51

EMPLOYEE MEMBERSHIP IN PUBLIC EMPLOYEE RETIREMENT SYSTEM

The Harbor Science and Arts Charter School requests participation in the Public Employee Retirement System if admission to the system is possible for employees of the Charter School.

SECTION IX

FINANCES AND ACCOUNTABILITY

ATTACHMENT IX-52

START UP BUDGET

DOCUMENT THE AVAILABILITY OF START-UP CAPITAL

The start-up capital for the Harbor Science and Arts Charter School will be provided by Boys Harbor. It is estimated that the Start up cost will be about $61,000 because the space and most of the equipment is in place. The funds will come from the Harbor's operating budget. See Boys Harbor Audit in Section IX 53.

The Harbor Science and Arts Charter School is being sponsored by Boys Harbor Inc., and Boys Harbor will be providing the startup funds needed to make the school operational. Below is a chart, which explains the start up needs and how the Harbor will meet the start up needs.

START-UP PLANNING	ACTION PLAN/PERSON RESPONSIBLE FOR	COST AND FUNDING SOURCE
Curriculum planning	Robert Wallace Ph.D. • Develops and refines curriculum frameworks to meet state standards	$15,000 Boys Harbor
Facility and Space Planning	Robert North, Executive Director	$5,000 Boys Harbor
Staff Hiring	Kathy Flack • Establishes committee of Board and Harbor Staff to interview and assist in selection of staff	$5,000 Boys Harbor
Development of Agreements and Contracts for Purchase of Services that the Harbor Science and Arts Charter School can not provide	Kathy Flack • Works with school district 4 to develop contract to provide special education for students needing contained classroom • Develops contract with School District or Boys Harbor to provide food service • Develops transportation services with Board of Education (train and bus passes)	$3,000 Boys Harbor
Recruitment of Students	Bernadette Wallace/Kathy Flack	$3,000

	• Kathy will make students in the Harbor Academy aware of the new charter school to be developed in the Harbor • Bernadette Wallace, the Director of the Harbor Pre and After-School programs will recruit students from the Harbor Pre and After-School program.	Boys Harbor
Purchase of Supplies, Materials and Equipment	The Principal of the School will purchase the equipment and supplies in collaboration with the teachers hired. Much of the needed furniture exists for the After-School so that purchases will be minimal.	$30,000

TOTAL START UP COSTS - $61,000

ATTACHMENT IX-53

Attached is a copy of the last audited Boys Harbor Financial Statements for 1996 and 1997. Also attached is a copy of an unaudited 1998 financial statement which will demonstrate the Harbor's financial strength to begin the operation of the Harbor Science and Arts Charter School.

SEE ATTACHED 1996 AND 1997 AUDITED FINANCIAL STATEMENT and 1998 UNAUDITED FINANCIAL STATEMENT (AUDIT IS IN PROGRESS)

BOYS HARBOR, INC.
FINANCIAL REPORT
UNAUDITED FINANCIAL REPORTS
FOR YEAR ENDING
DECEMBER 31, 1998

MARCH 17, 1999

BOYS HARBOR, INC.

FINANCIAL REPORT
FOR THE YEAR ENDING DECEMBER 31, 1998

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To: Board of Directors
Boys Harbor, Inc.

From: Thomas J. Halter
Chief Financial Officer

Re: Financial Report for the Year Ended
December 31, 1998

Date: March 17, 1999

Enclosed please find the financial statements of Boys Harbor, Inc. for the year ended December 31, 1998. The statements are unaudited and are for internal review purposes only. Boys Harbor reported a net gain for the period of approximately $6.9 million.

The statements are presented in accordance with fund accounting principles. Investments are presented at market value and all pledges are recorded as of December 31, 1998.

An analysis comparing the major fluctuations of December 31, 1998 to 1997 for the Statement of Support, Revenue and Expenses is enclosed. In addition, a similar report comparing the Balance Sheet fluctuations is attached.

The auditors will commence the planning stage of their work on March 22, 1999 and will finalize the audit in May. If you have any questions concerning this report please feel free to contact me at (212)828-5309 extension 223.

CC: R. North

BOYS HARBOR INC.
BALANCE SHEET
12/31/98
SFAS NO. 117 FORMAT

	12/31/98 TOTAL	12/31/97 TOTAL	VARIANCE	%
ASSETS				
CASH AND CASH EQUIVALENTS	6,181	115,937	(109,756)	-94.67%
MARKETABLE SECURITIES NOTE 2	11,979,878	5,666,612	6,313,266	111.41%
GRANTS RECEIVABLE	604,592	581,137	23,455	4.04%
PLEDGES RECEIVABLE	2,964,521	2,367,102	597,419	25.24%
DUE TO/FROM		0	0	0.00%
OTHER RECEIVABLES	379,796	212,413	167,383	78.80%
PROPERTY & EQUIP AT COST,				0.00%
NET OF ACCUMULATED DEPRECIATION			0	0.00%
AND AMORTIZATION NOTE 3	1,313,375	1,254,669	58,706	4.68%
CASH VALUE OF LIFE INSURANCE	374,454	374,454	(0)	-0.00%
OTHER ASSETS	173,580	180,107	(6,527)	-3.62%
TOTAL ASSETS	$17,796,377	$10,752,431	$7,043,946	65.51%
LIABILITIES AND NET ASSETS				
NOTES PAYABLE	405,833	409,166	3,333	0.81%
ACCOUNTS PAYABLE	1,782,729	1,457,324	(325,405)	-22.33%
ACCRUED VACATION PAYABLE	425,603	444,586	18,983	4.27%
DUE TO GRANTOR AGENCIES	73,702	143,429	69,727	48.61%
REFUNDABLE ADVANCES	0	80,684	80,684	100.00%
TOTAL LIABILITIES	2,687,866	2,535,189	(152,677)	-6.02%
NET ASSETS	15,108,511	8,217,242	6,891,269	83.86%
TOTAL LIABILITIES AND NET ASSETS	$17,796,377	$10,752,431	$7,043,946	65.51%

BOYS HARBOR,INC.
STATEMENTS OF SUPPORT,REVENUE AND EXPENSES
AND CHANGES IN FUND BALANCES
YTD DECEMBER 31, 1998
SFAS NO.117 FORMAT

ITEMS DESCRIPTION	ACTUAL 12/31/98 TOTAL	ACTUAL 12/31/97 TOTAL	VARIANCE	%
SUPPORT AND REVENUE				
SUPPORT:				
GRANTS FROM GOVERNMENTAL AGENCIES	6,338,756	6,737,719	(400,963)	-5.95%
GRANTS FROM PRIVATE FOUNDATIONS	1,357,310	1,199,747	157,563	13.13%
CONTRIBUTIONS NOTE 1	7,510,515	2,473,674	5,036,841	203.58%
BENEFIT INCOME GROSS	821,477	1,082,754	(261,277)	-24.13%
TOTAL SUPPORT:	16,028,059	11,494,894	4,533,166	39.43%
REVENUE:				
PROGRAM SERVICE FEES	1,383,241	1,211,556	171,685	14.17%
INVESTMENT INCOME,NET OF INVESTMENT FEES NOTE 2	1,305,771	977,575	328,196	33.57%
OTHER	94,435	82,450	11,985	14.54%
REVENUE TOTAL	2,783,447	2,271,581	511,866	22.53%
TOTAL SUPPORT AND REVENUE	18,809,506	13,766,475	5,043,031	36.64%
EXPENSE				
PROGRAM SERVICES:				
NUTRITON	1,034,183	1,690,677	656,494	34.96%
PRE/AFTER SCHOOL EDUCATION	4,418,145	4,089,360	(328,785)	-8.04%
COUNSELING	1,681,736	1,551,441	(130,296)	-8.40%
PERFORMING ARTS	875,301	703,787	(171,514)	-24.37%
HIGHER EDUCATION	976,632	913,291	(63,341)	-6.94%
CAMP	498,325	460,454	(37,871)	-8.22%
TOTAL PROGRAM SERVICES	9,484,322	9,309,010	(175,312)	-1.88%
SUPPORTING SERVICES				
MANAGEMENT AND GENERAL	1,424,358	1,236,270	(188,088)	-15.21%
FUND RAISING:				
SPECIAL EVENTS COSTS	418,619	259,445	(331,284)	-127.69%
DEVELOPMENT COSTS	590,739	882,587	882,587	100.00%
TOTAL SUPPORTING SERVICES	2,433,916	2,178,302	(256,614)	-11.73%
TOTAL EXPENSES	11,918,239	11,487,312	(430,927)	-3.75%
EXCESS(DEFICIENCY) OF SUPPORT AND REVENUE OVER EXPENSE	6,891,267	2,279,363	4,612,904	N/A
OPENING BALANCE NET ASSETS	8,217,242	6,938,909		
NOTE 1: OTHER CHANGES				
RESTATEMENT OF INVESTMENT				
NET ASSETS 12/31/98	15,108,509	9,217,272	9,891,237	63.66%

BOYS HARBOR,INC.
FINANCE REPORT
PERIOD ENDED December 31,1998
MARCH 11, 1999

BOYS HARBOR, INC.

NOTES TO FINANCIAL STATEMENTS

1. Support and Revenue

Grants and contributions are recorded as revenue when received or pledged unconditionally, at fair value. Contributions received with donor stipulations that limit the use of the funds are either reported as temporarily or permanently restricted support.

It should be noted that the contributions towards the Capital Campaign will be reviewed and accrued for as pledge receivables for the December 31, 1998 year end. Contributions will be recorded if they are confirmable by Ernst & Young, our auditors.

Program service fees are recorded as revenue when they are earned, and consist of :

- Subsidies and other fees for program services, and
- Billings for mental health, substance abuse and counseling services. The primary insurance carrier is through the state Medicaid system.

SUMMARIZED FINANCIAL INFORMATION

The financial statements include certain summarized comparative information. The details should be read in conjunction with the Harbor's financial statements for October 31, 1998 and the year end Ernst & Young audit report.