

Application: EVERGREEN CHARTER SCHOOL

Elena Litescu - elitescu@ecsl.org
2024-2025 Renewal Applications

Summary

ID: 0000000017

Last submitted: Sep 4 2024 09:50 AM (EDT)

Renewal Application Information Page

Completed - Aug 29 2024

Instructions

Please complete the application cover page and/or ensure information provided is correct or accurate. Refer to the [2024 Renewal Guidance Document](#) for detailed information.

Renewal Application Cover Page

a. SCHOOL NAME

EVERGREEN CHARTER SCHOOL 800000063984

[Performance Framework 2019](#) Applies

***2019 Charter School Performance Framework:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on all Grade 3-8 assessments. At the high school level, proficiency shall be defined as obtaining a Regents exam score of 65 or higher.*

SCHOOL INFORMATION

School Location (City/Town/Borough if NYC)	Hempstead, NY
Charter School District of Location or Community School District if NYC	NA
District(s) Served or Community School Districts if NYC	NA
Current Board Chair Name	GIL BERNARDINO
Current School Leader	ELENA LITESCU

BOARD CHAIR OR SCHOOL LEADER UPDATE(S)

(If applicable)

If the current Board Chair or School Leader name does not appear in the drop-down menu, please indicate that a change has occurred by entering the updated name and/or position (e.g., Jane Doe, Board Chair) in the box below.

(No response)

INITIAL DATE SCHOOL OPENED FOR INSTRUCTION

Sep 8 2009

CHARTER SCHOOL TERM HISTORY

(list terms of initial and all renewal charters)

	Effective Start Date of Term	Effective End Date of Term
Initial Charter	1/13/2009	1/12/2014
Renewal 1	1/12/2014	06/30/2014
Renewal 2	07/01/2014	06/30/2017
Renewal 3	07/01/2017	06/30/2022
Renewal 4	07/01/2022	06/30/2025
Renewal 5		
Renewal 6		
Renewal 7		

ENROLLMENT INFORMATION

CURRENT Enrollment on June 30, 2024	1100
Charter Approved Maximum Enrollment	1175
Charter Approved Grade Span (e.g., K-Grade 5, Grades 6-8, Grades 9-12, K-Grade 12, etc.)	K-12
Grades Served on June 30, 2024 (e.g., K-Grade 3, Grades 5-6, Grades 9-12, etc.)	K-12



Thank you!

Cover Letter, Table of Contents and Application Narrative (BM 2-10)

Completed - Sep 2 2024

Instructions **UPLOAD IN PDF FORMAT**

Upload a cover letter from the school's board of trustees' chair (one page or less). The letter must be signed, dated, and approved by the board. The contents of the letter must demonstrate how the school has met the criteria for renewal as set forth in the Regents Oversight Plan and in the standards set forth in the school's 2015 or 2019 Charter School Performance Framework.

Please **combine** the Cover Letter (signed by the Board Chair and approved by the Board), Table of Contents and the Application for Charter Renewal Narrative (including BM 2-BM 10 narrative) **into a single document** and upload into the portal.

Refer to the [2024 Renewal Guidance Document](#) for detailed information.

[Evergreen Charter School Renewal Application B2-10 Narrative](#)

Filename: Evergreen Charter School Renewal Application B2-10 Narrative.pdf **Size:** 859.0 kB

Charter Renewal Certification Statement

Completed - Sep 3 2024

Instructions

Please sign or upload the [Charter Renewal Certification Statement](#).

Charter Renewal Certification Statement

NOTE: Schools may upload the completed and signed [Certification Statement Template](#) OR opt to complete the form below.

**required for application to be considered complete.*

How will the school submit the Certification Statement?

Upload

Upload the completed and signed [Certification Statement](#) here.

[Charter Certification Statement 9.3.2024.pdf](#)

Filename: Charter Certification Statement 9.3.2024.pdf.pdf **Size:** 76.7 kB

Renewal Revisions

Completed - Sep 2 2024

Renewal schools must list all revision requests in the renewal application AND submit all revision requests that the school is seeking in the [NYSED CSO Online Portal](#) by the September 4 renewal application due date. All requests must align to the [Charter School Revision Guidelines](#). Once in the portal, you will be provided with specific instructions on submitting these requests. The December 2, 2024 revision request submission due date is for non-renewal schools. Schools that are unsure if a revision would be material or nonmaterial should consult with their CSO liaison. For additional information, please review the [Charter School Office Revision Application Process](#).

Material Charter Revisions:

Material revisions to a school's charter must be approved by the Board of Regents before they may be implemented by a school.[\[1\]](#) If the school is proposing one or more material revisions to its charter, the school **must** list each revision request in the renewal application and **must** submit each revision request to the NYSED

CSO Online Portal: Revisions. Proposed material charter revisions will be considered on the basis of NYSED CSO review of all required documentation, as per the Charter Revision Guidelines.

Including a material charter revision request in the application does not constitute automatic approval by the Board of Regents, as requests will be considered and specifically approved on a case-by-case basis. Material revisions will be placed in the CSO notification letter sent to the school's district of location, along with the request for renewal. Material revision requests then being recommended by the Department will be included in the renewal item sent to the Board of Regents in the Spring of 2025.

If approved, material revisions submitted with renewal applications would go into effect in the 2025-2026 school year. If a material revision request does not appear in the Board of Regents (BOR) item for renewal/revisions, the request has not been forwarded to the BOR, and is therefore NOT approved. For a material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section. Any items not specifically approved by the Regents are deemed denied.

[1] Failure to specifically approve a revision request constitutes a denial.

Non-Material Charter Revisions:

Non-material revision requests to a school's charter must be specifically approved by the NYSED CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school **must** list each revision request in the renewal application and **must** submit each revision request to the NYSED CSO Online Portal: Revisions. **In order for a non-material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section.**

*Including a non-material charter revision request in the application does not constitute automatic approval by the NYSED CSO, as requests will be considered on a case-by-case basis. The CSO will send the school an approval/denial email regarding each non-material revision request **no later than when it informs the school leader/Board Chair of the BOR vote on the renewal recommendation.** Revision requests that have not been specifically approved in writing are deemed denied, even if no denial notice has been received.*

All schools are asked to review their original charter and request a revision for any changes not specifically approved in writing by the Regents or the Commissioner.

Note: In some instances, upon NYSED CSO review, while the school did not submit a revision request, the liaison may ask the school to submit a revision request should there be inconsistent information in the application, such as increasing enrollment in the budget and narrative, a different mission, a different organizational chart, different key design elements, etc. but the school did not submit a revision request.

Form for "Renewal Revisions"

Do you have any material or non-material revisions? Please consult your liaison should you have questions or need clarification.

Yes

Revision Request

Please list the revisions, both material and nonmaterial, that your school is requesting, separating each by a semicolon (;) below.

Enrollment and Admissions Policy; Complaint and Grievance Policy; Code of Conduct Policy; Organizational Chart; Enrollment

REQUIRED: Submit all revision requests to the NYSED CSO Revision Request Portal

Please review the [Charter Revision Guidance](#) and provide the necessary documents as listed via the [NYSED CSO Revision Portal linked here](#).

Any revisions **not requested** via the NYSED CSO Revision Portal, will **not be considered**.

Benchmark 1 Student Performance - Narrative

Completed - Sep 2 2024

Instructions UPLOAD IN PDF FORMAT

Referencing Appendices 1 and 2, applicable to your 2015 or 2019 Charter School Performance Framework, complete the Benchmark 1 narrative section of the renewal application on the NYSED CSO Online Portal: Renewals by the **September 4, 2024** due date. The narrative should be aligned to the standards in the Performance Framework, and respond to the following:

For All Students, and then also for all applicable grade levels served by your school (Elementary/Middle School Outcomes and/or High School Outcomes), please provide a brief narrative describing trends, strengths, weaknesses; a brief rationale for these data outcomes; and strategies the school is employing to improve outcomes for all applicable benchmark standards.

2024-08-30 - Evergreen Benchmark 1

Filename: 2024-08-30 - Evergreen Benchmark 1.pdf Size: 267.0 kB

Attachment A: School Calendar

Completed - Sep 4 2024

Instructions UPLOAD IN PDF FORMAT

Schools must provide a 2024-2025 school calendar in the 2023-2024 Annual Report to indicate the start and end date of the instructional year and the total number of instructional days that were scheduled. That calendar will be used during your renewal site visit. In this renewal application, provide a school calendar for the first year of the proposed renewal charter term (2025-2026) that clearly indicates the total number of instructional days to be scheduled for each grade for each year (if the calendar is different for different grades) AND the number of instructional hours and instructional days for each month. **The calendar must be in grid format.**

Please note: If the school is proposing a material or nonmaterial revision to its calendar in Section 4 of the renewal application, please *also* provide a proposed school calendar that reflects the revision request, and clearly label the calendars to differentiate them.

[Calendar 2025-2026 draft](#)

Filename: Calendar 2025-2026 draft.pdf Size: 174.0 kB

Attachment B: Master School Schedule

Completed - Aug 29 2024

Instructions **UPLOAD IN PDF FORMAT**

Provide the school's schedule for 2024-2025 (last year of the current charter term) and the schedule for 2025-2026 (first year of the proposed renewal charter term).

- Clearly detail the total hours of instruction to be provided and in which grade levels and/or courses. Where different grades have different schedules, all such schedules should be provided.
- Identify if the school's daily schedule differs from day to day (e.g., A, B, C days, or where special programs may be taught on Tuesdays and Thursdays only).
- Identify classrooms that include ELL and SWD.
- Identify the teacher(s) of each grade/course.
- If the school serves high school grades, submit a schedule that allows the NYSED CSO to determine if the high school has provided the number of instructional units each year as required by law and the NYSED Commissioner's Regulations, such that the school may award a terminal degree.

Please note: If the school is proposing a material or nonmaterial revision to its school schedule in Section 4 of the renewal application, please *also* provide a proposed school schedule that reflects the revision request, and clearly label each schedule provided to differentiate them.

[HS Master Schedule final](#)

Filename: HS Master Schedule_final.pdf Size: 55.9 kB

[ESMaster Schedule](#)

Filename: ESMaster Schedule.pdf Size: 132.9 kB

[IS Master Schedule Final](#)

Filename: IS_Master Schedule_Final.pdf Size: 143.3 kB

[MS Master Schedule 24-25 final](#)

Filename: MS Master Schedule 24-25_final.pdf Size: 244.4 kB

Attachment C: Complaint Policy

Completed - Sep 1 2024

Instructions **UPLOAD IN PDF FORMAT**

Provide ONLY the school's **current NYSED-approved** complaint policy unless the school is proposing revisions to the policy as part of Section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each complaint policy to differentiate them. *Include the year (e.g., 2024) of the policy version in the file name of the uploaded document(s).*

Please note: NYSED requires that all complaint policies include contact information for the school's board of trustees. The complaint policy must clearly state that persons with formal complaints alleging a violation of the law or the school's charter may initiate complaints directly with the school's board of trustees, without going to school staff or leadership as a first step and may not include a deadline for filing complaints with the board of trustees.

[Attachments C Complaint & Grievance Policy redlined 2024](#)

Filename: Attachments C Complaint & Grievance Policy redlined 2024.pdf Size: 144.3 kB

[Attachments C Complaint & Grievance Policy 2024](#)

Filename: Attachments C Complaint & Grievance Policy 2024.pdf Size: 104.4 kB

Attachment D: Student Discipline Policy/ Code of Conduct and DASA Policy

Completed - Aug 29 2024

Instructions UPLOAD IN PDF FORMAT

Provide the school's **current NYSED-approved** student discipline policy and code of conduct unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each discipline policy to differentiate them. *Include the year (e.g., 2024) of the policy version in the file name of the uploaded document(s).* Provide a signed statement from the school's attorney that the policy follows all applicable federal and state laws. If the school's DASA policy is not incorporated into the discipline policy / code of conduct, it must be submitted separately. The discipline complaint policy must clearly state that in the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student must immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension.

[ECS-Code-of-Conduct 24 25](#)

Filename: ECS-Code-of-Conduct_24_25.pdf Size: 722.2 kB

Attachment E: Proposed Budget (Excel template)

Completed - Sep 3 2024

Instructions UPLOAD IN EXCEL FORMAT

Use ONLY the [2025-2030 5-YR Renewal Budget Template](#) to submit the school's proposed budget for the renewal charter term. The school's budget may not include student enrollment that exceeds what has been approved by the Board of Regents. However, to budget conservatively, the school may project enrollment that is no greater than 15% below authorized enrollment. Label this budget as "Attachment E Proposed Budget." All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan. **Note: Each school must have \$100,000 in escrow for legal and audit expenses associated with possible dissolution. In the Assumptions column of the budget, add a note describing the status of the education corporation's escrow account.**

Please Note: If the school is proposing material or nonmaterial revisions that affect the school's budget, then the revision request needs to be listed in the renewal application and submitted to the NYSED CSO Online Portal: Revisions, as noted in Section 4 of the renewal application. Along with all other required documents for this revision, you will need to provide an additional budget that reflects the proposed revision(s).

[Evergreen 2025-2030 five year budget FN](#)

Filename: Evergreen 2025-2030 five year budget FN.xlsx Size: 42.8 kB

Attachment F: By-Laws and Code of Ethics

Completed - Aug 29 2024

Instructions UPLOAD IN PDF FORMAT

Provide the **current NYSED-approved** board of trustees' by-laws and code of ethics unless the school is proposing revisions to the by-laws/code of ethics as part of Section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed by-laws, and clearly label each document to differentiate

them. Include the year (e.g., 2024) of the by-laws/code of ethics version in the file name of the uploaded document(s).

[Appendix F Bylaws and Ethics](#)

Filename: Appendix F Bylaws and Ethics.pdf Size: 853.6 kB

Attachment G: BOT Membership Table and Strategic Plan

Completed - Sep 3 2024

Instructions UPLOAD IN EXCEL OR PDF FORMAT

In addition to completing the [Attachment G: BOT Membership Table](#), please provide a copy of the board's current strategic plan (if any).

[Attachment G Board of Trustees](#)

Filename: Attachment G Board of Trustees.xlsx Size: 12.6 kB

[Strategic Plan for Evergreen 24-2025 FN](#)

Filename: Strategic Plan for Evergreen 24-2025 FN.pdf Size: 468.8 kB

Attachment H: Organization Chart

Completed - Aug 29 2024

Instructions UPLOAD IN PDF FORMAT

Provide an organizational chart for the last year of the current charter term (2024-2025) and for the first year of the proposed renewal charter term (2025-2026), including titles of key staff positions, and the school's reporting structure. The submission must be in chart format and cannot be a list of roles and supervisors.

Please note: Changes in the organizational/leadership structure of the school require the submission of a revision request. Organizational changes, including those in which the school has added or removed reporting lines at the school leader level or above since the organizational chart was last approved, are now non-material revisions. If the school is proposing revisions to the organizational chart as part of Section 4 of the renewal application, please *also* provide a redlined version of the proposed organizational chart, and clearly label each document to differentiate them. Include the year (e.g., 2024) of the organizational chart version in the file name of the uploaded document(s).

[Org Chart - Final](#)

Filename: Org Chart - Final.pdf Size: 76.8 kB

Attachment I: Proposed Contract with Comprehensive Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services

Incomplete

Instructions UPLOAD IN PDF FORMAT

If there is no such contract, upload the Attachment I template and label it N/A. If applicable, provide the school's **current NYSED-approved** contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the

NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at [NYSED Definition of an Entity that Provides Comprehensive Management Services](#). Questions should be directed to the NYSED CSO at CharterSchools@nysed.gov.

Please note: If the school's contract does not contain all of the terms and information required in Exhibit C of the charter agreement, the school must *also submit* a redlined version of the contract as part of Section 4 of the renewal application and must clearly label each document to differentiate them. *Include the year (e.g., 2024) of the contract version in the file name of the uploaded document(s).*

Attachment J: Enrollment and Admissions Policy.

Completed - Sep 1 2024

Instructions UPLOAD IN PDF FORMAT

Provide ONLY the school's **current NYSED-approved** enrollment and admissions policy unless the school is proposing revisions to the policy as part of Section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each enrollment policy to differentiate them. *Include the year (e.g., 2024) of the policy version in the file name of the uploaded document(s).* Please ensure the policy includes the full non-discrimination statement set forth in the [Uniform Application Form](#), along with information related to enrollment criteria, backfills, when and how to apply, enrollment preferences, weighted lotteries and set asides. The policy must clearly state that notice of the date, time, and place of the lottery will be provided in accordance with Public Officers Law section 104, and the lottery will be held in accordance with section 119.5 of the Commissioner's Regulations.

You may upload both documents as separate files or as a single combined file.

[Attachment J Enrollment and Admissions Policy 2024](#)

Filename: Attachment J Enrollment and Admissions Policy 2024.pdf Size: 101.9 kB

[Attachment J Enrollment and Admissions Policy redlined 2024](#)

Filename: Attachment J Enrollment and Admissions Policy redlined 2024.pdf Size: 130.4 kB

Attachment K: Projected Enrollment Table

Completed - Aug 29 2024

Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term.

Note: *If the school is proposing an increase in maximum approved enrollment of 15% or 200 students, whichever is lesser, and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions). An increase in enrollment of less than 15% or 200 students above the currently authorized enrollment may be requested as a non-material revision.*

Attachment K: Enrollment Table

Instructions:

Attachment K: Projected Enrollment Table.

Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term. ***Note: If the school is proposing an increase in maximum approved enrollment of 15% or 200 students, whichever is lesser, and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions). An increase in enrollment of less than 15% or 200 students above the currently authorized enrollment may be requested as a non-material revision.***

Enrollment Table

(Leave unused cells blank)

Grades	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030
K	125	125	125	125	125
1	125	125	125	125	125
2	125	125	125	125	125
3	125	125	125	125	125
4	125	125	125	125	125
5	125	125	125	125	125
6	75	125	125	125	125
7	75	75	125	125	125
8	75	75	75	125	125
9	50	75	75	75	125
10	50	50	75	75	75
11	50	50	50	75	75
12	50	50	50	50	75
Ungraded					
Total	1175.0	1250.0	1325.0	1400.0	1475.0

Attachment L: Certificate of Occupancy and Fire Inspection

Completed - Sep 3 2024

Instructions UPLOAD IN PDF FORMAT

Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). Except for schools in district space (co-locations), all schools must also provide a copy of the current annual fire inspection results.

Note: Do not submit a copy of your fire sprinkler or alarm inspection results. See [examples of required fire inspection reports required](#).

You may upload the CO and Fire Inspection Report as two separate files or as one combined file.

[CO'S for all buildings 24-25](#)

Filename: CO'S for all buildings 24-25.pdf Size: 325.1 kB

[fire inspections for all buildings 24-25](#)

Filename: fire inspections for all buildings 24-25.pdf Size: 1.5 MB

Attachment M: Fiscal Impact Table

Completed - Sep 3 2024

Instructions **UPLOAD IN EXCEL OR PDF FORMAT**

[Attachment M: Fiscal Impact Table Template](#). Please complete the table for each of the five years represented. Charter schools located in NYC should use the entire NYCDOE to gauge fiscal impact. Please footnote your sources and assumptions.

[Attachment M Fiscal Impact Table 2024-2025](#)

Filename: Attachment M Fiscal Impact Table 2024-2025.xlsx Size: 14.1 kB

Attachment N: Narrative Outlining Innovative Aspects of the Charter School

Completed - Sep 1 2024

Instructions **UPLOAD IN PDF FORMAT**

Referencing the charter and key design elements, describe what makes the academic program of this school innovative and different from other options currently available in the district of location. What sets this school apart from others? These may be academic or operational components of the charter school.

Note: Limit this narrative to one page.

[Attachment N Innovative Aspects](#)

Filename: Attachment N Innovative Aspects.pdf Size: 122.1 kB

Supplementary Information and Materials | Last Entry for REN App

Incomplete

When submitting the renewal application, schools may include additional information in the application that **supports** the school's renewal narrative. Optional supplementary information does not supplant the requirement to provide the information requested by the New York State Education Department Charter School Office. Please upload any additional information and/or materials here.

Instructions for YouTube Links

Convert Addresses from <https://youtu.be> to <https://www.youtube.com/> before submitting!

YouTube links can only be submitted using addresses that start with <https://www.youtube.com/>. If you have a shortened YouTube link (i.e., web address starts with <https://youtu.be>) paste that address in your browser and when you play the video YouTube will automatically convert the URL to an address starting with <https://www.youtube.com/>. Copy this address to submit on this form.

School Data/Info

Completed - Jul 29 2024

Note to Schools:

The Charter School Office will upload the following:

- Attachment 1 (2023 NYSED Charter School Information Dashboard)
- Attachment 2 (Charter School Fiscal Accountability Summary)

[Preliminary-Attachment-1-Evergreen-Charter-School](#)

Filename: Preliminary-Attachment-1-Evergreen-Charter-School.pdf Size: 1.3 MB

[Attachment-2-Evergreen-Charter-School](#)

Filename: Attachment-2-Evergreen-Charter-School.pdf Size: 191.7 kB

Resources for Renewal Site Visit Teams (Provided by CSO)

Incomplete

Renewal Site Visit Table of Contents:

General Resources

- [2023-2024 REN SV Protocol](#)
- [2023-2024 Style Guide](#)
- [2021 NYSED CSO Monitoring Plan](#)
- Performance Frameworks:
 - [2015 Charter School Performance Framework](#)
 - [2019 Charter School Performance Framework](#)
- [Sample SV Focus Group Questions](#)

2019 Performance Framework Templates

- [REN 2019 PF 2024-2025 Action Plan Template](#)
- [Classroom Observation Worksheet template](#) (PDF Version)
- [Classroom Observation Worksheet template](#) (Word Version)

Annual Reports

- 2022-2023 Annual Report - Available from [Reviewer's Dashboards](#) after November 1
- Others are posted in the school's section of the [Charter School Directory](#) on the CSO Website

Surveys

- Optional: Upload the school administered survey results
- [NYC Department of Education – School Quality Survey Reports](#)

Charter Renewal Application

- Most Recent 2023-2024 Renewal Application (Scroll up to see other sections of renewal application)
- 2023-2024 Renewal Application Liaison Reviewer Form (Scroll up to top of page and click on Reviews tab to see completed review forms)

CSO Monitoring Visit Reports (as applicable) (CSO Only)

Incomplete

Renewal SV Table of Contents

- Latest Check-in(s)
- Latest Renewal
- Latest Mid-term

Site Visit Schedules and Logistics (CSO Only)

Incomplete

Midterm SV Table of Contents

- Site Visit Schedule
- Classroom Observation schedule

Feedback

Incomplete

Form for "Feedback"

Thank you for completing the 2024-2025 Renewal Application. Please take a moment to share feedback that the CSO can use to improve the renewal application process.

(No response)



Dr. Lisa Long
Executive Director
New York State Education Department Charter School Office
89 Washington Avenue
Albany, New York 12234

August 26, 2024

Dear Dr. Long,

Evergreen Charter School is proud to be a community-based school located within the Village of Hempstead with a mission to nurture the intellectual, physical and social development of children through a comprehensive program that promotes academic excellence and prepares students for success in school and in life. Evergreen has always been more than just a place of learning. For the past 15 years, we have developed a diverse and vibrant school community where educating the whole child is at the forefront of all efforts. We have successfully realized our mission and met the criteria for charter renewal through our culturally rich programming, including rigorous academics, social and emotional learning, fostering strong family connections, and promoting nutrition and health education to ensure student success and create an environmentally friendly school. Evergreen remains a welcoming environment for learners from all backgrounds, with an emphasis on second language instruction in Spanish, the integration of Hispanic arts and culture, appreciation for all world cultures, and the integration of ecological studies at every grade level.

During this charter term we are proud to have made significant progress on the construction of our new secondary school facility. We have also continued to build our high school program, fulfilling our vision for a comprehensive K-12 charter school. During this growth period, consistency is a hallmark at Evergreen, and this is evident through our academic performance indicators, strong governance, comprehensive financial management, and robust organizational structure. Families have also consistently expressed satisfaction with the program and services offered at Evergreen, and we remain deeply moved by the number of families who choose to keep their children enrolled, including in some instances when families must move out from the Village of Hempstead. Roughly a quarter of students enrolled at Evergreen come from 27 public school districts other than the Hempstead Union Free School District, demonstrating the widespread demand and confidence families place in the education and environment at the school. Evergreen remains fiscally sound, which has been particularly important during this charter term as construction continues on our secondary school facility and as we address the needs which emerged during the pandemic.

Evergreen's Board of Trustees and our leadership team are excited to welcome your team back to our extraordinary school community, and we are available to discuss any questions you may have on the application and associated materials at your convenience. Thank you for your attention to our renewal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gil Bernardino", is written over the word "Sincerely,".

Gil Bernardino, M.S.

President, Evergreen Charter School Board of Trustees



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Section 1 – Academic Success

BENCHMARK 2: TEACHING AND LEARNING

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

1. Curriculum

- a. **The school has a documented curriculum that is aligned to current New York State learning standards.**

Evergreen Charter School uses a high-quality, research-based curriculum aligned to the New York State Next Generation Learning Standards, with resources supporting rigorous instruction in literacy, mathematics, science, social studies, art, world languages, and physical education. During this charter term Evergreen has maintained its strong commitment to diversity, equity, and inclusion (DEI) principles – pillars upon which the school was founded – and strengthened the incorporation of social and emotional learning (SEL) skills into the curriculum and programming. Evergreen takes seriously its responsibility to provide a culturally rich experience in its programming, including social and emotional learning, fostering strong family connections, and promoting nutrition and health education to ensure student success.

English Language Arts (ELA)

Evergreen motivates students to inspire them to become lifelong readers through rigorous and meaningful experiences in the five stages of literacy development: reading, writing, speaking, listening, and thinking. The balanced literacy program is aligned with the New York State Next Generation Learning Standards, exposing students to a wide spectrum of materials and genres, such as fiction, non-fiction, poetry, chapter books, narratives, textbooks, newspapers, journals, encyclopedias, journals, and digital sources. Specific materials used over the course of this term include:

- **i-Ready Magnetic Reading Foundations (K-2):** A foundational skills reading program that provides explicit, systematic instruction that progresses students from foundational skills to reading fluency.
- **i-Ready Magnetic Reading (3-5):** This connects the art of teaching with the Science of Reading to develop successful, proficient readers. By combining an intuitive, systematic instructional approach with rich, engaging texts, fluent grade-level reading is achieved.
- **Wilson Foundations (K-1):** Foundations is a multi-sensory, systematic, and sequential word study program that helps develop a foundation of early literacy skills. The program involves 30 or 45-minute lessons, which focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development.
- **Writing Program (K-1):** Evergreen's leadership team is currently transitioning the elementary ELA curriculum and is structuring the K-1 writing program using Write Steps as a foundation.
- **Curriculum Associates Ready Writing Program (2-5):** Ready Writing is designed to address the demands of New York's standards, blending writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers. Teacher-led instruction promotes independence, allowing students to engage actively with source texts, learning to research for

evidence and acquiring lifelong writing strategies. Strong teacher support allows for the implementation in class of step-by-step strategies and tips to help students become fluent and fluid writers.

- **Curriculum Associates i-Ready Reading Diagnostic and Instruction (K-9):** i-Ready is an online, interactive learning platform designed to assess students' comprehension, phonological awareness, phonics, high frequency words, and vocabulary, and then provide individualized instruction based on each student's unique needs in accordance with literacy standards.
- **Edgenuity (10-12):** For high school students, Edgenuity is utilized to assess students' mastery of concepts and monitor their growth in accordance with literacy standards.
- **Learning A-Z Raz-Kids (K-5):** Raz-Kids allows access to leveled, interactive books for listening, reading, and practice with reading aloud or speaking, easily accessed from a mobile device. Importantly, this is a bilingual program, making it ideal to support English language learners. The Spanish teachers utilize this platform to support the development of academic-level bilingualism among both English and Spanish heritage speakers. A significant benefit of Raz-Kids is the access students gain to materials at their independent reading level, and the choices they have which reflect their own interests. Teachers can assign leveled texts to students to facilitate their independent learning.

Mathematics

Aligned to New York State Learning Standards, Evergreen's math program remains strong and integrates rigorous classroom instruction and reasoning alongside extended classroom time devoted to practice and reflection using problem sets and high expectations for mastery. Structured lessons incorporate fluency activities alongside developing the understanding of concepts, problem solving, and procedural skills. Students persevere through challenging problems by developing their quantitative and creative thinking skills, growing to see mathematics as a connection to their environment and other core disciplines. Materials utilized across instruction include:

- **Eureka Math² (K-1):** Printed and digital materials are included within this program as well as math manipulatives. This provides students with diverse learning opportunities helping them to establish a foundational understanding of mathematics – the “why” – rather than only relying on procedural skills. This program supports multilingual learners and social and emotional learning, combining rigorous, knowledge-building math instruction with an engaging digital platform. It emphasizes math's role in everyday life and daily activities, while helping students build knowledge.
- **Eureka Math, A Story of Units (2-5):** This provides teachers with the knowledge and tools necessary to implement instructional shifts (focus, coherence, fluency, deep understanding, application, and dual intensity) and maintains ongoing alignment with current standards.
- **enVision Mathematics (6-8):** Savvas's enVision Mathematics curriculum includes comprehensive, standards-based content to support students in developing conceptual understanding, procedural skill, and fluency.
- **Zearn Math (2-4):** Zearn is designed to unite hands-on instruction and immersive digital learning. It aligns with Eureka Math.
- **eMATHinstruction (9-12):** Teachers incorporate the eMATH curriculum and materials alongside some enVision materials at the high school level to support scaffolding and help develop students' deep understanding of mathematical principles.
- **Curriculum Associates i-Ready Math Diagnostic and Instruction (K-9):** Students benefit from differentiated instruction that is responsive to their individual needs. These diagnostics and

instruction are designed to provide students with relevant challenges and pathways to deeper understanding, while providing teachers useful data and insight into student performance.

- **iXL, Castle Learning, and Edgenuity** (10-12): For high school students, these diagnostic assessments gauge student's mastery of concepts and growth in accordance with standards.
- **Reflex Math** (2-5): This program is used as an additional resource to help students master basic fact fluency in addition, subtraction, multiplication, and division. A component of this platform, is Explore learning Frax, which is adaptive and game-based, and uses the latest research-based instructional methods to create a fun way for students to learn fractions.
- **Desmos Studio** (9-12): High school students utilize the suite of tools available on the Desmos website, including various calculators and prep activities, to supplement math instruction.

Science

Evergreen Charter School's science program emphasizes a hands-on and minds-on approach to learning. The study of ecology and the environment, a key design element, is integrated directly into science classes, and these themes are reinforced throughout Evergreen's school culture and routines.

- **BOCES Science 21** (K-4): This is an integrated curriculum developed by teachers in the Putnam/Northern Westchester BOCES and it is aligned with current standards. It features student directed hands-on, inquiry-based investigations that are relevant to everyday life. To augment this curriculum, 4th grade teachers are using *Interactive Science* lessons which engage students in science inquiry, STEM activities, and problem based hands-on learning.
- **Ward's Science Lab Kits** (5 and 8): Laboratory kits have been purchased through Ward's Science to ensure students have hands-on experiences.
- **Savvas ElevateScience** (5-8): This promotes engaging, hands-on learning experiences, helping students think like engineers and scientists, with supportive programming for teachers.
- **Edgenuity** (9-12): Students have access to Edgenuity for earth science and other science materials at the high school level. An Anatomy and Physiology advanced class is taught to students who are interested in pursuing pre-med.
- **Hydroponics** (K-1): Hydroponic units are installed school-wide and within many classrooms to educate students about the science of growing plants. Evergreen's program is supported by *Green our Planet*, a nonprofit conservation organization supporting STEAM, nutrition, financial literacy, and conservation education in pre-K-12 schools. The HydroConnect Program is the only STEMworks accredited school gardening program in the U.S. The HydroConnect program was written to the Next Generation Science Standards and it supported these units.

Social Studies

The social studies curriculum gives students opportunities to engage in numerous activities that allow them to make connections between concepts, content, and skills between the past and present that prepare them for life beyond the classroom and participation in a diverse and constantly changing world. Evergreen's staff takes great pride in developing the skills that enhance the students' abilities to learn, make decisions, and develop competent and responsible citizens.

- **BOCES Integrated Social Studies/ELA Curriculum** (K-4): As with Science 21, this curriculum was created *by* teachers and *for* teachers. It is user-friendly and updated frequently, in alignment with the New York State Social Studies Framework, and integrates standards for ELA. It features an Understanding by Design template and complete lessons for teachers, including resources such as handouts, informational texts, digital resources, and a C3 framework for inquiry.

- **Original Documents and Field Trips** (all grades): Evergreen students regularly study art and literature and view documentaries which convey historical events and educate them on important historical figures. Original documents and letters also inform students of important events from American and world history. Trips to museums, exhibits, and historical sites further broaden their horizons and awareness while bringing social studies to life.
- **TCI** (5-12): TCI's curriculum resources and programs such as History Alive! and Geography Alive! offer hands-on learning and integrated literacy. Students learn to become active citizens and learn about democracy through civic discourse and local community engagement strategies. TCI's programs integrate social studies and ELA, with an emphasis on college, career, and civic life.
- **Savvas myWorld Interactive and Core Knowledge History and Geography** (5): The Savvas curriculum encourages investigation and collaboration among students through activity-based learning activities that align with literacy concepts, and the Core Knowledge materials similarly align to ELA standards while providing engagement with rich texts.
- **Castle Learning** (9-12): Students benefit from Regents practice through the Castle platform.
- **International Exchange** (K-1): Evergreen has established a partnership with a school in Japan and is pursuing one with a school in Australia. Students at Evergreen received videos about life at the school in Japan and has sent videos back about the student experience at their school.

Spanish & World Languages

The Spanish language and Hispanic culture are celebrated and integrated throughout the school community and culture and community in numerous ways, and students receive daily Spanish instruction, a key design element. For both heritage and non-heritage speakers, the Evergreen team ensures that all students benefit from the high-quality curriculum and differentiated programs. The following resources are used to support Spanish instruction.

- **Vista Higher Learning Antología** (K): Antología provides accessible readings to kindergarteners with a range of leveled selections and activities.
- **Vista Higher Learning Listos** (1-5): Listos provides fun and engaging activities to learn and develop reading, writing, listening, and speaking skills. Each unit includes cultural traits from Spanish speaking countries. As they progress through elementary school, students develop their skills while learning about more than 20 Spanish speaking countries around the world.
- **Vista Higher Learning Encuentros** (6-8): This curriculum focuses on integrating storylines and cultures, motivating students with video and graphic novel storytelling and skill-oriented practice.
- **Vista Higher Learning Intrigas** (high school): Students are exposed to engaging and thought-provoking lessons and discussion around Spanish-language literature and film.
- **AP Spanish** (high school): High school students may take AP Spanish 1 through the College Board for credit, with Vista Higher Learning Temas utilized as the curriculum for the course.
- **Raz-Kids** (K-1): Spanish-language instruction is supplemented through the on-demand Raz-Kids platform, enabling students to have access to leveled, interactive materials at their own pace.
- **Scholastic News** (K): Kindergarten instruction is supported with Spanish-language Scholastic News to engage students with non-fiction text.

Additionally, Evergreen offers by Zoom a Mandarin club for students in grades 2-4 with instruction twice a week delivered by teachers from China. French language instruction is available for high school students.

Music

At every grade level, students have the chance to play an instrument or sing in choir. Rhythm sticks are introduced in kindergarten, the djembe in first grade, string instruments in fifth grade, and the orchestra

is established in eighth grade. The ukulele is an option for middle schoolers. High school students may also learn the guitar. Students learn about a wide array of artists and genres as Evergreen music teachers develop a chamber orchestra, keyboard ensemble, and choir as the students' progress through the school. These groups perform regular concerts to highlight their efforts and what they have learned.

Physical Education (PE) and Health & Fitness Program

Students are engaged in physical activities that focus on developing motor and manipulative skills, showing students that health, fitness, and physical exercise are intertwined, necessary, vital aspects of healthy living. Physical education at Evergreen involves whole class skill instruction, team-building games, and basic sports. Students gain confidence and learn through new experiences and cooperative games and activities. Junior varsity and varsity sports teams have been added this term, with the varsity soccer team winning the Section 8 championship in the 2023-24 season. McGraw Hill Teen Health is used in the upper grades to support learning related to health and wellness. In the lower grades, ELA and math are emphasized in PE classes, reinforcing core concepts, and Promethean boards are used to integrate technology into instruction. Nutrition is also a key focus of instruction, with the school's morning assembly every Thursday dedicated to discussing nutrition principles with the student body. Evergreen also has a collaboration with Cornell University for nutrition education for families, and the K-1 campus has received a grant from *Green Our Planet* for resources on nutrition science as well.

Technology

One-to-one devices, Chromebooks and iPads for the younger grades (K&1), help students develop basic computer skills as classes integrate technology into various projects and mediums, including presentations, publishing programs, and spreadsheets. As students transition from iPads to Chromebooks in second grade, the Technology curriculum include Type-to-learn, which is a research based online typing program with a focus on keyboarding proficiency. GoGuardian is used to monitor students' activity on these devices. Technology teachers well-versed in the New York State Computer Science and Digital Fluency Learning Standards and who align the school's curriculum at all grade levels are employed. K-1 students use Seesaw, and students in grades 2-12 students use Google Classroom. Web-based software enhances the integration of technology within the curriculum materials, such as i-Ready, Nearpod, Reflex Learning, Pear Deck, Kahoot, Raz Kids, and Vocabulary Spelling City. Data privacy agreements are signed by the platforms' representatives annually, and safety protocols are implemented, and they are regularly reviewed and updated. As done during the COVID-19 pandemic, Evergreen continues to ensure all families have access to the internet at home, providing hotspots when necessary so students can access digital materials outside of normal school hours.

Social-Emotional Learning (SEL)

Evergreen's class schedule includes an SEL class once a week. The Harmony SEL curriculum is used from elementary school into the middle grades. This curriculum includes five units and up to 24 lessons per year. Alongside a stand-alone class, Harmony SEL allows for embedded activities throughout the school day for a comprehensive approach. Kindergarten students use SEL Persona Dolls to develop social-emotional skills and to help promote anti-bias, equality, and inclusion within the classroom. They allow students to develop social skills, cooperation, problem solving, anti-bias attitudes, and empathy, while also giving teachers the opportunity to gently correct stereotypes and recognize unkind and biased behaviors. Middle and high school students use the Rethink Ed curriculum resource, which includes social-emotional lessons, videos, mini-lessons/individual lessons, and discussion topics. When significant events are happening within the school, the curriculum is adjusted to responsive lessons that relate to the addressed topic, such as cyberbullying or other topics to stay relevant to students. High school students benefit from the Overcoming Obstacles curriculum and the Leader in Me framework to improve school

culture. Elementary school students participate in a social club and have access to a self-esteem club with fellow students and the school's social worker. Overall, the Evergreen SEL curriculum programs and instruction align with the Collaborative Academic Social Emotional Learning (CASEL) framework to focus on diversity, equity, and inclusion, empathy, critical thinking, communication, problem solving, and peer relationships.

Art

The art curriculum integrates studio art and art history in an engaging, creative, and imaginative environment. Projects and discussions integrate art within the classroom curriculum, and technology seamlessly supports lessons by incorporating smart boards, the internet, printers, monitors, and iMacs. Art history and aesthetic visual discussions frequently utilize projected images. Students discuss various aspects of art, including color, space, line, and form; how these images make them feel; what they see; and what they like or dislike. At the high school level, they also connect art to mathematical principles. Knowledge of famous artists and the culture or art movement they were part of also provides an understanding of art and the context for which it is created. A connection to the arts helps learners to become more creative problem solvers and assists with the development of motor, language, social, and decision-making skills, as well as risk-taking and inventiveness. All lessons include concepts of art making, exploration of materials and/or art history.

b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.

Horizontal and vertical alignment are maintained through a culture of constant collaboration among staff and outside experts, along with dedicated professional development, to consistently revisit content and make sure the needs of all students are met. Department Coordinators, , Mentors, and lead teachers are designated among the staff to assist and mentor other teachers. Teacher teams work together on a regular basis to guarantee curriculum alignment both vertically and horizontally. Annual contracts are executed with math and literacy consultants who work in close collaboration with the school's instructional leaders to provide support and consistent curriculum alignment. These consultants work within and across the grade levels and content teams to help review, develop, and refine Evergreen's curriculum maps. Regular planning and professional development sessions focus on alignment and spiraling, with a digital resource folder available to all teaching staff that includes lesson plans, maps, assessments, and notes from planning and alignment meetings. Evergreen's staff and consultants have developed pacing guides to support teachers in their team and individual planning routines, which are regularly reviewed.

c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English/multi language learners, economically disadvantaged students, and other subgroups.

Differentiating instruction is a priority at Evergreen, with specific professional development given for the instructional staff before the start of every school year. Teachers are provided numerous resources and support and are entrusted to identify a range of resources and strategies to meet the needs of students in every subgroup. The various curricular programs outlined above offer options to support scaffolding for differentiated teaching and learning, and teachers implement various strategies such as targeted station rotations, differentiating assignments, and using differentiated texts according to reading data. The teacher teams meet monthly with instructional leaders to review academic data, with discussion centered on strategies around differentiation and/or revisiting or reteaching skills and standards. Data

informs decisions about grouping or regrouping students and the use of instructional time during content blocks. Fountas & Pinnell instructional levels and other data support these decisions alongside i-Ready diagnostics, and i-Ready data also allows for consistent monitoring to support scope and sequence work and decisions about instruction. The schedule is intentionally structured with dedicated time for teachers to meet with the special education and English as a New Language teams to coordinate effective push-in and general classroom instruction plans that are effective.

Differentiation strategies used within the classroom include: the “I do, We do, You do” workshop model, teacher modeling, small group instruction, simplified instruction and direction, frequent checks for understanding, graphic organizers, colored visuals, rephrasing, opportunities for practice and automaticity, personal writing checklists to self-assess and edit writing, sentence starters, sentence frames, manipulatives, and personal number lines. Specialized teachers often push into classrooms to support small group instruction as well.

d. The curriculum is systematically reviewed and revised.

Evergreen’s curriculum is reviewed and revised in grade level and subject team meetings to provide continued and consistent delivery of high-quality instruction. Teacher teams meet regularly to review data to ensure that the curriculum is meeting the needs of every student, and the math and literacy consultants work with the instructional leadership to review, revise, and refine the curriculum materials and pacing guides throughout the school year. Common planning time for classroom teachers is allocated on the school’s class schedule, including the support and special subject teachers. As a new school year approaches, professional development is held two weeks before the school year starts. A particular emphasis is on familiarizing the new teaching staff with Evergreen’s instructional model and goal of educating the whole child. At the end of the school year, a review of the curriculum is done with the literacy and math consultants to determine areas to revise. Grade level, support, special team meetings take place monthly with administration. Different grade level teams, meet in late-May and June so that teachers are prepared for students matriculating into the next grade. They share with the next grade level teachers what services and supports students may be needed. Summer school teachers meet with classroom teachers per grade level, to discuss concepts that need to be reinforced, retaught, or reemphasized during summer school, so students are better prepared for the next grade.

2. Instruction

a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices aligned to this understanding.

Evergreen Charter School’s staff share a commitment to providing high-quality instruction and ensuring that all students have the opportunity to learn. The school has a long history of striving to reach all learners - regardless of their subgroup or background. Numerous instructional strategies are used to educate the whole child, and engage a diverse range of learners, as outlined below. These strategies can be observed during the renewal site visit.

b. Instructional delivery fosters engagement with all students.

Workshop Model

This is a key design element and helps to promote self-reliance and confidence. During lesson planning, teachers are encouraged to identify and use the key components of the model: mini-lesson, guided practice, and independent practice (the “I do, We do, You do” model).

Framework for High-Quality Lessons

Evergreen has developed a framework for teachers to prepare, collaborate, and co-plan lessons during the scheduled common planning time by grade level or content area. The framework requires teachers to consider and identify the components of a high-quality lesson: the specific learning standard(s) being covered, a defined lesson objective listed in an “I can” statement, specific and precise academic language to be implemented, materials and/or media to be used, an anticipatory set, the mini-lesson, guided practice, modeling techniques, independent practice, differentiated instruction, and a formative assessment to check for students’ understanding. Lesson plan templates have been developed to support teachers within each content area. Writing plan templates are based on Madeline Hunter’s instructional practices. ELA, math, social studies, and science lesson plans align with the Danielson Framework for Teaching, which was revised in 2022. Staff received professional development from Danielson representatives on the updated framework.

Small Group Learning Opportunities

Small group instruction is implemented from elementary school to the high school level and allows for the use of a variety of instructional techniques and materials. Students are grouped to address academic gaps either remediation, acceleration, or enrichment, and also the needs of diverse students. Small group instruction is specifically applied for ELA and math groups, which are reconfigured throughout the year based on RTI/AIS gathered data and the progress demonstrated by each student participating in the groups.

- Guided reading groups focus on a specific skill or strategy and highlight relevant vocabulary. Teachers plan “before, during, and after reading” segments of the lesson. Through skillful questioning techniques, students are taught to think critically at complex levels. During the guided reading block, teachers assess and record each student’s fluency, such as accuracy, rate, phrasing, expression, and intonation.
- Literature circles are used in middle school for groups of students to discuss a book or text – students lead the discussion while teachers act as facilitators. In high school, Socratic seminars are used for literature circle discussions.
- Novel study is an in-depth study of an author’s work through guided questioning, modeled strategies, and independent activities. Novel study increases student comprehension of the text and motivates students to read and make choices on how to engage with the text.

Push-in/Pull-Out Support

Evergreen utilizes multiple methods of teaching and instruction, including push in and pull out with specialists and support teachers, so that all students are included and have access to the curriculum. When instructors push-in, they use a variety of methods. For example, one teach, one observe; one teach, one assist; parallel teaching; station teaching; alternate teaching, and team teaching. These instructional models are effective for all students, particularly ELLs and SWDs, to receive the extra support needed. When the special education teachers pull students for smaller group instruction, the teacher covers the same content that the classroom teachers are delivering. ENL teachers push in to provide parallel instruction individually to the students who need the extra support to keep up with the classroom instruction. All kindergarten classes have two full-time certified teachers, and in grades 1-12, each classroom has a certified lead teacher with rotating support and specialist teachers pushing in based on a scheduled agreed at the beginning of the school year with the classroom teachers and approved by administration. The common planning periods allow for collaboration among the teaching staff and support and specialist teachers to gauge alignment among all facets of instructional delivery.

Kagan Structures and Depth of Knowledge

This is a resource including strategies/structures focused on promoting student engagement, providing helpful tools to teachers for incorporating into lessons to find ways to motivate students to engage with each other, and participate during the lessons more actively. In the middle and high school grades, Norman Webb's Depth of Knowledge (DOK) is used to support rigor in alignment with Bloom's Taxonomy. This strategy helps teachers to ask higher order thinking questions, challenge students to higher thinking, and encouraging them to build on their proper knowledge.

Saturday, After School, Summer Support, Transition to Kindergarten Programs

Students are provided Saturday, after school, and summer classes focused on solidifying their ELA/Math/ENL skills and knowledge. For the incoming kindergarten class, Evergreen offered a Transition to Kindergarten program to allow to the new students and their families to familiarize with the classroom expectations, tour the school, meet the teachers, see the cafeteria, and prepare for life at the school while also allowing the instructional staff to get to know the incoming students.

Restorative Justice Practices

Evergreen is committed to implementing restorative practices to support the climate and culture. Please see Benchmark 3 for details.

c. The school differentiates instruction to ensure equity and access for all students.

The curriculum and student data are reviewed regularly to support differentiation, ensuring equity and access to learning for every student. Staff receive professional development on differentiating their instruction before the school year begins, and the teaching strategies outlined above speak to the various methods the staff employ on a regular basis. The implementation of push-into the classrooms and pull-out small groups by the support and specialist teachers is a key approach. The differentiation strategies often used for instruction include and they are not limited to: using the workshop model, teachers modeling, small group instruction, simplified directions, frequent checks for understanding, graphic organizers and Venn diagrams, colored visuals, rephrasing, providing opportunities for practice and fluency, personal writing checklists to allow the students to self-assess and edit their writing, sentence starters, sentence frames, using manipulatives, and personal number lines.

d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.

Evergreen's staff receives numerous professional development opportunities throughout the year. Staff receive professional development on delivering the instruction in mini-workshop model, implementing restorative justice practices, differentiation, exit tickets, the science of reading, i-Ready, Kagan Structures, and social-emotional learning best practices, among other core concepts. Professional development topics focus on methods that allow the instructional staff to meet the needs of every student in each subgroup. Given the high percentage of economically disadvantaged and ELLs that the school educates, an emphasis is placed on finding strategies that proved successful in teaching diverse learners.

3. Assessment and Program Evaluation:

a. The school uses a system of formative, diagnostic, and summative assessments.

Multiple formative, diagnostic, and summative assessments are used throughout the school year to evaluate student's mastery and academic progress. Additionally, students undergo the annually required

testing by NYS. Assessment results from each source are analyzed and used to inform instruction and curriculum review as appropriate.

- DIAL-4 is used for incoming Kindergarteners. It is a one-time screening tool to garner both a total score and area scores for motor, concepts, language, self-help and social development.
- i-Ready diagnostics and standards mastery monitoring assessments are administered in both ELA and math three times per year. During the Saturday classes, the Curriculum Associates Ready Instruction and Ready Assessment books are used for ELA support.
- When students have tested out of i-Ready at the end of 9th grade, different platforms are used, such as IXL and Castle Learning.
- Fountas and Pinnell benchmark assessments are administered three times per year to all students in grades K-6, and depending on the need, sometimes they are administered to 7th graders.
- Curriculum program assessments are implemented with complete fidelity or refined as needed.
- Teacher-constructed formative assessments, such as do-now, exit tickets, rubrics, and self-assessments are utilized regularly.
- Teacher-constructed quizzes and assessments are also administered throughout modules.
- Edulastic formative assessments are used in grades 6-9.
- The Castle Learning is used for Regents preparation and practice.
- Practice state exams are administered for 3rd and 4th grades, simulating the NYS ELA and Math exams. For the middle school students, the practice exams are administered using the Chromebooks, to help the 5-8 grades students get comfortable with the digital format and testing experience. The questions on the practice exams are based off the prior year state exams. Also, the Rally Education Test Prep books are used during the after school programs. The results are analyzed with the ELA and math support teachers, the ELA and math consultants, the Directors of Curriculum and Instruction and the Principals. The data analysis consists of evaluating the rigor of each question, linking it to a standard(s), and identifying priority areas used to drive instruction in the classroom.
- In the 2023-24 school year, the middle school students completed interim assessments to prepare for the state exams using the Chromebooks assigned to them, using the EdVistas platform, which generated data reports for the instructional staff to review.

b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.

The routine analysis and use of data sets are ongoing, and they are critical to classroom instruction at Evergreen. Specifically, the i-Ready data allows for consistent monitoring to support scope and sequence work and decisions about instruction. Teachers analyze assessment data with the support of instructional leaders to establish strategies for differentiation, reteaching, and reinforcing instruction so students have opportunities to extend their thinking and master the standards. The Principals and Directors of Curriculum of Instruction at each building work closely to make certain that high-quality data analysis drives instruction, and they provide guidance, coaching, and training when needed to ensure teachers implement the curriculum with fidelity. The math and ELA consultants contracted for the elementary grades, also serve as instructional coaches to the staff. The DCIs and the ELA and math consultants at the primary levels, also constantly analyze the academic data to determine the instruction's effectiveness within each classroom. Teachers use student's academic performance data both independently and in teams during the common planning periods as well, and school-wide professional development sessions are scheduled to review the data. As noted above, data also informs decisions about regrouping students participating in the small group instruction, and the use of instructional time during content blocks. Data

help identify and group students in need of additional support through Response to Intervention (RTI) and/or Academic Intervention Services (AIS). The teachers use data to inform their instructional plans at the classroom level. The assessment results are used by teachers to guide their students through the process of self-reflection to monitor individual progress and set attainable goals to achieve complete mastery of the standards. Students engage in this process more independently as they become familiar with it and as they move up into the upper elementary and middle school grades.

The student data management system used by Evergreen is SchoolTool. This platform houses the assessment data, is connected with the gradebooks and report cards, and it includes a parent portal. Detailed disaggregated data reports can be generated to inform the evaluation of quality and effectiveness of the program by class, grade, subgroup, or school-wide using the assessment programs outlined above.

- c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.**

The leadership team analyzes and reports on the academic performance and progress of student cohorts on an aggregate and disaggregated basis, in comparison to the prior years' results, and against the results of the district, city, and state. This analysis supports evidence-based program evaluation, which informs decisions related to instruction, organizational structure, curriculum revisions, and resource allocation. Data are shared with the Board at monthly meetings and during committee meetings, which allows the Board to effectively allocate resources toward the academic program in alignment with student needs and faculty recommendations.

- d. The school uses multiple measures to assess student progress toward State learning standards.**

The multitude of assessments implemented speak to a wide-ranging effort among the Evergreen team to evaluate student progress and ensure each student is meeting and exceeding State standards. Continuous collaboration, review, and refinement of the curriculum with consistent data drill-downs allow the staff to engage with each other across grade levels and content areas, and engage more closely with each student, to keep students on track and maintain high quality of the instruction.

4. Supports for Diverse Learners:

- a. The school follows the NYSED-approved identification process for students with disabilities and English language learners/multi-lingual learners.**

Evergreen complies with Child Find responsibilities using its Child Study and Student Study Meetings, detailed below, as well as grade level meetings. Assessment data help determine if students need interventions, and teachers also raise concerns of the students potentially needing attention, to school leadership and coordinators. Evergreen also administers the NYSITELL for potential English language learners as appropriate after identifying families during a screening when enrolling at the school.

- b. The school provides supports to meet the academic needs for all students including, but not limited to students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.**

Instruction is differentiated to meet the specific needs and learning styles of the students at Evergreen Charter School. As discussed under instructional strategies, staff use a variety of methods such as push-in, pull-out, and small group instruction, and all decisions around classroom strategies are backed by rigorous data analysis. Curriculum and academic content are implemented in ways that are accessible to multiple learning styles, such as visual, auditory, and kinesthetic strategies. When students are struggling, specific strategies to support academic achievement and/or behaviors are initiated, alongside a robust approach to intervention to identify and address students' needs with urgency and precision.

Evergreen has Child Study/Student Study teams that include the building Principal, the main room teacher, the ENL and special education teachers, and other support staff that serve as the frontline response. These teams meet regularly to review referrals and support teachers and students who are facing challenges. When a child is initially referred by the classroom teacher for support, whether for academic or behavioral concerns, the Child/Student Study team convenes to identify and plan support for classroom teachers to address the specific challenges identified with follow-up six weeks later. RTI or AIS small group support will be recommended if the student continues to struggle. At the elementary level, an Instructional Support Team is in place to review Fountas & Pinnell and i-Ready reading data, and to suggest interventions for students, including for RTI.

Tiered responses are in place for identifying and remediating difficulties, with Tier 1 as the primary level of intervention taking place within the general education classroom. This involves appropriate high-quality instruction with daily differentiation based on diagnostic and formative assessments. Tier 2 is typically small group, supplemental instruction in addition to core instruction, in response to individual weaknesses. Tier 3 is in place for students needing further intervention. All interventions are based on a thorough review of academic evidence, with progress monitoring and cycles of service adjustment. Tier 2 monitoring typically occurs every two weeks, and monitoring takes place weekly for Tier 3. Informal assessments and observations and formal follow-up meetings are held every 6-8 weeks to determine the success of interventions and decide next steps. Parents are involved in the process, informed about options for their child to participate in opportunities for additional support. They are engaged when a student may benefit from a comprehensive evaluation by the Committee on Special Education (CSE).

Students with Disabilities (SWD)

Evergreen complies with Child Find responsibilities using Child Study, Student Study Meetings, and grade level meetings. Assessment data help determine if students need interventions. If a student would benefit by being referred to the CSE for evaluation, a parent meeting is scheduled by the Director of Special Education to review interventions, student progress, challenges, and the reasons for the initial eligibility determination referral. Parents always are informed of their rights to request an evaluation with the home district. Evaluation requests are filed by the parent or the school, and the Director of Special Education keeps families informed about issues and challenges and follows up directly with the home school district to facilitate the process. Following the evaluation meeting, findings are documented in an individualized education plan (IEP) or a 504 Plan. Students with IEPs and 504s are provided a supportive learning environment at Evergreen, receiving services on-site by personnel from each student's home district under the oversight of the Director of Special Education. The Director works with each district of residence to provide the services and accommodations articulated in IEPs or 504s, including services for speech and language, occupational therapy, physical therapy, and counseling as mandated. Some examples of the accommodations provided are: preferential seating, modified assignments, assistive technologies, separate testing locations, extended testing time, etc.

Under the oversight of the Director of Special Education, building-level certified special education teachers serve as the case managers for SWD. Supplementary instruction is provided in each content area in the manner specified in each student's IEP. Case management duties include Chapter 408 compliance, working with teams of teachers, consisting of classroom and support teachers, to prepare for initial eligibility or annual review meetings, and to develop student reports for the CSE. The Director works with the special education teachers to inform teachers of student IEPs/504 plans, schedule services to minimize disruption to core academic periods, and facilitate communication between providers and core content area teachers. The special education teachers also help providers (who sign a Data Privacy Agreement) access core content curriculum and materials via online portals, pacing guides, and Google Classroom. The special education teachers provide support for struggling students without IEPs, and they collaborate with instructional staff to support the general education teachers implementing differentiation strategies. Lesson planning and instruction is supported across all grade levels and content areas by the special education teachers, and comprehensive monthly reports focused on SWDs are generated by the Director and shared with Evergreen's leadership and Board of Trustees.

English Language Learners

English as a New Language (ENL) teachers either push-in or pull out, and collaborate closely with the classroom teachers, across content areas to support English language learners (ELLs). Evergreen utilizes translanguaging and Sheltered Instruction Observation Protocol (SIOP) strategies, as outlined below. Targeted instruction is provided during the intervention block based on student proficiency, and ENL students are offered Saturday instructional sessions for further language support. A bilingual staffer supports teachers with parent phone calls and translation as needed. Also, the Remind application is used to communicate with families as it translates in real time with accuracy making clear and understandable the home-to-school communication for ENL families, even if the classroom teacher is not bilingual.

Translanguaging refers to the language practices of bilingual people, specifically the "flexible use of linguistic resources individuals use to make meaning of their lives and their complex worlds."¹ Teachers employ pedagogical skills and strategies to teach rigorous content while students' academic use of the English language is growing. Translanguaging strategies enable emerging bilingual students to incorporate the language practices of school into their own linguistic repertoire. Bilingual students are offered the possibility of being able to gather, comprehend, evaluate, synthesize, and report on information and ideas using text-based evidence. They can also engage with complex texts – literary and informational – and write to persuade, explain, and convey real or imagery experiences as their English skills develop. The SIOP model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review & Assessment. Teachers leverage instructional strategies connected to each of these components to design and deliver lessons that address the academic and linguistic needs of ELLs.

Economically Disadvantaged Students

Differentiated curriculum and instruction, along with a comprehensive approach to intervention, help to mitigate academic and behavioral challenges students may face, including students who are at-risk of academic failure due to socio-economic stressors. Families are supported by Evergreen's dedicated social workers and the school psychologist, who connect them with necessary resources, whether those are related to food security, transportation, counseling, or other needs. The school's faculty is trained during professional development of what to be aware of in case a child needs extra support. Children experiencing housing insecurity are provided with additional support to maintain educational continuity.

¹ <https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf>

The Director of Special Education serves as the McKinney-Vento liaison for families who have insecure housing, and he works collaboratively with social workers and counselors to support students. Staff jointly investigate cases and provide families with the resources needed to prevent a disruption in the student's education. They are informed about community resources to assist eligible families. The liaison and designated representatives maintain close ties with local community organizations for referrals and work with school district liaisons on transportation needs.

- c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.**

Through intentional scheduling, Evergreen guarantees time to collaboratively monitor student progress and communicate with each other. This effective use of data to support student learning is systematic at multiple levels, and ongoing communication is commonplace around the school. Teachers collaborate on instructional strategies that meet the needs of all students, with interventionists closely involved in every step of the process. There are two preparation periods for teachers each day, during which both formal collaborative meetings (i.e. the ENL and special education teachers) and grade level team meetings are scheduled. Teachers use additional time to plan and prepare for the individual guided groups. The Child/Student Study team and instructional support team rely on data, and the building Principals, literacy and math consultants, reading and math support teachers, DCIs, and Superintendent regularly examine student data alongside teachers to assess student progress at classroom and individual level. As described previously, dedicated teams specifically monitor student progress for those referred by their teacher as having academic or behavioral challenges and for those participating in an intervention cycle, and those results are communicated across teams as needed. The special education teachers ensure all classroom teachers are aware of the IEP or 504 requirements and they support effective instruction. Diagnostic and benchmarking assessments allow teachers and administrators to assess individual student data and run reports in a variety of ways.

BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT

The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

1. Measures of Culture, Climate, and Student Engagement:

- a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.**

Evergreen Charter School has a dedicated Data and Attendance Office, led by the Director of Data, Attendance and Assessments. There is a Data and Attendance Clerk on staff as well. The Attendance Office monitors unexcused absences and notifies Principals and the Superintendent when students have reached different levels of absenteeism. On days when a student is out, the Attendance Clerk calls families directly to determine the reason for the absence. The clerk emails with families regularly to discuss their child's attendance, and relay promptly to the administrations any issues. Every month, the Attendance Office sends letters home to the families of students who have crossed the threshold of missed days or have been late or tardy an excessive number of days. When school staff cannot get ahold of families with

students who have repeated absences, home visits are conducted. The attendance policy is published in the parent handbook, so all families are aware of expectations going into the school year. Attendance is taken daily in grades K-5 and in each class period for grades 6-12. Absences, early dismissals, and lateness are tracked daily, and they are recorded on each student's permanent record. Parents/guardians of students with excessive absences are required to meet with the school's Principal or Assistant Principal and complete an Attendance Intervention Plan with the school's support. These plans can involve providing resources to help with transportation or other items that can help improve the student's attendance. The parent/guardian signs the plan, along with the building Principal. The plan is closely monitored to ensure the student's attendance is back on track as quickly as possible.

b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.

Evergreen implements restorative justice practices to minimize challenging behaviors, providing opportunities to students who have harmed others, and negatively impacted the learning community, to restore the relationship impacted, and to take accountability for their actions. The school is committed to reduce suspensions and to minimize the impacts they have on student's engagement, so that all students can benefit from the school community and services. For middle and high school students, starting in the 2023-24 school year Evergreen ceased at-home out of school suspension. When students had to serve an out of school suspension, they were assigned for the duration of the suspension to the grade 2-4 Front St. building to serve their suspension at the Superintendent's office. This way they continued to receive consistent academic and nutritional assistance that they would have received in their respective school building. It was important to school leadership that students serving suspensions continued to receive free breakfast and lunch, and they felt included in the school community by wearing the uniform, and following the school's schedule. The special education students continued to meet with the providers and receive services as listed on their IEPs or 504s. The Directors of Curriculum and Instruction and Social Workers at the Front St. building coordinate all academic and social needs among students to ensure continued services for the students serving a suspension. For the duration of the suspension assigned at the Front St building, the school social worker meets with each student every day to provide counseling to them. The main goal of these counseling sessions is to educate students who have harmed others about the effects of their disruptive behavior on those harmed, as well as on the school community. The students are guided to learn the underlying factors that lead to making poor decisions. They practice social skills and learn self-improvement strategies that encourage better decision-making in the future.

In SchoolTool, the student management system used at Evergreen, the restorative practices that were implemented for each infraction are documented. For example, conference with a parent, apology note or letter, restorative circles between peers, or between students and teachers. The school social worker provides guidance to students in restoring the relationships that were impacted by their behavior or taking accountability for the infraction they committed.

c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

Evergreen utilizes multiple methods to evaluate the school climate and culture. There is a morning assembly conducted daily by the Principal of each school building to help gauge the school climate. Surveys are administered for students, families, and teachers throughout the year to gather feedback regarding their opinions on various facets of school culture. High school students participate in Feedback

Fridays, in which they complete a Google Form to offer feedback on the week's lessons. Students also complete surveys at the end of the school year about what they would like to learn in the upcoming school year and what worked or did not work well in the previous year. Teachers are surveyed on school climate and culture, professional development, technology, and other relevant topics. Families also complete annual surveys and share feedback at dedicated events that Evergreen hosts. The Board of Trustees conducts skip level meeting with staff in each building, once a year to solicit feedback and discuss any potential needs. Additionally, with the numerous collaborative teacher meetings, their feedback and satisfaction with the school climate and culture is constantly solicited.

2. Behavior Management and Safety:

- a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.**

Evergreen Charter School's well-defined and consistent school culture and climate supports an effective approach to behavior and supports student success. Behavioral expectations are posted in each classroom and students are encouraged to make appropriate choices regarding their personal conduct. The Student Code of Conduct and Discipline Code are available on the website and the Parent Manual outlines the school's approach to behavioral management and suspensions. The school's staff is aligned on all policies and receives professional development on restorative justice practices, promoting positive behavioral strategies, taking a proactive approach, and applying crisis prevention intervention techniques in extreme circumstances, so that staff members can implement the school's policies with equity and fidelity. Restorative practices implemented throughout each grade level have improved conflict resolution while helping foster the skills needed to build stronger relationships to manage crises and reduce conflict.

A daily school Pledge and Promise led by students, affirms the mission and culture: "I pledge to protect the Earth, respect the web of life upon it and to honor the dignity of every member of our global family. One planet, one people, one world, in harmony with peace, freedom and justice for all;" and, "I promise to respect myself, respect others and respect our Earth's resources." This is used by staff to reinforce positive behavior by reminding students of their commitment to honor the dignity of all, and to respect themselves and others. Students are reminded and expected to follow the directions of adults, keep their hands, feet, and objects to themselves, use appropriate language and gestures, and do their work every day to the best of their ability. The school also regularly hosts NED Show assemblies – Never Give Up, Encourage Others, and Do Your Best – to help foster a collaborative and positive school climate.

- b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.**

At each grade level, Positive Behavioral Interventions and Supports (PBIS) are utilized. In the elementary grades, this is accomplished using a behavior plan, the clip-up chart which is implemented school-wide that was developed collaboratively among school administration and staff to set expectations. Classroom behavior is addressed through a seven-color system that provides each student with the ability to monitor their behavior and make positive changes. Students move their clips up or down, dependent upon the outcomes of their behavior choices.

At the upper grades, in middle school and high school, the PBIS is used as a structure with students seeing visual matrix posters through the buildings to reinforce expectations in each area (classroom, bathroom,

hallways). Students earn points using PBIS Rewards, and the points are used to earn tangible rewards or special privileges, such as participating in a cooking activity. A Behavioral Management Committee (BMC) was formed by teachers to maintain a constant focus on positive reinforcement and alignment with the school culture and climate with the goal of minimizing punitive responses. The BMC has been critical in establishing systems and routines, and it continues to play an important role in upholding the implementation of the management system. Tracking incidents of behavioral infractions provides data to inform conversations and decision-making related to the efficiency of the systems in place used to monitor students' behavior.

For more serious behavioral interventions, the school has a five-tier approach to actionable offenses outlined within the Student Code of Conduct. They describe the actions and behaviors that may require interventions, such as calm-down time, referral to a guidance counselor or administration, restorative circles between peers or students and staff, apology letters, conference with the student and/or parents, family involvement, suspension, or – in extremely rare circumstances – expulsion. However, all tiers include restorative practices so students can return to the learning environment and remain part of the school community.

c. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment.

Evergreen is proud to boast a safe and nurturing environment for all learners. School personnel are responsible for developing, maintaining, and using strategies that promote optimal learning and positive behavior in alignment with PBIS strategies. Teachers and administrators immediately address behaviors that may disrupt learning. They, alongside counselors and other staff, engage students in intervention and prevention strategies to address behavioral issues differentiated by student need, including:

- Guidance support and services to address personal and family circumstances;
- Social/emotional learning, such as conflict resolution, negotiation, anger management, and/or acquiring communication skills describing their emotions;
- Using alternate instructional materials and/or methods; and
- Enrichment services and/or development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy.

Disciplinary action is minimized through the effective use of the PBIS systems and restorative justice practices. As noted above, Evergreen has delineated several levels of behavioral infractions and a range of associated interventions. These are clearly communicated on the Evergreen website and in materials distributed to families.

If disciplinary action is necessary for any reason, which is minimized by the effective use of the PBIS systems and proactive management strategies, the approved Student Code of Conduct is followed. Evergreen delineates several levels of behavioral infractions with a range of actions to address each level as appropriate. The Dignity for All Students Act (DASA) Policy prohibits biased-based harassment, harassment in general, intimidation, bullying and/or cyberbullying. This is clearly communicated to families and the policy is posted on the website. In addition to responding to issues of harassment or safety, the Assistant Principal in each building, serves as the DASA Coordinator. The Principal in each building works to identify curricular resources that support infusing civility in classroom instruction and classroom management. The Superintendent provides guidance to staff as to how to access and

implement those resources. The School Superintendent is also responsible for monitoring and reporting on the effectiveness of the bullying prevention efforts.

- d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.**

In accordance with New York State's Dignity for All Students Act, as amended (DASA), Evergreen is committed to providing its students, employees, volunteers and visitors with an educational and working environment that is safe and secure, promotes respect, dignity and equality, and is free from bullying, discrimination or other forms of harassment or intimidation. The DASA policy is available within the Parent Manual and Student Code of Conduct, and both are available online. Each building has its own DASA Coordinator, which is clearly communicated to staff. The Superintendent and building Principals provide guidance to staff on implementing anti-bullying resources and efforts as well. As discussed under Benchmark 2, the school's SEL curriculum covers topics such as diversity, inclusion, respect, bullying and cyberbullying to ensure a productive and safe environment.

- e. Classroom environments are conducive to learning and generally free from disruption.**

Evergreen's workshop model and co-teaching configuration allow classroom learning to be a structured, collaborative, and productive environment where all students can learn. The various instructional models outlined in Benchmark 2 allow for instructional staff to work with students in a multitude of disciplines to ensure every learner can benefit from the Evergreen program without disruption.

3. Family Engagement and Communication:

- a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.**

Evergreen takes great pride in truly being a community-based charter school, welcoming parents and guardians as part of a family. As the school serves a significant number of English language learners, the communicating with families in their preferred language is a priority. The staff uses frequently the Remind application which is used to communicate with families. The app translates instantly from English to the preferred language of each family, with accuracy for clear and understandable home-to-school communication, even when the classroom teacher is not bilingual. Bilingual teacher, staff members, such as front desk receptionists or secretaries, and school social workers supports colleagues with parent phone calls and translation if needed. Further, parents/guardians are invited to attend several events at the beginning of the year, such as "Meet the Teacher", "Back to School" night, and the three parent-teacher conferences scheduled throughout the school year. Families are encouraged to participate in the public Board meetings, and to attend various functions, including concerts and cultural events organized at the school, awards ceremonies, etc. Notifications regarding opportunities to attend these events or to volunteer are either sent home with students, they are emailed, or using the messaging app REMIND, and they are bilingual, in English and Spanish. Student agendas are sent home to establish two-way communication between parents and teachers to log assignments and log behavior colors so parents can keep track of student progress, strengths, and needs as well. i-Ready diagnostic results are also shared with families to communicate academic progress and needs. The SchoolTool platform allows families to access grades, attendance records, and assessment results.

- b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.**

A wide-ranging strategy of family engagement is in place, including:

- Engaging parents as partners in their children's learning, encouraging them to dialogue with teachers frequently and to schedule informal conferences throughout the year if necessary.
- Using the Remind app to allow families to communicate with instructional staff in real-time from any device with accurate translation.
- Encouraging families to attend the monthly Board of Trustees meetings and to be involved in the school's governance.
- The Board periodically hosts School-Family Partnership meetings to provide a comfortable forum for families to speak to get information, ask questions, share ideas and discuss any concerns if there are any.
- Google Classroom and Seesaw digital learning platforms allow parents to monitor student engagement and progress.
- Parent workshops and seminars, with expert speakers focused on sharing information on topics such as internet safety, health and wellness, cooking and nutrition, homework assistance, tenant's rights, grief and stress during COVID-19, unemployment benefits, citizenship and naturalization, and other important and timely subjects relevant to both student and family need. The materials distributed to promote these events are in both English and Spanish.
- A Parent University to help families become more engaged in their children's academic and social-emotional success.
- Frequent parent workshops are hosted by Derner Clinic for Child and Family, who also has signed an agreement with Evergreen, providing free mental health counseling to students on site.
- Website pages for elementary classes so parents may login to see homework assignments and events that are approaching.
- The Transition to Kindergarten program had been hosted for two years starting in the summer of 2023. This program allows the incoming students to see the classrooms, their families to understand what the school's expectations are, tour the school, meet the teacher, see the cafeteria, and prepare for life at the school while also providing an opportunity to the instructional staff to get to know the incoming class.
- Various celebrations scheduled throughout the year for student achievement in language, attendance, behavior, or other school culture and academic aspects.
- A Bring Your Parent to PE Class event to welcome families to the school.

Evergreen's Board, administrators, and instructional and non-instructional staff are accessible to all families so that they feel comfortable, included, and respected within the school community.

- c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.**

Family satisfaction is collected using annual surveys and by monitoring retention rates. Additionally, as teachers are encouraged to have open and frequent communication with families, that feedback is monitored closely. Parent feedback remains consistently positive, with high satisfaction and strong

student retention. This data and qualitative feedback received through these methods are reviewed by the Board each year when determining strategic priorities and the investment of resources. Parent meetings are held multiple times a year, and families are encouraged to communicate with instructional staff and leadership at the school often and to offer their feedback. The regular meetings outlined above offer highly impactful opportunities for critical and honest dialogue, and leaders and Trustees listen carefully to the feedback provided and the questions raised by families during these sessions, and ensure they respond in a timely manner. Students are surveyed throughout the year to gauge their satisfaction with the educational program, school culture, meal preferences, snack preferences, after school clubs and activities, ideas for Carnival Day, and guest speaker interests for Career Day.

d. The school has a systematic and transparent process for responding to family or community concerns.

By having an open door to share community concerns, Evergreen's Board of Trustees and leaders seek to continue to foster transparency and welcome the opportunity to hear concerns from members of the school community. A multi-tiered process is in place with appropriate protocols to address specific complaints, and a formal Complaint and Grievance Policy is shared with families. Family and community concerns are first addressed at the building level whenever possible. In general, formal complaints are those which allege a violation of law or the charter, and these are exceptionally rare as all applicable laws and regulations are diligently followed. The basic steps of compliant resolution include:

1. An individual requests a meeting or phone call to discuss the concern with a teacher and/or administrator. Most concerns are successfully resolved at this stage.
2. If an informal complaint – regarding the operation or management of the school – is needed, documentation is required. Informal complaints go to the Superintendent.
3. The Superintendent reviews any received complaint and the complaint is addressed in writing within 14 days. Serious concerns are prioritized, but all are responded to as soon as possible.
4. A formal complaint may be submitted to the Board of Trustees at any time if the issue alleges a violation of the Charter Schools Act, the school's charter or provision of law relating to the management or operation of the charter school.
5. A formal complaint is filed, in writing, to the Board. Complaint forms are available online, are shared by the front office, or are provided by administrators.
6. Complaints are reviewed by the Board of Trustees using the process formalized in the Complaint and Grievance Policy. The Board will consider and respond in writing to all complaints within 14 days of receipt. In the rare instance that a complaint remains unresolved, the complainant is informed of their right to file with the Board of Regents.

e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.

School-level academic data are shared in-person at Board meetings to highlight Evergreen's performance on New York State exams, which has exceeded that of the Hempstead UFSD. These academic data are presented, analyzed, and discussed at public Board meetings to communicate performance and progress in core subjects. At least annually, leaders facilitate informational sessions with the Trustees, families, and the community to review the exam/test results and discuss any action plans. Administrators also provide updates on areas of focus for academics and instruction.

f. The school shares its New York State exam participation rate compared to the district of location.

Participation rates for the State assessments were also shared at Board meetings, showing that for the 2022-23 NYS assessments, Evergreen exceeded the Hempstead district 96% to 87% in ELA but was behind the district 89% to 90% in Math. Students are encouraged to participate in the state exams.

4. Social-Emotional Supports:

a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.

Evergreen continues to offer extensive social-emotional learning support for students. The Harmony SEL program is used from elementary school into the middle grades. The curriculum offers five units and up to 24 lessons per year to support social-emotional development. Alongside the stand-alone class, Harmony SEL allows for embedded activities throughout the school day for a comprehensive approach. Middle and high school students use the Rethink Ed curriculum resource, which includes social-emotional lessons, videos, mini-lessons/individual lessons, and discussion topics. In middle school, students have a weekly SEL class. High school students benefit from the Overcoming Obstacles curriculum and the Leader in Me framework to improve the school culture. Elementary school students participate in a social club and have access to a self-esteem club with fellow students and the school's social worker. Overall, the Evergreen SEL curriculum programs and instruction align with the Collaborative Academic Social Emotional Learning (CASEL) framework to ensure a focus on diversity, equity, and inclusion, empathy, critical thinking, communication, problem solving, and peer relationships. A Student Kindness Committee was created to distribute positive affirmations and spread kindness across the community, and a Community Service Club is facilitated by the social workers. The K-1 building also celebrates with Kindness Awards once a month, and the Intermediate school recognizes weekly the "Evergreen Kindness Ambassador", one student per class, and every month one teacher is nominated by the students for their kindness and recognized building-wide. The high school students come back to the elementary school as part of an after-school program to work with the younger students.

Individual social-emotional needs are supported by the Mental Health Committee consisting of the guidance counselors, the school social workers, and the school nurses from each school. Each building has its own social worker and school nurse, and guidance counselors assist students in middle and high school. Evergreen's Pupil Personnel Staff provides direct services and shares information about community resources and support services with referrals. As discussed in Benchmark 2, specific teams are convened to support students socially, emotionally, and behaviorally when they are struggling, with support and interventions provided to meet their individual needs. These teams include the social worker, guidance counselor, classroom and support teachers, administrators, and the nurse when appropriate. A behavioral plan, group or individual counseling, and external professional resources are all strategies employed as needed. Within the classroom, teachers use coping strategies to support students who need a break while keeping them in the classroom.

Evergreen also formed a partnership in 2023 with Derner Hempstead Child and Family Clinic for providing free counseling and mental health services. The Derner Clinic is hosting parent workshops on concepts such as Reflective Parenting to help improve social-emotional learning at home and working within the school.

- b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.**

Social and emotional data tracking and review is focused on key indicators such as attendance, engagement, tardiness, academic performance changes, referrals, and behavioral infractions. Teachers monitor and identify students who may need additional supports and observe potential needs, notifying promptly the school social workers if there are any concerns. Additionally, the school's social workers utilize SchoolTool to track all efforts related to supporting students, data related to PBIS and the Clip Chart system. The discipline and behavioral referrals are tracked through the same student information system. Self-referral is a key strategy for high school students utilizing a Google Classroom form, allowing them to seek support and send a notification to the social worker. Parents are also able to flag issues to staff directly.

- c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.**

Teachers collect data from the Harmony SEL, Rethink Ed, and Overcoming Obstacles curriculums to ensure the instruction is effective and students are benefitting from the programs. Additionally, the monitoring of the data related to PBIS, the Clip Chart system, discipline and behavioral referrals allows staff to monitor the effectiveness of these strategies and programs and their impact over time. Staff members track their calls and meetings with families.

- d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.**

Evergreen's staff has been provided ample professional development on social-emotional needs and student mental health in a culturally responsive manner. Evergreen administrators and staff received professional development from New York University on Culturally Responsive-Sustaining Education, which is intended to help create student-center environments that affirm cultural identities, elevate marginalized voices, empower students, and cultivate critical thinking. Staff was also trained directly by the leadership of the Derner Clinic, on how to take a proactive approach for monitoring student's behavior and generate referrals for student's counseling to the school social workers. There are also dedicated professional development sessions on diversity and inclusivity, social and emotional learning, culturally responsive teaching for ELLs, and restorative justice practices.

- e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.**

Staff is informed of the McKinney-Vento liaison at the beginning of each school year. The Director of Special Education serves as the McKinney-Vento liaison for families who are housing insecure, and the Director works collaboratively with McKinney-Vento Designated Representatives: social workers, guidance counselors, and the school nurses. Referrals may be made to these designated representatives or directly to the liaison, and all jointly investigate cases and provide families with resources needed to prevent or minimize as much as possible a disruption in the student's education. They are informed about various community resources and are provided with any extra support available. The liaison and designated representatives maintain close ties with local community organizations to support the needs

of families and staff work with local school district liaisons to assist with transportation and other needs. Students experiencing housing insecurity are provided with additional support to maintain their educational continuity. This may include aspects like securing hotspots for internet access to maintain access to educational materials.

Section 2 – Organizational Soundness

BENCHMARK 4: FINANCIAL CONDITION

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.

Evergreen Charter School is fiscally sound and continues to uphold its strong financial condition, ending each year of this charter term in good financial standing. This has been particularly important as Evergreen continues construction on its high school during this charter term to fully realize its K-12 expansion, and has been in full compliance with all obligations and responsibilities associated with bonds for construction. As the high school expansion progressed, Evergreen similarly expanded its financial team to better manage the increased activity within the school and maintain its history of fiscal oversight, and the Board of Trustees continues to exhibit strong fiscal leadership. Over the course of this charter term, cash-on-hand has increased each year. At the end of the 2022-23 school year, Evergreen's total net assets of \$14,788,333 represented a 33% increase over the previous year. Appropriate saving and planning have allowed the Board to successfully invest in the academic program, successfully expand into the high school grades, and continue to implement the school's mission and model with fidelity to the benefit of students and families while positioning it for a strong future.

	19-20 School Year	20-21 School Year	21-22 School Year	22-23 School Year
Revenue	12,378,975	14,860,997	20,879,383	24,687,185
Expense	11,806,942	13,510,400	16,313,438	20,968,442
Net Income (Loss)	572,033	1,350,597	4,565,945	3,718,743
Cash	597,124	2,355,718	2,385,500	3,679,375
A/R School Districts	1,833,457	2,230,611	4,031,197	5,189,585
Total	2,430,581	4,586,329	6,416,697	8,868,960
Total Net Assets	5,153,049	6,503,644	11,069,589	14,788,333
Amount Invested in Property & Equipment	3,285,980	3,964,452	7,929,992	13,485,332
Unrestricted Net Assets	1,867,069	2,539,192	3,139,597	1,303,001

2. Describe how the board provides fiscal due diligence and financial stewardship of the school.

Evergreen's Board of Trustees provides active fiscal oversight of the school. The Board has a President, Vice President, Treasurer, Secretary, and additional at-large members. Trustees and key school

administrators participate in standing and ad hoc committees to facilitate the work for the full Board. The Finance Committee is critical to the effective oversight of Evergreen's fiscal operations and the execution of the school's academic programs. The Finance Committee is led by the Board Treasurer and monitors the school's financial management, working closely with the Director of Finance and Operations, staff accountant (Assistant Director of Finance and Operations), and an outside accounting firm to ensure that the school remains fiscally sound. The Director of Finance and Operations provides reports to the Board monthly, including information about enrollment, receivables, and other financial information (please refer to response five, below, for additional information about monthly reports). The Board is responsible for setting the annual budget and monitoring spending in alignment with it, and the Board also makes decisions around investing resources to best support the academic program. Further, the Board carefully reviews the results of the annual independent audit.

3. Provide several examples of how the board has provided long-term fiscal direction to the school.

Evergreen's Board of Trustees has a track record of effective financial oversight which includes providing long-term fiscal direction. Each year, the Board provides long-term direction to Evergreen through thoughtful, sound budgeting, which includes both approving the operating budget and forecasting longer-term needs. As evidenced by the high school construction project, and the successful issuance of \$75 million in bonds from the Town of Hempstead's Local Development Corporation, the Board also provides oversight and governance when new investments, projects, or initiatives are considered. The Trustees also provide authorizations, review contracts, and approve expenditures. They work closely with the Business Office to review policies and procedures to ensure fiscal protocols and business operations are compliant, current, and align with best practices. Further, the Board of Trustees actively engages in planning and development related to fundraising.

4. Describe how the board monitors the school's financial condition on a monthly basis.

Each month, the Board receives information from the Director of Finance and Operations detailing the overall financial condition of the school and the status of receivables and payables. The Director of Finance and Operations reports directly to the Board of Trustees and works to ensure compliance with all federal, state, and local government policies and procedures. Evergreen's Business Office has a dedicated finance team on staff that has grown as a result of the secondary school expansion; positions include a bookkeeper, accountant, and business office support staff to help implement the operations of the school. An outside Certified Public Accountant (CPA) firm also works with the Director of Finance and Operations and Business Office to help with compliance and offer expertise to help maintain fiscal viability. Evergreen diligently implements strong internal controls, which includes having financial reports prepared by the independent CPA. The CPA also oversees the processing and reporting of financial activities for the school, along with developing and recommending internal controls to the Director of Finance and Operations to safeguard assets.

The Treasurer is the Chair of the Finance Committee, which works on behalf of the full Board to monitor Evergreen's financial condition, and the full Board of Trustees provides oversight as well. Monthly financial statements prepared by the CPA are received and reviewed by the Board, which contain detailed data on the school's fiscal standing. These reports compare the actual year-to-date financial performance to a year-to-date budget with explanations of the variances. These statements have detailed projections and results compared to the original approved budget. The Superintendent and Principals also provide reports to the Board on academic data and program needs, which support decision making on investments within the educational program.

5. Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.

The Board of Trustees regularly reviews various reports containing detailed financial information, including monthly financial statements. The financial statements provide information on the actual budget, year-to-date budget, year-to-date budget variance, approved budget, and financial projections. In addition, the Board reviews a monthly receivable report, which includes information about receivables from each applicable school district based on student enrollment. The receivable report also includes information about Title I, II, III and IV, the Child Nutrition/Food Program, and information on fundraisers conducted, donations, and any other miscellaneous receivables. The Board also reviews bank reconciliations, cash flow schedules, enrollment and admissions reports, past due student accounts reports, the annual audit, and any other reports or documents as necessary to ensure continued fiscal due diligence.

6. Provide any additional information the school wishes to convey regarding its financial condition

Evergreen Charter School has a long history of strong financial management which has continued over the course of this charter term. Its state-of-the-art financial accounting system allows the internal financial team to track expenditures for each school building. All invoices are paid within 30 days of receipt, and all school districts are billed promptly to ensure that cash flow is uninterrupted. With consistent oversight by the Board of Trustees and school administrators, the school's financial condition remains strong and positioned well for future success.

BENCHMARK 5: FINANCIAL MANAGEMENT

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with State law and generally accepted accounting practices.

1. The school has financial professionals assigned to manage school finances.

Evergreen has a Director of Finance and Operations and an internal Business Office that has grown as a result of the high school expansion. Business Office staffing includes an Assistant Director, bookkeeper, and a payroll coordinator to maintain daily transactions and record all into the general ledger system. Evergreen retains the services of an external CPA firm to prepare monthly financial reports for school administrators and the Board of Trustees.

2. The school has an accurate and functional accounting system that includes monthly budgets.

Evergreen utilizes the MIP Fund Accounting system, a comprehensive financial software specifically designed for nonprofit entities and government organizations. The system provides monthly budget to actual financial reports, both consolidated and by each individual school. The software allows for core functionality – accounts receivable and payable, general ledger, bank reconciliation – and the ability to run other reports as needed. Evergreen's implementation of the MIP Fund Accounting System has improved operational efficiency and helps the internal and external financial teams keep all fiscal materials well-organized.

3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.

The internal finance team meets regularly, and the Director of Finance and Operations regularly delivers reports and discusses budget priorities with school administrators and the Board of Trustees. All of the financial reports that are issued to both administrators and the Board include year-to-date budgets and variance identification. The Director of Finance and Operations works closely with the Board Treasurer and Finance Committee, and financial projections are closely monitored and discussed at Board meetings. All Trustees and senior staff are aware of Evergreen's detailed fiscal outlook, which allows for careful planning and thoughtful decision-making within the annual budget when setting long-term financial goals, as well as goals for the educational program.

4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.

All budgetary surpluses are reinvested into the school, ensuring that all Evergreen students benefit from high-quality instruction, curriculum, and technology.

5. The school has and follows a written set of fiscal policies.

The school has recently updated its fiscal/accounting policies manual – which was approved by the Board of Trustees – and adheres to the policies and procedures as prescribed by the U.S. Generally Accepted Accounting Principles.

6. The school has complied with State and federal financial reporting requirements.

Evergreen Charter School fully complies with all state and federal reporting requirements, including annual audits by an independent firm. Additionally, because the school has received more than \$750,000 in federal grants, Evergreen is subject to a single audit. The school's compliance record remains strong, as shown through clean audits and annual reports that provide updates on charter goals and compliance.

7. The school has and is maintaining appropriate internal controls and procedures.

Evergreen maintains numerous internal controls to safeguard the school's assets, which are assessed during the annual audit conducted by an external firm. Several internal controls and procedures include:

- Utilizing a Positive Pay ACH Positive Pay and Check Payee Positive Pay and a Fraud protection service offered to the school by its bank to track payments – an increased security function. Evergreen sends the bank a copy of its pay register to allow the bank to track what checks have been issued and the same for ACH transactions, thus ensuring the bank honors only what is on the list.
- Ensuring only authorized members of the Business Office have access to the electronically stored data within the accounting software and restricting access to physical assets to authorized members of the staff.
- Maintaining Board oversight of purchases, including having Board approval of contracts between the school and outside parties.
- Having an annual independent audit as well as an independent single audit.

- 8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.**

The school's annual audit is conducted by a firm that has extensive experience working with charter schools. They are knowledgeable of guidelines and responsibilities. Evergreen works with its fiscal team to ensure compliance with required audits. Additionally, the Director of Finance and Operations reviews the NYSED Charter School Audit Guide with all members of the school's Business Office and external accounting team to ensure that all members of the financial team are aware of best practices and efficiencies.

- 9. The school follows accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.**

Evergreen has received an unqualified audit opinion each year with minimal findings that are corrected immediately. No major financial issues or operational deficiencies have been identified.

BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

- 1. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.**

Evergreen's Board of Trustees effectively evaluates the leadership team, partners, and itself on an annual basis to maintain effective oversight and comprehensive accountability routines. The Board utilizes an annual self-assessment which allows each Trustee to assess their individual performance and that of the full Board in governing the school. The self-assessment encourages each Trustee to hold themselves and the full Board to high expectations regarding conflicts of interest disclosures, professional conduct, and the stewardship of public funds. The Board evaluates both school leadership and Evergreen Charter School in multiple ways on an ongoing basis. The Superintendent and Director of Finance and Operations report directly to the Board of Trustees and are evaluated using tools aligned to the Performance Framework. Annual objectives are set, and a rubric is used to score their performance, along with a written assessment for the Trustees to comment on their performance against the Performance Framework Benchmarks.

Monthly and annual meetings include detailed reports by the administration on operational and student performance. Conversations about these reports are facilitated by data, including achievement on academic indicators such as the New York State 3-8 exams, benchmark and diagnostic assessments, and Regents exams, as well as operational metrics like enrollment, retention, attendance, discipline, and personnel retention and attendance. These metrics are aligned with the Performance Framework and data are used to monitor progress and adjust the school's program or internal processes and procedures as needed. Action plans are drafted by the administration and shared with the Board to address any challenges that arise to ensure academic progress is maintained. The Board also reviews the annual report, annual audit, memos from the NYSED Charter School Office, and other pertinent documents to ensure accurate, non-biased reflections on Evergreen's full operational performance.

The Board of Trustees also uses an evaluative process to maintain a strong and healthy relationship with Circulo de la Hispanidad (CDLH), which is a key partner organization. As a reminder, Evergreen is an independent, community-based charter school originally founded by an applicant team affiliated with CDLH, including Founder and Executive Director Gil Bernardino, who remains the Chair of Evergreen's Board of Trustees today. CDLH has been supporting Hempstead residents since 1985 as a collaborative community partner. It is financially stable and not reliant on Evergreen for operating funds; CDLH is not a comprehensive educational service provider and is not involved in the operation or management of the school. Evergreen does not rely on CDLH for services or supports other than those documented in legally executed agreements. Any additional supports provided to families are provided come as part of CDLH's mission to serve residents throughout Hempstead and are not contingent on enrollment at Evergreen, and no families are required to use CDLH's services. Two legally executed contracts are in place between Evergreen Charter School and CDLH's. CDLH has provided Evergreen a long-term (30-year) lease to use 605 Peninsula Boulevard.

2. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.

Evergreen's Board of Trustees is comprised of individuals with a variety of skills and backgrounds who are committed to the success of each student and family. As a true community-based school, the Board represents the Hempstead community in accordance with the principles of diversity, equity, and inclusion. The Board has had two members depart over the course of this term, but the remaining six members have been extremely stable, and they have extensive governance experience, with all serving at least four terms. Recruitment efforts are shared among the current Trustees, all of whom may nominate candidates. When a candidate is identified, the Board typically requests a resume, and the candidate participates in a school tour and interview with members of the school leadership team. When a candidate's skills and interests align the with Board's needs and Evergreen's mission and vision, the candidate receives briefing and onboarding materials such as the bylaws, the charter agreement, financial information, previously issued NYSED reports, and current strategic plans or priorities for review. New Trustees are approved by a vote of the full Board in a public meeting and each proposed Trustee submits required forms to the Charter School Office and is officially seated with NYSED approval. Candidates should:

- Possess a strong understanding of, and commitment to, accomplishing Evergreen's mission.
- Have prior board or other experience that would contribute to understanding the role.
- Have professional skills, professional/personal experience, and/or connections to the community that would contribute to the success of the Board and Evergreen, including law, finance, real estate, fundraising, personnel, and health and safety.

3. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.

Evergreen's Board of Trustees executes its governance obligations in accordance with the bylaws and best practices for oversight. The committee structure outlined within the bylaws ensures the Board of Trustees is successful in governing the school's operations, academics, and finances. The standing committees are the Executive Committee, Finance Committee, Education and Accountability Committee, and Personnel Committee. Ad hoc committees are also convened as necessary. Each Trustee is asked to sit on at least one committee; currently all Trustees participate in more than one. Committees meet regularly to monitor

the school's academic, operational, and fiscal goals and progress, and each committee reports to the full Board at the monthly meetings. Additionally, the Board approves the annual budget, reviews the annual report, reviews the annual audit, monitors academic and financial data on an ongoing basis, and ensures compliance with all legal and accountability standards.

The administrative team is viewed by the Board as thought partners and collaborators, attending the monthly Board meetings to provide detailed informational updates. Each month the Board looks at significant financial data and reviews academic and operational data in detail. Further, maintaining strong two-way communication between the Board and faculty – as well as between the Board and families – is a high priority for all Trustees. Families are encouraged to provide feedback and are always welcomed at Board meetings, and the Board seeks out opportunities to meet with teachers and hear staff feedback. These collaborative practices help the Board ensure their oversight and governance work aligns with the needs of stakeholders. The Board complies with the Open Meetings Law, and ensures minutes, annual reports, and other key governance documents are publicly available. Academic progress reports and data such as state exam results and participation rates are reviewed publicly. Further, the Board ensures that financial disclosures and conflict of interest reviews are completed annually, and the Board carefully monitors the results of the independent audit. The Board's evaluation processes are discussed above in response 1, and goal setting and monitoring processes are discussed below.

4. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.

Evergreen's Board actively sets and monitors priorities and goals that align with the school's mission and vision. Throughout each school year, the Board engages in continuous discussions, deliberations, and progress review to ensure the established strategic priorities are realized and that they align with emerging needs. The Board's efforts around strategic growth and goal setting generally align to the Charter School Office's Performance Framework, particularly in the areas of teaching and learning, culture, climate, family engagement, and organizational capacity. The Board of Trustees also has focused this term on finalizing Evergreen's expansion into a full K-12 enrollment configuration, which has included a major emphasis on keeping construction work on track. Specifically, finalizing construction on its secondary school is a critical strategic priority going into the 2024-25 school year. Other priorities include continuing to hold a Board meeting each month, which was the focus of a corrective action plan which was formally satisfied December 16, 2022, and proactively conducting outreach to and recruiting English language learners. Evergreen's current strategic plan, covering 2022-24, was updated in 2023.

5. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.

The Board of Trustees reviewed the school's policies over the course of this charter term, soliciting input from the administrators, staff, and families to help develop and consider recommendations. To ensure legal compliance, the Trustees collaborated with the leadership team and consultants, including the CPA and legal counsel, with a particular emphasis on maintaining alignment with all applicable state and federal laws and regulations. As noted previously, the Board consistently welcomes and solicits feedback from both the school's staff and families during reviews such as this, including ideas and concerns, and information gathered from stakeholders informs many of the Board's governance efforts, including updating policies. Changes to the school's policies are always approved in a public Board meeting and are communicated to the entire school community. Further, Evergreen communicates with the NYSED Charter School Office and follows procedures to secure approval related to policy updates and/or

implementation when necessary. Informational updates and other communications from NYSED are reviewed regularly by the leadership team and Board to help determine if additional policy reviews or adjustments may be needed.

6. The board engages in ongoing professional development.

The Board continuously seeks ways to reflect and improve to ensure it meets the growing needs of the school and can respond to the ever-changing educational environment. Evergreen's Trustees have planned a professional development session related to the Performance Framework, and had a working session dedicated to analyzing the annual self-evaluation results. A topic of interest for professional learning is best practices for supporting high-performing high schools. The Trustees have also utilized resources such as the NY-RISE virtual workshops, as well as a Colorado League of Charter Schools and Charter Board Partners' webinar on the Board's role in oversight, and the National Charter School Resource Center's webinar Allocating Resources to Support Student and School Needs.

7. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter

The Board of Trustees is an experienced group of individuals with a diverse set of skills. Each Trustee has served multiple terms and is proficient in understanding the requirements of the charter and the role of the Board. Perhaps most importantly, the Trustees are committed to Evergreen's mission and centers the needs of students and families as the Board's governance responsibilities are fulfilled. To help ensure the Board maintains full awareness of evolving legal obligations, several strategies are implemented, including consultation with an external CPA who reliably reports on changes and emergent best practices. Additionally, Evergreen's administrative team and Board review communications from NYSED, including informational memos with updates regarding changes to laws or regulations, as well as communications from the Charter School Office. Whenever appropriate, the Board consults with outside legal counsel. The Board has engaged Barton Gilman, a firm with expertise not only in education law, but specifically with charter schools in New York State.

Evergreen maintains strong ethical standards, including requiring Trustees to make a prompt, full, and frank disclosure of any conflicts of interest, with Trustees recused from discussion, deliberations, and voting when a conflict is determined to exist. Each Trustee completes an annual Conflict of Interest statement detailing employment, relationships, contracts, and financial interests, along with financial disclosure forms that are included within annual reports. The Board is particularly vigilant for Trustees affiliated with CDLH, recognizing the importance of ensuring the Trustees are impartial in aspects such as facilities negotiations. Outside legal counsel is consulted when appropriate to ensure all potential and/or perceived conflicts are handled in accordance with legal and best practices, and leases are reviewed carefully by counsel to ensure objectivity and the efficient use of public funds.

8. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

The Board and Evergreen's leaders are familiar with the Charter School Performance Framework and participated in a professional development review and discussion session on this topic during summer 2024. The Board also has established systems and routines in alignment with the Performance Framework, in order to continually reinforce accountability expectations and NYSED's requirements for renewal. For example, the reports from the Superintendent and Director of Finance and Operations given

at monthly meetings are structured around the Performance Framework Benchmarks. Further, performance evaluations for both the Superintendent and the Director of Finance and Operations, as well as the evaluations the Superintendent uses for the building Principals, align with the benchmarks. The school's strategic plan is also structured around the Performance Framework. To ensure Evergreen plans around the standards, the Board reviews reports and memos from the Charter School Office carefully and monitors the ratings assigned to the ten benchmarks throughout each charter term. Further, Evergreen has continually demonstrated strong compliance through annual reports that show the school understands, and is compliant with, the expectations for renewal.

BENCHMARK 7: ORGANIZATIONAL CAPACITY

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

1. School Leadership:

- a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.**

Evergreen continues to maintain an effective and successful leadership structure, which has been slightly modified this term to reflect the school's high school expansion in a revision approved by the Board of Regents. Chiefly among the revision was changing the title of the Principal to the Superintendent, and the school Directors to Principals. The Superintendent and Director of Finance and Operations each continue to report directly to the Board of Trustees, which provides rigorous accountability. Years of strong academic performance, as well as fiscal and organizational outcomes, speak to the success of the comprehensive organizational structure. The Superintendent oversees the academic, instructional, and food services staff, while the Director of Finance and Operations oversees business functions, including financial management, key aspects of the school's operations, and facilities. Evergreen's instructional leadership team is comprised of the Superintendent, the building Principals, and at the elementary level (K-5) the Director of Curriculum and Instruction (DCI)/Assistant Principals. At the Secondary level (middle and high School), it is the building Principals, Assistant Principals, Dean of Students, DCI for ELA and Humanities, and DCI for STEM, with each DCI overseeing 6-12 grades. The leadership team also includes the Director of Data, Attendance, and Assessment, the Athletics Director, Director of Special Education, and Director of World Languages. Please refer to the submitted organizational chart for additional details including reporting lines for department coordinators, teachers, and non-instructional staff such as social workers and guidance counselors, school nurses, and others.

School leaders collectively share in the effort to foster the commitment of teachers, staff, students, and families around Evergreen's mission, philosophy, goals, and values. Goals are established as leaders and instructional staff review data and strategic priorities, then align strategies to meet goals alongside accountability expectations. The daily morning assembly for staff and students celebrates Evergreen's mission, key design elements, milestones, and goals while promoting a healthy school culture and climate, and various celebrations are scheduled throughout the school year to recognize student achievement in language, attendance, behavior, or other school culture and academic accomplishments. These celebrations engage families while continuously emphasizing Evergreen's mission, vision, and performance. Communication among staff occurs during grade level and subject team meetings which help keep teaching and learning routines aligned with the current priorities and goals. Further, lead teachers help foster dialogue among staff. Additionally, the Principals hold regular meetings to collectively plan and ensure priorities, goals, and strategies are aligned across all school buildings. The

Superintendent, Director of Finance and Operations, Principals, and other key staff participate in the mission-focused, monthly Board of Trustees meetings.

b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.

Evergreen has implemented healthy communication systems and decision-making processes. Maintaining an open-door policy between Evergreen's leaders, staff, families, and students is critically important, as discussed throughout Benchmark 3, and input from various stakeholders is valued and carefully considered. Feedback – both formal and informal – is always welcome from the entire school community, and the leadership team seeks input through multiple strategies. For example, frequent meetings are held in various staff configurations to support effective communication and collaboration within individual buildings and across the entire school. These routines include common planning periods, frequent lead teacher meetings, and monthly professional development sessions. Each of the meeting structures allow staff to gather on a regular basis in a collaborative setting. Daily assemblies also bring the staff and students together to foster healthy relationships and communication across the school. To engage and communicate with families, letters and fliers are sent home with students to share important information. Elementary classes also have webpages so parents can login and track homework assignments or other key events, and the Remind app is used across grades K-12.

To help leaders make decisions, surveys are administered to students, parents, and teachers throughout the year. These surveys are used to gather feedback on various facets of the school program and culture. High school students also participate in Feedback Fridays, in which they complete a Google Form to offer feedback on the week's lessons, and students at various grade levels complete surveys at the end of the school year. Teachers are surveyed on topics such as school climate and culture, professional development, technology, and other relevant topics. In addition to surveys, families are invited to share feedback during events and Board meetings. Parents are encouraged to attend three parent-teacher conferences throughout the year and various functions, including concerts and cultural events. They can use the Remind app to easily communicate with instructional staff and send feedback in real time. SchoolTool, the student information system, allows parents to access grades, attendance records, and assessment results, and Google Classroom and Seesaw also allow for parents to monitor engagement and progress. Teachers share individual student performance updates during phone calls and check-in meetings with parents as well, and school-wide exam results are shared at public meetings and the website links to the school's Annual Report. Each of these practices supports two-way communication and engagement.

Evergreen also convenes various school-wide committees on key issues, such as diversity and equity, behavior management, restorative justice practices, environmental education, parent engagement, family outreach, and student attendance. These committees operate in addition to the routine meetings held between teachers and staff and allow leaders to further engage with the school community to find creative solutions to needs as they arise, ensuring every member's voice is heard and can have impact. Further, when new strategic priorities arise, such as the high school expansion, Evergreen has a long history of engaging students, parents, staff, and even alumni. All stakeholders were extensively engaged to provide feedback to help inform planning for the construction of the new building, and they have been kept apprised of progress.

- c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.**

To hire quality staff, open positions are widely advertised, and Evergreen leverages professional connections to solicit candidates when appropriate. The resumes submitted by interested candidates are received and reviewed by the administrator who would oversee the position, followed by interviews for strong candidates. For instructional positions, candidates typically are required to deliver a demonstration lesson as part of the interview process. The final candidates are recommended to the Superintendent who will conduct a second round of interviews when certain details need to be clarified. References are checked for all final candidates and the information is presented to the Board of Trustees. Their approval is required prior to proceeding with the next step of the hiring process, which is recommending the candidate to HR for the onboarding process. The Board approves annual budgets that provide competitive salaries and benefits for staff, which contributes to staff retention.

To help bolster retention rates this term, bonuses were implemented for staff. In December of 2022 and 2023, tenure-based bonuses were granted ranging from \$750 to \$2,500. The Board has approved bonuses again for December 2024 distribution. The School also continues to offer a match for its retirement plan. Salary increases have also been approved for school nurses over this charter term to improve retention rates. Further, Evergreen's culture of collaboration and communication is integral to retention among classroom teachers and other staff, and the effective use of school-based committees speaks to how administrators seek input to develop recommendations and shape decisions. Professional development is designed to support the staffs' growth, and teachers are welcomed to seek out their own professional development experiences and present on what they learned at faculty meetings. This helps to build a unique learning environment where staff learn from one another.

In severing a relationship with a staff member, the decision is never made lightly. The determination of the teaching ineffectiveness, and the associated improvement efforts, are conducted within the school's evaluation system based on the revised 2022 Charlotte Danielson Framework for Teaching. Administrators provide additional informal and formal coaching, and they share frequent feedback, to support the growth and development of the staff members who have challenges meeting the responsibilities of their position. All efforts are documented in this regard, along with data and evidence to document the challenges and the efforts to drive improvement where possible. After multiple attempts, if it is determined that these efforts have not been successful, at the end of the school year the Principal notifies the respective employee of their teaching status at Evergreen.

- d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.**

Evergreen has calibrated governance and leadership expectations around the expectations found in NYSED's Performance Framework. As a result, the leadership team is very familiar with the standards, as the various benchmarks guide Evergreen's efforts as it meets its academic, financial, and organizational and accountability standards. This is visible during the monthly Board of Trustees meetings, which are structured around the Performance Framework Benchmarks. The reports delivered to the Board by the Superintendent, Principals, Director of Data and Attendance, and the Director of Finance and Operations are broken down in accordance with the renewal benchmark(s) to ensure standards are met, and this practice embeds the standards in discussions and decision making routines. Further, the Superintendent

evaluates the building Principals using an internal evaluation form based on, and aligned with, the Performance Framework to set clear expectations and work cohesively to meet the standards.

2. Professional Climate:

- a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.**

The Board of Trustees is the oversight body with the ultimate responsibility for the school's success. Each individual Trustee has a long history of service to Evergreen and has made a full commitment to realizing its mission and ensuring accountability to students, families, faculty, and the state. The Board provides support and guidance at its monthly meetings, where it monitors the school's fiscal health, analyzes enrollment and academic performance data, and establishes strategic priorities in response to evolving needs. The Board develops and approves policies and the annual budget, invests resources, supports the growth of the leaders and staff, and maintains compliance with all applicable laws and regulations.

The leadership team is comprised of multiple experienced and highly qualified professionals with years of experience in education at-large and within the school itself. The Superintendent, Dr. Elena Litescu, is the lead administrator, educational consensus builder, and leadership supervisor. She oversees the building Principals and others as they execute the educational program and strategic priorities at the building level. The Superintendent is responsible for developing and implementing programs and services across K-12 grades, frequently reviewing data, and ensuring results are used to drive practices and decisions. Dr. Litescu is also responsible for compliance with the approved charter, policies, statutes, NYSED regulations, and federal policies, and submits various grant applications and files compliance reports. The Principals lead the staff and students in each of their buildings, providing administrative guidance, and reviewing data to support decision making. The Principals, Director of Data and Attendance, and Director of Special Education all report directly to and are evaluated by the Superintendent. The Principals support the Superintendent in implementing the educational program and they oversee various staff in their respective buildings. The Principals are consensus builders who are responsible for supervising and evaluating staff, collecting evidence on the effectiveness of programs and supports for students, coordinating curriculum materials, and communicating and working toward goals and strategic priorities. The Directors of Curriculum and Instruction (DCI) are responsible for researching, planning, developing, implementing, and evaluating curriculum and instruction across grades. They collaborate with the Superintendent and Principals on the cohesive implementation of curriculum both vertically and horizontally against state standards, and they assist with facilitating professional development. The middle school and high school share the DCI for ELA and Humanities, as well as the DCI for STEM, and both DCIs oversee the implementation with fidelity of the curriculum for grades 6-12. The middle and high school also each have an Assistant Principal. The Assistant Principals work to assist with daily operations, the supervision of staff, and the coordination of strategic priorities. The Director of Data and Attendance is responsible for federal and state data reporting, maintaining the SchoolTool platform, coordinating assessments, conducting data analysis, supporting data-driven instruction, managing student records, and staff development. Evergreen also has various Department Coordinators who share from their expertise with their peers, in their respective content areas. Additionally, lead teachers help monitor and support classrooms and act as mentors to new teachers; lead teachers do not perform either supervisory or evaluative responsibilities.

The Director of Finance and Operations, Lisett Knox, reports to the Board and collaborates with the Superintendent and instructional leaders. She oversees Evergreen's business functions, managing and coordinating the processing and reporting of financial activities, implementing internal controls, and

ensuring compliance with federal, state, and local policies and procedures for finance and operations. Facilities staff, human resources, and personnel policies all fall under her purview, with support from an external CPA who prepares financial reports and supports processing and reporting activities.

b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.

Ensuring that the staff is equipped to meet the needs of all students is a priority of Evergreen's leadership. As each new school year approaches, professional development is held two weeks before the first day for students, and ongoing professional development sessions are held throughout the year. Evergreen's leaders take pride in implementing the instructional program with fidelity, and therefore experts are engaged as a part of the comprehensive professional development approach. Professional development offerings are designed to provide staff with opportunities for growth and career advancement. Additionally of note, Evergreen has intentionally connected professional development offerings with the evaluation system to provide a coherent experience for staff. The Danielson Framework for Teaching is used to support professional growth, development, and evaluation. Therefore, professional development is offered to all instructional staff focusing on understanding the Danielson Framework and its domains, including outlining its expectations and evaluation tools. These sessions are facilitated by representatives from the Danielson Group. Key components are highlighted in each domain in alignment with Evergreen's current goals and the needs of students, and administrators work with teachers to set individual goals to help drive their personal growth. Additionally, for professional development such as i-Ready diagnostics training, Curriculum Associates representatives conduct the training. This helps staff drill down into data and understand aggregated and disaggregated data trends and students' needs. Professional development sessions also are frequently held with Evergreen's expert math and literacy consultants in alignment with student and staff needs, strategic priorities, and school goals. Topics are identified by leaders and teachers through data analysis, observations, surveys, and the various configurations of staff meetings where feedback is shared. To gather input regarding professional development, teachers respond to surveys and submit a needs assessment at the beginning and end of each school year where they can suggest professional development topics, and brief surveys are administered after professional development sessions to gather their instant feedback.

Professional development sessions before and during the school year largely focus on supporting all learners, fostering student engagement, and reviewing curriculum materials. Topics covered in 2023-24 included i-Ready, differentiation and exit tickets, restorative justice practices, crisis prevention and intervention, culturally responsive teaching for ELLs, positive behavioral strategies, social-emotional learning, and SchoolTool, among others. The Director of Special Education also facilitates professional development on topics related to diverse learning needs such as Response to Intervention/Academic Intervention Services, special education law and regulations, developing IEP goals, preparing for annual review meetings, and Chapter 408 compliance. Staff are compliant with required trainings as well, including for identifying and preventing harassment, discrimination, and bullying. It is also noteworthy that Evergreen welcomes teachers to seek out their own opportunities and present what they learned at faculty meetings.

Through the open channels of communication at the school, and analysis of survey data, the administration monitors the effectiveness of professional development and seeks constant feedback to hear and respond to the needs of the instructional staff. Teacher evaluations and student data are critical to gauging the impact of professional development, and the faculty meetings offer an opportunity for discussion and feedback.

c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.

The leadership team is highly experienced. The Superintendent has been in education for more than 20 years and she has gradually taken on more responsibilities during her time at Evergreen. The Lower Elementary Principal has been in education for more than 30 years, the Middle School Principal for more than 15, and the High School Principal brings experience as a former Assistant Principal for a New York City charter high school. The DCIs similarly bring more than two decades of experience in education to their roles. The Director of Special Education is also an experienced and highly skilled professional who maintains effective working relationships with local CSEs and provides outstanding services oversight and guidance to the Special Education Teachers. Across grades K-12 teachers are qualified, with experience, certifications, and degrees in their respective areas. Evergreen prioritizes the hiring of teachers who are highly qualified and part of the onboarding process, prior to an offer being made, their certification status is verified, fingerprinting clearance is obtained, and their background is checked. Leaders are careful to hire and operate in a manner compliant with the charter law in terms of hiring uncertified teachers and uncertified candidates are offered a pathway to obtain their certification. Specialists such as literacy and math coordinators and AIS teachers participate in co-planning and provide push-in and small group instruction to support teachers and students. There are also specialty teachers, nurses, social workers, and guidance counselors on staff. The school's bilingual staff help facilitate conversations with non-heritage English speakers, and written communications are always available in English and Spanish.

The Director of Finance and Operations has more than 17 years of experience in educational settings and more than 10 years of experience in the banking industry. She is supported by the Business and Admissions Office, the external CPA, facilities managers, HR clerks, custodial staff, and IT staff. Evergreen's Food Service Director and Chef has been with the school for more than a decade, with more than 20 years of experience in kitchen management and menu development. He leads Evergreen's emphasis on fresh food and sustainability and helps teach students and families culinary skills and healthy cooking practices. He also oversees the school's food services department.

d. The school has established procedures for effective collaboration among teachers.

Frequent, ongoing collaboration is commonplace at Evergreen, which is supported by scheduling and encouraged by leadership for healthy communication both vertically and horizontally. As discussed above and in Benchmark 2, numerous meetings and development opportunities are held to bring the staff together to emphasize planning, learning, collaboration, and team building. These meetings include department and team meetings, data meetings, subject area meetings, lead teacher meetings, and grade-level meetings. A framework is in place for teachers to follow as they prepare, collaborate, and co-plan lessons during scheduled common planning time by grade level or content area. The common planning periods scheduled within the school day allow for collaboration among the teaching and support staff to maintain alignment among all facets of instructional delivery. This is intentional as Evergreen's leaders provide teachers opportunities to have ample time to monitor and discuss student progress. Teachers identify instructional strategies that meet the needs of all students, with interventionists closely involved in every step of the process. For example, ENL teachers push-in to assist in classrooms, and special education teachers work closely with classroom teachers to ensure compliance with their IEP requirements. There are also lead teachers who serve as mentors for newer teachers, sharing best practices and opening their classrooms for new teachers to observe lessons. It is also notable that teacher teams meet formally and informally, and teachers work with expert consultants.

- e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.**

The Danielson Framework forms the basis for evaluations. Formal evaluations are held for instructional staff at least twice a year, with written feedback provided after each observation is conducted, and multiple informal observations are conducted throughout the school year. The informal observations typically coincide with professional development sessions to gauge the efficacy of the learning initiatives and how successfully teachers have been incorporating the strategies or techniques within the classroom. Prior to formal observations, an administrator holds a pre-observation conference with the teacher, when the lesson plan is reviewed, the expectations of the Danielson Framework for Teaching are discussed, and the teacher is able to ask questions. A post-observation conference takes place as well where the teacher reflects on the lesson and then receives detailed feedback. Written feedback is provided too, and it becomes part of the professional record. Student academic data is incorporated to measure student progress and growth.

The Superintendent and Principals monitor instructional quality through these formal and informal evaluations, ongoing data collection and analysis, feedback from lead teachers, Department Coordinators, and consultants, and through regular meetings between instructional and support staff. The Superintendent evaluates the Principals, previously using a tool based on the Marzano Teacher Evaluation Model, but now using a rubric based on the Danielson Framework. The Board evaluates the Superintendent and Director of Finance and Operations each year (please refer to Benchmark 6) and gathers feedback from stakeholders to support transparency, communication, and engagement.

- f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.**

The multiple avenues of communication Evergreen's Board and leadership have established allow for the collection of honest feedback, and these routines speak to a clear commitment to continuous improvement. A variety of strategies are used to help promote healthy interactions and relationships among the staff. Feedback is welcomed through a variety of channels, such as through an open-door policy, daily assemblies, small and large group meetings, department and grade level team sessions, consultant meetings, observation meetings, lead teacher and mentor meetings, and the use of committees. Further, Evergreen administers surveys and needs assessments to allow teachers and staff to share input on professional development, programs, and curriculum. The use of school-based committees within the school is particularly impactful as this allows staff to have a direct impact on decision making and operations. The Board welcomes input at the governance level, and hosts a dinner at the beginning and end of each school year. They meet with instructional and non-instructional staff during the school year to discuss needs, priorities, and gather their feedback. These are skip-level meetings taking place between staff members and the Board, without the administrative team present, to allow for an honest and free-flowing dialogue.

3. Contractual Relationships (If Applicable):

- a. Changes in the school's charter management or comprehensive management service provider contract comply with required charter amendment procedures.**

N/A

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.**

Evergreen does not have a comprehensive service provider but is a true community-based school, founded in partnership with Circulo de la Hispanidad (CDLH), which has supported Hempstead residents since 1985 as a collaborative community partner. The facility at 605 Peninsula is leased from CDLH, and the administrators and Trustees ensure all contractual obligations are met.

Evergreen's educational consultants are monitored by the school's administrators. As discussed in Benchmark 2, the consultants help develop pacing guides to support teachers in their team and individual planning routines, ensure curriculum alignment, serve as instructional coaches, and provide professional development. Teachers are asked to provide feedback to instructional leaders about the support and services they receive following professional development sessions, and teacher evaluations and student data also help monitor the effectiveness of the development strategies.

Section 3 – Faithfulness to Charter and Law

BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

1. Describe your current NYSED-approved mission statement.

The mission of Evergreen Charter School is to nurture the intellectual, physical and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life.

2. List your current NYSED-approved key design elements.

Evergreen's key design elements are:

- Second language instruction in Spanish for all grades;
- Integration of ecology throughout the curriculum and culture with the recurring theme of "reduce, reuse, recycle;"
- To foster healthy life choices within a child-centered, environmentally friendly school;
- Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction; and,
- Planning and instruction utilizing the workshop model of instruction.

3. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.

Evergreen's mission and key design elements are core to the school's efforts, embodied within the academic program and throughout the routines and systems in place at all buildings and every grade level. Staff and students attend each day the Morning Assembly in each building, which starts with the recitation of the School's Pledge and School's Promise. More often than not, the school's events often begin with reciting the Pledge and Promise, which directly align to the mission and design:

School Pledge: I pledge to protect the Earth, respect the web of life upon it, and to honor the dignity of every member of our global family. One planet, one people, one world, in harmony, with peace, freedom, and justice for all.

School Promise: I promise to respect myself, respect others, and respect our earth's resources.

Evergreen's Board of Trustees and leaders have cultivated a commitment to the mission and key design elements from all stakeholders, and academic performance data, survey results, and retention rates for staff and students have shown that the school has been successful in this regard. Daily school programming integrates language instruction in Spanish, the celebration of diverse cultures – with an emphasis on Hispanic culture – and culturally diverse activities and instructional resources, the integration of ecology and respect for the Earth, and a focus on student's health and wellbeing. Hydroponic, environmental, and farm-to-table initiatives are visible in each grade level and these help to promote healthy life choices and an environmentally sustainable school. This programming puts the key design elements into action. The open-door policy of communication for staff and families allows stakeholders to communicate on a regular basis to understand and recognize the mission and vision of Evergreen and help see it realized.

4. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Evergreen's mission and key design elements are implemented in numerous ways, resulting in a positive, culturally responsive, student-centered environment that supports the intellectual, physical, and social development of all students. Individual growth and development are fostered through a comprehensive and challenging educational program that emphasizes mastery of a quality curriculum aligned to state standards. With the school's expansion into high school, Evergreen prepares students for college and career success and supports them as they plan their next steps in life. The key design elements are implemented in the following ways:

- **Second language instruction in Spanish for all grades:** Students receive daily Spanish instruction, which is explicitly designed to meet the learning needs of students who are heritage speakers and those learning Spanish as a second language. As Evergreen's program continues to evolve, language offerings have expanded to include other world languages as well.
- **Integration of ecology throughout the curriculum and culture with the recurring theme of "reduce, reuse, recycle":** The daily Pledge and Promise align with this element, and the morning assemblies often highlight environmental learning and the conservation of resources. Science instruction emphasizes the connections between all living things and a respect for the Earth, and Evergreen incorporates a variety of environmental education programs across grades K-12 to provide activities and tools for integrating environmental issues into the curriculum. Buildings incorporate hydroponics. The elementary school, K-1 grades, received a \$10,000 grant from the Green Our Planet HydroConnect Program to bring 19 DWC (Deep Water Culture) Hydroponic units for classrooms and offices. They received a commercial unit that holds 206 plants, access to the Green Our Planet portal for curriculum, resources, videos, training, meetings, and more. Evergreen also utilizes "green" school initiatives, such as water or energy conservation or air quality improvements, to help emphasize environmental concepts. Students participate in a variety of recycling programs and art projects. Evergreen's facilities are designed to reduce energy consumption and environmental impact, modeling for students how to be stewards of the planet and its resources.

- To foster healthy life choices within a child-centered, environmentally friendly school:** Evergreen’s leaders believe that “A child who is not well-nourished does not learn at his or her full potential.” Evergreen emphasizes health and nutrition, with farm-to-table initiatives being emphasized during this charter term. The school has formed a partnership with Cornell University. Evergreen is also partnering with Island Harvest of Long Island to deliver weekly packs of nutritional food to low-income students that include two breakfasts, two snacks, and ingredients to a family dinner. These efforts are important as Hispanic and African American families have a higher percentage of diabetes and obesity, and children are exposed to advertising that normalizes unhealthy food choices. Nutrition facts, tips, and videos are incorporated into daily morning assemblies to promote healthy eating habits and special activities are held throughout the year in collaboration with the school Chef to expose children to new foods and develop good eating habits. Evergreen is recognized as an independent School Food Authority and takes very seriously its obligations under the Child Nutrition Program. Further, parent workshops are held to educate families about cooking healthy meals on a budget, and students also participate in cooking and nutrition classes. Lettuce is grown in the school’s commercial hydroponic unit and it was used in school meals, students cook with the school’s chef, and a mini farmer’s market hosted by a Cornell University division, is held to sell at a very low cost harvested produce. The school also received a \$3,500 grant from Green Our Planet’s GardenConnect program to establish an outdoor garden program and it is in the process of launching a garden. The harvested crops will be added to the school’s meals. Evergreen has a Health and Wellness Committee that monitors the school’s efforts and recommends improvements, in alignment with best practices and nutrition guidelines and current events. There are also enriched arts, music, physical health, and wellness programs led by talented teachers, including a chamber orchestra, choir, and keyboard ensemble, as well as team sports – all critical activities to get students active and involved.
- Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction:** A celebration of, and appreciation for, Hispanic culture is embedded throughout instructional and school culture routines. Daily assemblies, family newsletters, and parent workshops integrate both English and Spanish. Bilingual teachers and staff are hired, and flyers for events are distributed in both English and Spanish. Professional development is focused on ensuring the school’s staff can meet the needs of English language learners, and close collaboration among classroom teachers and English language learner staff is commonplace. Hispanic culture is woven into the entirety of Evergreen’s educational program and celebrated through student works, as evidenced in art projects, cooking experiences, assemblies, cultural studies, music study, and field trips.
- Planning and instruction utilizing the workshop model of instruction:** The workshop model provides students the opportunity to build self-confidence and self-reliance through collaborative work and independent practice. The high-quality lesson framework follows the core components of the workshop lesson – mini-lesson, guided practice, and independent practice. This framework requires teachers to identify the specific learning standard(s) being covered; a well-defined lesson objective posted in an “I can” statement; the academic language to be used; materials and/or media to be used; the anticipatory set; the mini-lesson, guided practice, and modeling techniques to be used; Kagan strategies implemented to keep students engaged during the lesson, independent practice; differentiated instruction; and a formative assessment to check for understanding (such as an exit ticket).

BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners,

and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

1. Discuss trends in enrollment of special populations over the current charter term.

Evergreen Charter School continues to serve a diverse student population. Looking at 2022-23 school year data compared to the Hempstead UFSD, Evergreen's student population was 84 percent economically disadvantaged (ED) compared to 68 percent for the district; for 2021-22 Evergreen was at 83 percent and the district was at 74 percent – a significant margin that has been the case for several years. Students with disabilities (SWDs) were 12 percent for Evergreen and 11 percent for the district in 2022-23, and both were 11 percent in 2021-22. However, in both years Evergreen did trail the district in English language learners (ELLs) at 42 percent to 54 in 2022-23 and 42 percent to 52 in 2021-22. Evergreen continues to maintain strong student retention rates for all students – with the preliminary data showing higher retention rates compared to the district for all students every year – a full waitlist, and it is extraordinarily in high demand. The spring 2024 lottery saw more than 530 applications, with 151 in kindergarten for 125 seats. The school continues to recruit in all subgroups in good faith and uses strategic methods, as outlined below.

2. If the school is not yet serving proportions of special student populations that are comparable to the district of location (or primary sending district), explain, in detail, the recruitment and retention strategies and program services that were implemented over the current charter term to attract and retain SWD, ELL, and ED students.

Evergreen continues to prioritize strong recruitment and retention efforts for all students and subgroups. To truly realize the comprehensive program as outlined in its mission, Evergreen recognizes the need to serve and meet the diverse needs of all students. To that end, Evergreen has sought to recruit students through various means, including:

- Forming partnerships with various local community and religious-based institutions and organizations, such as the Nassau County Department of Social Services, the Family Services Corporation, the Interfaith Nutrition Network, Union Baptist Church, Miracle Christian Center, the Hagedorn Family Resource Center, the Hispanic Counseling Center, Head Start, and local organizations that serve those who are food insecure, as well as others.
- Leveraging advertising with community newspapers such as *The Beacon* and *Long Island Herald* to concentrate on the Hempstead and Uniondale areas.
- Posting information on the school's website.
- Distributing flyers through the community, including with the help of Circulo de la Hispanidad's community connections, throughout Hempstead and walking throughout neighborhoods.
- Preparing enrollment packets with cover letters and distributing them to community churches.
- Printing banners and advertising with signs on the main roads within the Hempstead community.
- Partnering with Roosevelt Charter School (K-8) for a collaborative open house to share information on Evergreen's high school program.

Evergreen's recruitment correspondence is distributed in both English and Spanish to accommodate the diverse members of the community, and the partnerships the school has fostered and the various methods it employs allow it to target efforts to underserved families – specifically low-to-moderate

income families, families with children who have disabilities, and families with children that are ELLs. The school has also translated materials to Creole and contracted an agency providing sign language interpreters to communicate with families that have a hearing impairment, as part of its ongoing efforts to go the extra mile to ensure all families are comfortable. Recruitment and outreach efforts highlight the robust team of specialists who work at Evergreen to help encourage parents of diverse learners understand how their child's needs will be met upon enrollment.

To support ELLs, Evergreen employs bilingual staff and emphasizes Hispanic culture throughout the school's programming. The Remind application – a mobile messaging platform – is used to communicate with families and translates to the preferred language with accuracy. The use of Remind helps to ensure home-to-school communication is clear and understandable for ENL families, even if the classroom teacher is not bilingual, and a bilingual staff member supports colleagues with parent phone calls and translation when needed. Notifications regarding opportunities to attend events or volunteer are sent home with students or through the messaging app and provided in both English and Spanish, as well.

Evergreen's Director of Special Education oversees the team of Special Education Teachers who work on identifying students with special needs early in the enrollment process as close as possible to the start of the school year. Individualized interventions and services are provided to SWDs in accordance with IEPs and 504 Plans. Special education teachers modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies, and stay in constant contact with their families via email, phone calls, and the Remind app. Students with IEPs and 504s are provided a supportive learning environment at Evergreen, receiving services on-site, provided by personnel from each student's home district under the oversight of the Special Education teachers in each building. The Director of Special Education works with each district of residence to ensure the services and accommodations articulated in the students' IEPs or 504s are provided, such as services for speech and language, occupational therapy, physical therapy, and counseling as mandated. To help meet the needs of economically disadvantaged students, Evergreen provides hotspots to ensure students have internet access at home, support home instruction, and offers workshops and various supports for McKinney-Vento eligible students.

3. Describe the process currently used to evaluate recruitment and retention outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.

Monthly presentations on enrollment are made by the Director of Finance and Operations at the regular Board of Trustees meetings, and the leadership team monitors student retention, success, and challenges. Enrollment data are monitored and, when a trend arises that must be addressed, the school responds with appropriate messaging and/or investment of resources. As recruitment for the next school year ramps up in January, the school assesses data from incoming applications to identify specific trends. The Admissions team uses that data determine on an ongoing basis what changes need to be made in the current enrollment cycle to ensure the most diverse student body possible is being canvassed through the various means outlined above. All outreach materials highlight the robust team of specialists Evergreen boasts to help encourage parents of diverse learners to feel comfortable enrolling their child at the school. The systems of ongoing data analysis within the school also allow staff and leadership to ensure the program results in positive outcomes for all learners, including the students in each of the three targeted subgroups. The Board strategically monitors data on a regular basis and will continue to do so into the next charter term. Additionally, the Director of Special Education prepares reports on the services provided to SWDs, and the various diagnostic benchmark assessments for all students are analyzed in

various staff data meetings to assess the efficacy of the school's curriculum materials and instructional methods and to allow for more effective differentiation and instruction.

4. Discuss how the above recruitment and retention efforts (identified in prompt #2) resulted in an increase in enrollment for SWD, ELL and ED students, using the data provided by the NYSED CSO.

Evergreen's recruitment and retention efforts have continually been successful in enrolling ED students at a higher rate than the Hempstead UFSD and SWDs steadily at a comparable rate with the host district. Evergreen remains committed to serving a diverse student population and reaching the students who come from areas that have historically not been provided with high-quality educational opportunities. For ELLs, Evergreen continues to emphasize ENL students in its programming, and offers Spanish language instruction for both heritage and non-heritage speakers. Further, the school culture celebrates Hispanic heritage, and indeed all world's cultures, which results in an environment that is comfortable for bilingual students and those who are emergent speakers and readers of the English language. The inclusion of bilingual staff and the prevalence of Spanish-language advertising materials consistently shows the school is welcoming to ELL students and these practices will continue into the next charter term and beyond.

5. Describe in detail the recruitment and retention strategies and program services that will be implemented in the renewal term to attract and retain SWD, ELL and ED students.

In the renewal term, Evergreen will continue to leverage the community relationships Circulo de la Hispanidad has fostered within Hempstead to promote the school, along with relationships with the Nassau County Department of Social Services, the Family Services Corporation, the Interfaith Nutrition Network, Union Baptist Church, Miracle Christian Center, the Hagedorn Family Resource Center, the Hispanic Counseling center, Head Start, local churches, and local food providers. The partnership formed with Roosevelt Charter School has also been positive and is something the school will look to continue into the future, along with the continued advertising in community newspapers and on signs and banners within the Hempstead community. Beginning with the 2024-25 school year, Evergreen is partnering with Island Harvest of Long Island to deliver packs of nutritional food to low-income students each week that include two breakfasts, two snacks, and ingredients to a family dinner to lend further community support. The school has also invested in translation and interpretation devices for families and students, which allow the listener to have a lesson or event translated in real time to their native language via a headset. This is nascent technology that has not been implemented at a large scale, but it is a technology solution the school is implementing in certain areas.

Evergreen also has various processes in place to identify if students belong to the target subgroups. Benchmarking strategies are used to determine if a child is academically at-risk, including a robust Child Find process and the Home Language Questionnaire. The school's process also identifies additional challenges, such as housing insecurity. The implementation of a consistent schedule of assessments and evaluations throughout the school year ensure robust and timely data are available to allow staff to identify when students would benefit from interventions. Students who are struggling will continue to be provided individualized interventions, and differentiation will target the personal needs of each student. Differentiation strategies employed by teachers include: teacher modeling, small group instruction, simplified instruction and direction, frequent checks for understanding, graphic organizers, colored visuals, rephrasing, opportunities for practice and automaticity, personal writing checklists to self-assess and edit writing, sentence starters, sentence frames, manipulatives, and personal number lines. Additionally, the school's Child/Student Study Teams convene to provide support for students in need of interventions. ELLs benefit from translanguaging and Sheltered Instruction Observation Protocol (SIOP)

strategies, with bilingual staff available to support both students and families. Spanish instruction is provided in all grade levels daily, and Hispanic culture is a featured key design element as well, making the entire school a community of language learners. This helps to grow a collaborative environment to help all learners feel included.

BENCHMARK 10: LEGAL COMPLIANCE

The school has complied with applicable laws, regulations, and the provisions of its charter.

- 1. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.**

Evergreen continues to exhibit a strong track record of compliance with all applicable state and federal laws and policies through the collaborative efforts of the Board of Trustees and the school's administrative leaders. This includes following Evergreen's approved enrollment policy for admissions, as described in Benchmark 9. The Board and leadership team review policies related to personnel, student discipline, legal transactions related to the lease, and other applicable matters, and legal counsel is retained for additional guidance when appropriate. Further, Evergreen's external CPA provides input to ensure finance health and provide certainty that internal controls are executed in accordance with the Accounting Policies Manual. To comply with Open Meetings Law requirements, Evergreen follows protocols for both publicizing and ensuring public access to Board meetings, with Zoom links posted publicly to the school website. The Evergreen Charter School website also has a page with compliance-related postings, including annual reports, the school safety plan, the code of conduct, the discipline policy, the FOIL policy, a statement on systemic racism, the NYSED Parent Dashboard, and the NYS ESSA-Funded Programs Complaint Procedures, among others. All policies undergo regular review. Fingerprinting and background check procedures are diligently followed, and the school adheres to teacher certification requirements as stipulated under the Charter Schools Act.

- 2. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.**

A Corrective Action Plan was issued by NYSED in 2021 related to the frequency of Board meetings. In December 2022, NYSED issued a Notice of Satisfactory Response to the Corrective Action Plan for the governance concerns that had been flagged. Also, during the last renewal the Charter School Office raised an issue with the school's reporting and use of properties that it owns and leases. This has been remedied in formal revisions, which have been properly submitted to the Authorizer and have been approved and noted within Annual Reports as required.

- 3. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.**

Evergreen strives to comply with applicable laws and regulations regarding teacher certification. Open teaching positions are posted on OLAS, the online searching platform used for recruiting by all public schools in the tri-state area, to specifically seek out certified teachers. The number of non-certified instructional staff employed is compliant with the *Charter Schools Act*. The leadership team conducts

annually a review of the credentials of all teachers and confirms that each teacher who was uncertified and whose certification expired, falls under the provisions of the Charter School Certification exceptions. If any teachers are facing expiration towards their teaching certification, guidance is provided by Evergreen to teachers in leading them in a **Pathway of Completion** for their teaching certification. This document supports the teacher if they are seeking an Initial Reissuance (first and second) or a time extension. Currently, as of the beginning of the 2024-2025 school year, the number of uncertified teachers is under the maximum number allowed by the Charter School Certification exceptions, and there are no outstanding teacher certification issues that must be addressed.

4. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions

During this term, Evergreen gained approval for multiple revisions regarding the acquisition of several properties in Hempstead to accommodate the school's growth and operation of the secondary school, as well as changes to the school's organizational chart to similarly account for the school's growth and to reflect changes such as amending the titles of building Directors to now be building Principals. Further, the school has revised its bylaws to reduce the minimum number of Board members to 5 and has revised its enrollment to increase to 1175 students from 1100. Evergreen is also submitting five additional revision requests with this renewal application as noted within Section 4.

5. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.

Enrollment demand is strong, with a full waitlist each year. For the 2024-25 school year more than 530 applications were received for grades K-12, including 151 applications in kindergarten for 125 openings. The Director of Finance and Operations reports on enrollment to the Board of Trustees monthly to ensure the full school leadership is aware of enrollment and recruitment trends.

6. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Evergreen engages legal counsel, to support review on policies related to personnel, student discipline, legal transactions related to its lease, and other applicable matters. During this term Evergreen has worked with Lisa Holtzmuller and Paul O'Neil, who is specialized in assisting special education students, of Barton Gilman LLP.

Section 4 – Proposed Charter Revisions

Evergreen Charter School is submitting five revisions:

- A material revision to increase enrollment in the renewal term.
- A non-material revision to the organizational chart, effective in the 2024-25 school year.
- Non-material revisions to the Code of Conduct, Complaint & Grievance Policy, and Enrollment Policy.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on all Grade 3-8 assessments. At the high school level, proficiency shall be defined as obtaining a Regents exam score of 65 or higher.

1. All Schools

a. Accountability

i. ESEA Accountability Designation

Evergreen Charter School's most recent accountability designation of "Local Support and Improvement" for 2023-24 follows previous years of "Good Standing" designations as defined by the Elementary and Secondary Education Act.

b. Similar Schools Comparison

i. Comparative Proficiency

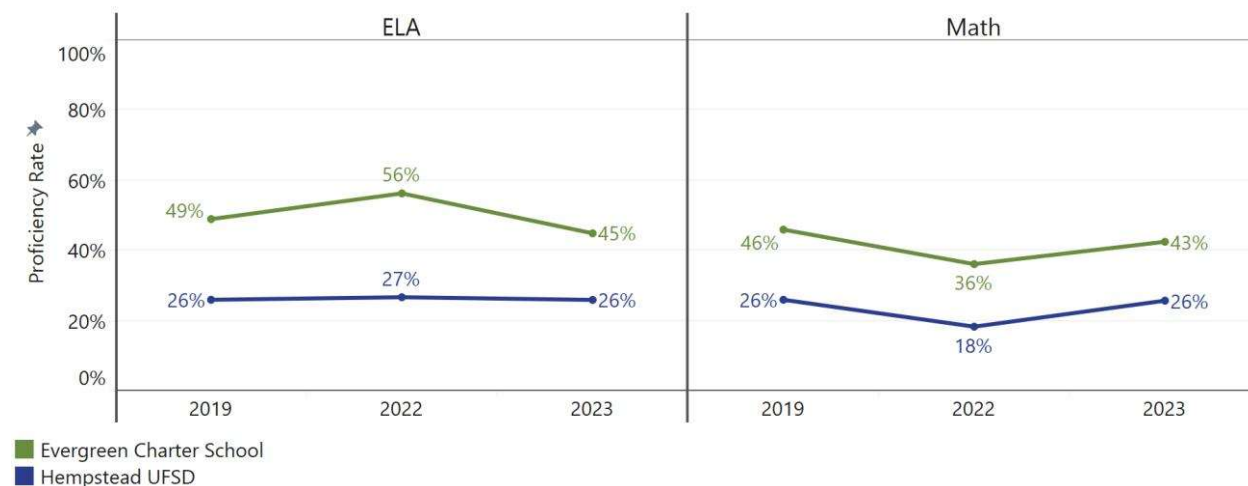
Evergreen far exceeded the performance of its similar comparison, with mean differentials of +37 in ELA and +29 in math. As discussed within the larger renewal narrative, Evergreen Charter School uses a high-quality, research-based curriculum aligned to the New York State Next Generation Learning Standards, with proven instructional methods, supporting rigorous instruction in literacy, mathematics, science, social studies and beyond.

Additionally, Evergreen consistently outperforms the Hempstead UFSD on the NYS English language arts (ELA) and math exams and continues to provide a quality option within the community.

NYS ELA & Math Grades 3-8 Aggregate Proficiency Rate

Evergreen Charter School and Hempstead School District

Per the State Department of Education, because tests in different years measure different learning standards, the results are not comparable and are shown below for context.



2. Elementary/Middle School Outcomes

a. Trending Toward Proficiency

- Aggregate Standards-Based Trend Toward Proficiency
- Subgroup Standards-Based Trend Toward Proficiency

In Trending Toward Proficiency for All Students in ELA, Evergreen has been at 50 percent or higher every year since 2016-17, with students at 55 percent in 2022-23, the most recent available year. In math, results for All Students are mixed. Given the challenges of the COVID-19 pandemic, this indicator dropped to 30 percent in math 2021-22, but has since risen to 48 percent in 2022-23, showing the school is addressing learning loss.

For subgroups, there has been stronger performance in ELA than math for all subgroups in recent years. Notably, since the pandemic the English language learner (ELL) subgroup increased to 44 percent in 2022-23 in math and 46 percent in ELA. The ED subgroup in 2022-23 increased from 30 to 46 percent in math and declined from 75 percent to 54 percent in ELA. As discussed within Benchmark 2, Evergreen has multiple supports in place for diverse learners. Evergreen utilizes multiple methods of teaching and instruction, including push in and pull out with specialists and support teachers, so that all students are included and have access to the curriculum. Staff use a variety of methods such as push-in, pull-out, and small group instruction, and all decisions around classroom strategies are backed by rigorous data analysis. Curriculum and academic content are implemented in ways that are accessible to multiple learning styles, such as visual, auditory, and kinesthetic strategies. These instructional models are effective for all students, particularly ELLs and students with disabilities (SWDs), to receive the extra support needed. When students are struggling, specific strategies to support academic achievement and/or behaviors are initiated, alongside a robust approach to intervention to identify and address students' needs with urgency and precision.

b. Proficiency

i. Aggregate School Level Proficiency

The overall comparison of students shows strong performance for Evergreen Charter School compared to its host district, regularly exceeding the Hempstead UFSD by significant margins. The school's extremely strong differentials compared to the district showcase why Evergreen is such a strong option for families within the community and supports a full-term renewal. The differentials for all students are smaller compared to the State, with Evergreen falling both above and below average NYS proficiency in ELA and math in recent years.

ii. Aggregate Subgroup School Level Proficiency

Looking at the subgroup data presented, Evergreen exceeds both the district and NYS outcomes in each subgroup for almost every year listed in ELA, math, and science. The only exceptions are trailing NYS with SWDs across all three subject areas in 2022-23, and trailing NYS in science with economically disadvantaged students in 2022-23. These data show that Evergreen's efforts continue to be successful in welcoming and teaching all students.

iii. Aggregate Grade-Level Proficiency

The grade-level analysis provides another snapshot of Evergreen's strong performance compared to the Hempstead UFSD. Evergreen vastly outperformed the Hempstead district in almost every year and grade level reported. Compared to the State aggregates, the differentials are less consistently strong, with instances of both over- and under-performance against NYS in ELA and math (science data are limited per reporting rules). As the curriculum is continually reviewed and updated, and data analysis is routine and

rigorous, the school's instructional leadership team is positioned to continue to respond to needs to close any achievement gap and continue to refresh materials to ensure all students are benefitting from the academic program and achieving proficiency in the skills and contents required in each grade.

iv. Subgroup Grade-Level Proficiency

The subgroup analysis shows Evergreen's performance with economically disadvantaged students has been consistently strong across the five-year snapshot, often exceeding the district and state. Results for SWDs and ELLs against the Hempstead UFSD are less consistent, and against the NYS aggregates, the middle school math differentials stand out for being lower year over year in the analysis of ELL proficiency. As mentioned above and in Benchmark 2, Evergreen's instructional team employs various strategies to reach diverse learners. Teachers either push-in or pull out, and collaborate closely with the classroom teachers, across content areas to support ELLs. Evergreen utilizes translanguaging and Sheltered Instruction Observation Protocol (SIOP) strategies as well. Targeted instruction is provided during the intervention block based on student proficiency, and ENL students are offered Saturday instructional sessions for further language support.

3. High School Outcomes

a. Regents Exam Outcomes

- i. Aggregate Total Cohort Regents Testing Outcomes**
- ii. Subgroup Total Cohort Regents Testing Outcomes**

The aggregate performance data for Regents Outcomes lags behind the NYS differential in almost every subject and year. However, a new High School Principal has been hired to help further guide the implementation of the high school grades. The Board and leaders have identified the high school as an area to focus, especially given that the high school roll-out was heavily impacted by the pandemic. Both leaders and the Board are eager to continue building the high school program and address the continued impacts of COVID-related learning loss.

b. Graduation Outcomes

- i. Aggregate Cohort Graduation Rates**
- ii. Subgroup Cohort Graduation Rates**

Evergreen was thrilled to celebrate the inaugural graduating class this spring. While the NYSED analysis does not yet capture this information, we had 35 graduates, and our partner organization Circulo de la Hispanidad was able to raise funds to provide scholarships for seven students to help offset the cost of books and other expenses as they head to college.

- iii. Aggregate Cohort On-Track to Graduate**
- iv. Subgroup Cohort On-Track to Graduate**

Data was provided for all students, ELL, and economically disadvantaged students. For All Students, 67 percent of students were identified as on track to graduate, and 63 percent of economically disadvantaged students, and 50 percent of ELL students were similarly identified.

EVERGREEN CHARTER SCHOOL 2025-2026 SCHOOL YEAR

JULY - 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST - 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER - 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21

OCTOBER - 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

NOVEMBER - 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						17

DECEMBER - 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

JANUARY - 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

FEBRUARY - 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

MARCH - 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19

APRIL - 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						19

MAY - 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

JUNE - 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21

SCHOOL CLOSED	
Sept 4	Labor Day
Oct 2	Yom Kippur
Oct 9	Columbus Day
Nov 11	Veterans Day
Nov 27	Thanksgiving
Nov 28	Day after Thanksgiving
Dec 24 - Jan 2	Holiday Recess
Jan 19	Dr. M.L.K. Jr. Day
Feb 16-20	Winter Recess
Mar 20	Eid al-Fitr (Date TBC)
Mar 30- Apr 3	Spring Recess
May 25	Memorial Day
June 19	Juneteenth

Academic Year

First Day for Students:
September 2
Last Day: June 30

Total Days of Instruction: 189
Total New Staff Days: 199
Total Returning Staff Days: 196

If there are more than 2 snow days,
Evergreen will operate remotely.
No additional days will be added to
the calendar.

Evergreen Charter School Pledge:

I pledge to protect the Earth, respect the web of life upon it, and to honor the dignity of every member of our global family. One planet, one people, one world, in harmony, with peace, freedom and justice for all.

Juramento de la Escuela Evergreen:

Juro proteger la Tierra, respetar la diversidad de vida sobre ella, y honrar la dignidad de todos los miembros de nuestro entorno. Un planeta, un pueblo, un mundo, en armonía, con paz, libertad y justicia para todos.

Evergreen Charter School Promise:

I promise to respect myself, respect others and respect our Earth's resources.

Promesa de la Escuela Evergreen:

Prometo respetarme a mí mismo, respetar a los demás, y respetar los recursos de nuestro planeta.

2024-2025 K-1 Elementary School Master Schedule

		7:30-8:00	8:00-8:45	8:45-9:30	9:30-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:15	1:15-2:00	2:00-2:30
KA	Mon	Br/Mtg	Intervention	Art	ELA	ELA	Lunch	Math	Math/Centers	Spanish	Tech
Room 114	Tues	Br/Mtg	Intervention	Sensory Rm	ELA	ELA	Lunch	Math	Math/Centers	Spanish	S.S./S
Ms. Laine	Wed	Br/Mtg	Intervention	PE	ELA	ELA	Lunch	Math	Math/Centers	Spanish	SEL
Ms. Madrid	Thurs	Br/Mtg	Intervention	Library	ELA	ELA	Lunch	Math	Math/Centers	Spanish	S.S./S
	Fri	Br/Mtg	Intervention	Music	ELA	ELA	Lunch	Math	Math/Centers	Spanish	S.S./S
KB	Mon	Br/Mtg	Intervention	PE	ELA	ELA	Lunch	Math	Math/Centers	Sensory Rm	Spanish
Room 115	Tues	Br/Mtg	Intervention	Library	ELA	ELA	Lunch	Math	Math/Centers	PE	Spanish
Ms. Santana	Wed	Br/Mtg	Intervention	Music	ELA	ELA	Lunch	Math	Math/Centers	Art	Spanish
Ms. Roth	Thurs	Br/Mtg	Intervention	Sensory Rm	ELA	ELA	Lunch	Math	Math/Centers	Art	Spanish
	Fri	Br/Mtg	Intervention	PE	ELA	ELA	Lunch	Tech	Math	Math/Centers	Spanish
KC	Mon	Br/Mtg	Intervention	Music	ELA	ELA	Lunch	Spanish	Math	Math/Centers	PE
Room 116	Tues	Br/Mtg	Intervention	Art	ELA	ELA	Lunch	Spanish	Math	Math/Centers	Sensory
Ms. Venegas	Wed	Br/Mtg	Intervention	Art	ELA	ELA	Lunch	Spanish	Math	Math/Centers	PE
Ms. Fernandez	Thurs	Br/Mtg	Intervention	PE	ELA	ELA	Lunch	Spanish	Math	Math/Centers	Sensory
	Fri	Br/Mtg	Intervention	Library	ELA	ELA	Lunch	Spanish	Math	Math/Centers	Sensory
KD	Mon	Br/Mtg	Intervention	Library	ELA	ELA	Spanish	Lunch	Math	Math/Centers	S.S./S
Room 117	Tues	Br/Mtg	Intervention	PE	ELA	ELA	Spanish	Lunch	Math	Math/Centers	S.S./S
Ms. Soto	Wed	Br/Mtg	Intervention	Sensory	ELA	ELA	Spanish	Lunch	Math	Math/Centers	Tech
Ms. Di lorenzo	Thurs	Br/Mtg	Intervention	Art	ELA	ELA	Spanish	Lunch	Math	Math/Centers	S.S./S
	Fri	Br/Mtg	Intervention	Art	ELA	ELA	Spanish	Lunch	Math	Math/Centers	Music
KE	Mon	Br/Mtg	Intervention	Spanish	ELA	ELA	Music	Lunch	Math	Math/Centers	Sensory
Room 223	Tues	Br/Mtg	Intervention	Spanish	ELA	ELA	PE	Lunch	Math	Math/Centers	Tech
Ms. Martinez	Wed	Br/Mtg	Intervention	Spanish	ELA	ELA	Art	Lunch	Math	Math/Centers	Sensory
Ms. Antoine	Thurs	Br/Mtg	Intervention	Spanish	ELA	ELA	Sensory Rm	Lunch	Math	Math/Centers	PE
	Fri	Br/Mtg	Intervention	Spanish	ELA	ELA	Art	Lunch	Math	Math/Centers	SEL
1A	Mon	Br/Mtg	Math	Math	PE	ELA	ELA	Lunch	Tech	Spanish	Fundati
Room 225	Tues	Br/Mtg	Math	Math	Art	ELA	ELA	Lunch	Intervention	Spanish	Fundati
Ms. Lee	Wed	Br/Mtg	Math	Math	PE	ELA	ELA	Lunch	Intervention	Spanish	Librar
	Thurs	Br/Mtg	Math	Math	Art	ELA	ELA	Lunch	Intervention	Spanish	Fundati
	Fri	Br/Mtg	Math	Math	Music	ELA	PE	Lunch	Intervention	Spanish	Fundati
1B	Mon	Br/Mtg	Math	Math	Music	ELA	ELA	Spanish	Lunch	Intervention	Tech
Room 206	Tues	Br/Mtg	Math	Math	PE	ELA	ELA	Spanish	Lunch	Intervention	Fundati
Ms. Greenberg	Wed	Br/Mtg	Math	Math	Art	ELA	ELA	Spanish	Lunch	Intervention	Fundati
	Thurs	Br/Mtg	Math	Math	PE	ELA	ELA	Spanish	Lunch	Intervention	Librar
	Fri	Br/Mtg	Math	Math	PE	ELA	ELA	Spanish	Lunch	Art	Fundati
1C	Mon	Br/Mtg	Math	Math	Spanish	ELA	ELA	PE	Lunch	Intervention	Fundati
Room 207	Tues	Br/Mtg	Math	Math	Spanish	ELA	ELA	Tech	Lunch	Intervention	Fundati
Ms. Bischoff	Wed	Br/Mtg	Math	Math	Spanish	ELA	ELA	PE	Lunch	Intervention	Fundati
	Thurs	Br/Mtg	Math	Math	Spanish	ELA	ELA	PE	Lunch	Intervention	Fundati
	Fri	Br/Mtg	Math	Math	Spanish	ELA	ELA	Music	Lunch	Library	SEL
1D	Mon	Br/Mtg	Foundations	Math	Tech	PE	ELA	ELA	Lunch	Intervention	Math i-R
Room 10	Tues	Br/Mtg	Foundations	Math	Math	Art	ELA	ELA	Lunch	Intervention	S.S./S
Ms. Chwat	Wed	Br/Mtg	Foundations	Math	Math	Music	ELA	ELA	Lunch	Intervention	S.S./S
	Thurs	Br/Mtg	Library	Math	Math	PE	ELA	ELA	Lunch	Intervention	S.S./S
	Fri	Br/Mtg	Foundations	Math	Math	Art	ELA	ELA	Lunch	PE	SEL
1E	Mon	Br/Mtg	Intervention	Math	Library	Spanish	ELA	Lunch	ELA	PE	Fundati
Room 224	Tues	Br/Mtg	Intervention	Math	Math	Spanish	ELA	Lunch	ELA	Art	Fundati
Ms. Giunta	Wed	Br/Mtg	Intervention	Math	Math	Spanish	ELA	Lunch	ELA	PE	Fundati
	Thurs	Br/Mtg	Intervention	Math	Math	Spanish	ELA	Lunch	ELA	PE	Fundati
	Fri	Br/Mtg	SEL	Math	Math	Spanish	ELA	Lunch	ELA	Music	Tech

		Elementary School (2 - 4 Grades) Course Schedule																
Room	Teacher	Hours Class	8:10-8:55	8:55-9:40	9:40-9:50	9:50-10:30	10:30-11:15	11:15-12:00	12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-3:45					
107	Ms. Classi	2A																
		Mon	ELA		P.A.	Spanish		Math	Lunch/Rec	Tech	ELA	SS.Sci.	Intervention					
		Tues	ELA		P.A.	Spanish		Math	Lunch/Rec	Art	ELA	P.E.	Intervention					
		Wed	ELA		P.A.	Spanish		Math	Lunch/Rec	P.E.	ELA	Music	Intervention					
		Thurs	ELA	iReady	P.A.	Spanish		Math	Lunch/Rec	Music	ELA	Art	Intervention					
		Fri	ELA	ELA	P.A.	Spanish		Math	iReady	SEL	ELA ©	SS.Sci.	Intervention					
102	Ms. Alicea	2B																
		Mon	ELA		P.A. (C)	Math	Math	Spanish	Lunch/Rec	P.E.	ELA	Music	Intervention					
		Tues	ELA		P.A. (C)	Math	Math	Spanish	Lunch/Rec	SEL ©)	ELA	Art	Intervention					
		Wed	ELA		P.A. (C)	Math	Math	Spanish	Lunch/Rec	SS.Sci.	ELA	P.E.	Intervention					
		Thurs	ELA	iReady	P.A. (C)	Math	Math	Spanish	Lunch/Rec	Tech	ELA	Music	Intervention					
		Fri	ELA		P.A.	Math	Art	Spanish	Lunch/Rec	SS.Sci.	ELA	iReady	Intervention					
104	Ms. Banz	2C																
		Mon	ELA		P.A. (C)		Math	SEL ©	Lunch/Rec	SS.Sci.	Spanish	ELA	Intervention					
		Tues	ELA		P.A. (C)		Math	Art	Lunch/Rec	Music	Spanish	ELA	Intervention					
		Wed	ELA		P.A. (C)		Math	Tech	Lunch/Rec	SS.Sci.	Spanish	ELA	Intervention					
		Thurs	ELA		P.A.	Math	iReady ©	Art	Lunch/Rec	P.E.	Spanish	ELA	Intervention					
		Fri	ELA	iReady	P.A. (C)		Math	P.E.	Lunch/Rec	Music	Spanish	ELA	Intervention					
106	Ms. Taveras	2D																
		Mon	ELA		P.A.	Music		Math	Lunch/Rec	Spanish	ELA	SS.Sci.	Intervention					
		Tues	ELA		P.A.	Tech		Math	Lunch/Rec	Spanish	ELA	Intervention	P.E.					
		Wed	ELA		P.A.	SEL ©		Math	Lunch/Rec	Spanish	ELA	Intervention	Music					
		Thurs	ELA	Art	P.A.	iReady		Math	Lunch/Rec	Spanish	ELA	Intervention	P.E.					
		Fri	ELA		P.A. (C)	SS.Sci.	Math	iReady ©	Lunch/Rec	Spanish	ELA	Intervention	Art					
108	Ms. Gulino	2E																
		Mon	ELA		P.A. (C)	SS.Sci.	Math	iReady ©	Lunch/Rec	Music	ELA	Spanish	Intervention					
		Tues	ELA		P.A.	Art		Math	Lunch/Rec	P.E.	ELA	Spanish	Intervention					
		Wed	ELA		P.A.	P.E.		Math	Lunch/Rec	Art	ELA	Spanish	Intervention					
		Thurs	ELA		P.A.	Music		Math	Lunch/Rec	SEL ©	ELA	Spanish	Intervention					
		Fri	ELA	iReady (C)	P.A.	SS.Sci.		Math	Lunch/Rec	Tech	ELA	Spanish	Intervention					
207	Ms. Beckwith	3A																
		Mon	Math		P.A.	Spanish	ELA	ELA	Lunch/Rec	Art	ELA	Intervention	P.E.					
		Tues	Math		P.A.	Spanish	ELA	ELA	Lunch/Rec	Tech	ELA	SS.Sci.	Art					
		Wed	Math		P.A.	Spanish	P.E.	ELA	Lunch/Rec	Music	ELA	SS.Sci.	iReady					
		Thurs	Math		P.A.	Spanish	ELA	ELA	Lunch/Rec	Intervention	ELA	SS.Sci.	Music					
		Fri	Math	iReady	P.A.	Spanish	ELA	ELA	Lunch/Rec	SEL	ELA	SS.Sci.	Intervention					
202	Ms. Liebegott	3 B																
		Mon	ELA	ELA	P.A.	Art	Math		Lunch/Rec	SS.Sci.	ELA	Spanish	Intervention					
		Tues	ELA	ELA	P.A. (C)	SEL	Math	iReady ©	Lunch/Rec	SS.Sci.	ELA	Spanish	Intervention					
		Wed	ELA	ELA	P.A.	Music	Math		Lunch/Rec	Tech	ELA	Spanish	Intervention					
		Thurs	ELA	ELA	P.A.	P.E.	Math		Lunch/Rec	SS.Sci.	ELA	Spanish	Art					
		Fri	ELA	ELA	P.A.	P.E.	Math		Lunch/Rec	SS.Sci.	Music	Spanish	iReady					
204	Ms. DeGraff	3 C																
		Mon	Math		P.A. (C)	ELA	ELA	Spanish	Lunch/Rec	SS.Sci.	SEL	ELA	Music					
		Tues	Math		P.A. (C)	ELA	ELA	Spanish	Lunch/Rec	SS.Sci.	Art	ELA	Intervention					
		Wed	Math		P.A. (C)	ELA	ELA	Spanish	Lunch/Rec	Intervention ©	SS.Sci.	ELA	P.E.					
		Thurs	Math	iReady	P.A. (C)	ELA	ELA	Spanish	Lunch/Rec	SS.Sci.	P.E.	ELA	Tech					
		Fri	Math		P.A. (C)	ELA	ELA	Spanish	Lunch/Rec	Art	Intervention	iReady	Music					
206	Ms. Romero	3 D																
		Mon	Math		P.A.	P.E.	ELA	Lunch/Rec		ELA	Spanish	Art	Intervention					
		Tues	Math		P.A.	Music	ELA	Lunch/Rec		ELA	Spanish	SS.Sci.	Intervention					
		Wed	Math		P.A.	iReady	Music	Lunch/Rec		ELA	Spanish	SS.Sci.	SEL					
		Thurs	Math		P.A.	Tech	ELA	Lunch/Rec		ELA	Spanish	SS.Sci.	Intervention					
		Fri	Math	P.E.	P.A.	Art	ELA	Lunch/Rec		ELA	Spanish	SS.Sci.	iReady					
208	Ms. Volel	3 E																
		Mon	ELA		P.A.	Math	Music		Lunch/Rec	SS.Sci.	Spanish	P.E.	ELA	iReady				
		Tues	ELA		P.A. (C)		Math		Lunch/Rec	Music	Spanish	P.E.	ELA	SS.Sci.				
		Wed	ELA		P.A. (C)		Math		Lunch/Rec	SS.Sci.	Spanish	Art	ELA	Intervention				
		Thurs	ELA		P.A. (C)		Math		Lunch/Rec	Art	Spanish	SEL	ELA	Intervention				
		Fri	ELA		P.A. (C)		Math		Lunch/Rec	SS.Sci.	Spanish	Tech	iReady	Intervention				
201	Ms. Corcoran	4A																
		Mon	ELA	ELA	P.A.	SS.Sci.	Art	Lunch/Rec	Spanish		Math		iReady	Intervention				
		Tues	ELA	ELA	P.A.	SS.Sci.	P.E.	Lunch/Rec	Spanish		Math		ELA	Music				
		Wed	ELA	ELA	P.A.	Tech	Art	Lunch/Rec	Spanish		Math		ELA	SEL				
		Thurs	ELA	ELA	P.A.	SS.Sci.	P.E.	Lunch/Rec	Spanish		Math		ELA	Intervention				
		Fri	ELA	ELA	P.A.	SS.Sci.	Music	Lunch/Rec	Spanish	Math	iReady	ELA	Intervention					
203	Ms. Sangiovanni	4 B																
		Mon	ELA	ELA	P.A.	Tech	ELA	Lunch/Rec		Math	Spanish	SS.Sci.	Intervention					
		Tues	ELA	ELA	P.A.	P.E.	ELA	Lunch/Rec		Math	Music	SS.Sci.	Spanish					
		Wed	ELA	ELA	P.A.	Art	ELA	Lunch/Rec		Math	Spanish	SEL	Intervention					
		Thurs	ELA	ELA	P.A.	Art	iReady ©	Lunch/Rec		Math	Spanish	SS.Sci.	Intervention					
		Fri	ELA	ELA	P.A.	Music	ELA	Lunch/Rec	Math	P.E.	Spanish	SS.Sci.	iReady					
205	Ms. Petralia	4 C																
		Mon	Math		P.A. (C)	ELA	Spanish	Lunch/Rec		ELA	Music	SS.Sci.	Intervention					
		Tues	Math		P.A. (C)	ELA	Spanish	Lunch/Rec		ELA	SS.Sci.	Intervention	Tech					
		Wed	Math		P.A. (C)	ELA	Spanish	Lunch/Rec		ELA	P.E.	Art	SEL					
		Thurs	Math		P.A. (C)	SS.Sci.	Spanish	Lunch/Rec		ELA	Music	Intervention	iRead					
		Fri	Math	iReady	P.A.	ELA	Spanish	Lunch/Rec		ELA	Art	SS.Sci.	P.E.					
103	Ms. Serrano	4 D																
		Mon	Math		P.A. (C)	Spanish	SS.Sci.	Lunch/Rec	Tech	ELA	ELA	P.E.	iReady					
		Tues	Math	iReady	P.A.	Spanish	SS.Sci.	ELA	Lunch/Rec		ELA	Intervention	SEL					
		Wed	Math		P.A. (C)	Spanish	ELA	Lunch/Rec		ELA	Music	SS.Sci.	Art					
		Thurs	Math		P.A. (C)	Spanish	ELAC	Lunch/Rec	SS.Sci.		ELA	P.E.	Intervention					
		Fri	Math		P.A. (C)	Spanish	ELA	Lunch/Rec	Art		ELA	Music	Intervention					
105	Ms. Powell	4 E																
		Mon	ELA	ELA	P.A.	SS.Sci.	P.E.	Lunch/Rec		Math	Art	Spanish	iReady					
		Tues	ELA	ELA	P.A.	SS.Sci.	Art	Lunch/Rec		Math	ELA	Spanish	Intervention					
		Wed	ELA	Spanish	P.A.		Math	Lunch/Rec	SS.Sci.		ELA	Intervention	Tech					
		Thurs	ELA	ELA	P.A.	Math	Music	Lunch/Rec	SS.Sci.		ELA	Intervention	Spanish	iReady				
		Fri	ELA	Music	P.A.		Math	Lunch/Rec		ELA	P.E.	Spanish	SEL					
		Common Planning Blocks																
		2nd Grade - Tuesday - Thursday 12:45 - 1:30																
		3rd Grade - Wednesday 12:45 - 1:30 Thursday 3:00 - 3:45																
		4th Grade - Wednesday 3:00 - 3:45 Thursday 10:30 - 11:15																

	Period 81:40 - 2:23			Period 92:26 - 3:09			Period 103:12 - 3:50			Afternoon Homeroom 3:50 - 3:55	Dismissal 3:55 - 4:05			
301	ELA	Crehan	301	SS	Crehan	301	Music	Carter	301	Crehan				
GYM	SCIENCE	Crehan	301	SCIENCE	Crehan	301	Technology	Hodgson	301	Crehan				
301	ART	Crehan	301	ELA	Crehan	301	SS	Crehan	301	Crehan				
301	ELA	Crehan	301	Music	Carter	301	I-Ready ELA	Shorah	304	Crehan				
301	ELA	Crehan	301	I-Ready Math	Crehan	301	SPANISH	Johnson	301	Crehan				
303	P.E.	Olson	GYM	SS	Reyes	303	Technology	Hodgson	303	Reyes				
303	SPANISH	Johnson	303	SCIENCE	Reyes	303	SEL	Reyes/Fiumara	303	Reyes				
303	ELA	Reyes	303	SCIENCE	Reyes	303	I-Ready Math	Reyes	303	Reyes				
303	SCIENCE	Reyes	303	P.E.	Olson	GYM	SPANISH	Johnson	303	Reyes				
303	MATH	Reyes		SS	Reyes	303	I-Ready ELA	Reyes	303	Reyes				
304	P.E.	Hettinger	GYM	SS		304	SEL	Acosta	304					
GYM	SCIENCE		304	SPANISH	Johnson	304	I-Ready ELA	Shorah	304					
304	SCIENCE		304	ELA		304	SS		304					
304	ELA	Johnson	304	SCIENCE	/Macias	304	Music	Carter	304					
304	SPANISH	Johnson	304	SEL		304	I-Ready Math		304					
305	Music	Carter	305	ELA	Hughes	305	I-Ready Math	Hughes	305	Hughes				
305	ELA	Hughes	305	SCIENCE	Hughes	305	I-Ready ELA	Gattuso	305	Hughes				
305	SCIENCE	Hughes	305	SEL	Hughes/Johnson	305	SPANISH	Johnson	305	Hughes				
305	ART		305	SPANISH	Johnson	305	MATH	Hughes	305	Hughes				
305	SS	Hughes	305	ELA	Hughes	305	SCIENCE	Hughes	305	Hughes				
306	ART	Shastri	306	ELA		306	SS		306					
306	ELA		306	SCIENCE		306	SPANISH	Johnson	306					
306	SCIENCE		306	P.E.	Olson & Hettinger	GYM	I-Ready ELA	5e teacher	306					
306	SS		306	Technology	Chavez	306	I-Ready Math	Butler	306					
306	ELA		306	SPANISH	Johnson	306	SEL	Acosta	306					
GYM	MATH	Hall	308	SS	Maund	302	I-Ready ELA	ELA AIS	302	Maund				
302	Music	Carter	302	SS	Maund	302	I-Ready Math	2nd ENL	302	Maund				
302	MATH	Hall	308	ELA	Ruiz	307	SCIENCE	Golio	302	Maund				
308	SPANISH	Castro	307	SS	Maund	302	Technology	Hodgson	302	Maund				
GYM	MATH	Hall	308	ART		302	SCIENCE	Golio	302	Maund				
302	ELA	Ruiz	307	I-Ready ELA	Shorah	203	SPANISH	Castro	307	Ruiz				
306	ART		307	MATH	Hall	308	ELA	Ruiz	307	Ruiz				
307	Music	Carter	307	SPANISH	Castro	306	SEL	Ruiz/Acosta	307	Ruiz				
307	SCIENCE	Golio	302	MATH	Hall	308	I-Ready Math	Hall	307	Ruiz				
307	SCIENCE	Golio	302	ELA	Ruiz	307	P.E.	Olson	GYM	Ruiz				
308	SPANISH	Castro	302	ELA	Ruiz	307	SEL	Lovett/Macias	308	Lovett				
307	MATH	Lovett	308	Music	Carter	307	SPANISH	Castro	308	Lovett				
302	I-Ready ELA	Shorah	302	I-Ready Math	Lovett	308	P.E.	Hettinger & Olson	GYM	Lovett				
302	MATH	Lovett	308	ELA	Ruiz	307	SPANISH	Castro	308	Lovett				
308	SPANISH	Castro	307	P.E.	Hettinger	GYM	ELA	Ruiz	307	Lovett				
203	MATH	Holt	201	SPANISH	Castro	204	SS	DeRosa	202					
201	ELA	Glenn	204	SPANISH	Castro	204	SS	DeRosa	202					
201	SS	DeRosa	202	Technology	Chavez	202	ELA	Glenn	204					
GYM	ELA	Glenn	204	MATH	Holt	203	SS	DeRosa	202					
204	MATH	Holt	201	ELA	Glenn	204	I-Ready Math	Lovett	102					
204	SS	DeRosa	202	P.E.	Hettinger	GYM	MATH	Holt	201	Holt				
203	MATH	Holt	201	Graphic Design	Chavez	203	I-Ready ELA	Cueto	201	Holt				
204	MATH	Holt	201	SEL	DeRosa/Macias	201	SPANISH	Castro	202	Holt				
202	I-Ready Math	Lovett	202	SPANISH	Castro	202	ELA	Glenn	204	Holt				
201	Music	Carter	204	SPANISH	Castro	201	Technology	Hodgson	201	Holt				
201	ELA	Glenn	204	Graphic Design	Chavez	201	SCIENCE	7th ELA Teacher	203	DeRosa				
204	SPANISH	Castro	202	Math	Holt	201	I-Ready ELA		204	DeRosa				
202	SCIENCE		203	ELA	Glenn	204	MATH	Holt	203	DeRosa				
GYM	Math	Holt	201	ELA	Glenn	204	I-Ready Math	Gattuso	203	DeRosa				
202	SEL	DeRosa/Shorah	202	Technology	Hodgson	202	ELA	Glenn	204	DeRosa				
202	Technology	Hodgson & Chavez	102	MATH	Hall	101	ELA		102					
102	MATH	Hall	101	P.E.	Hettinger	GYM	ELA		102					
201	Graphic Design	Chavez	204	SPANISH	Alvarracin	203	MATH	Hall	101					
201	Graphic Design	Chavez	102	MATH	Hall	101	ELA		102					
102	SPANISH	Alvarracin	203	Science	Holt	201	MATH	Hall	101					
307	MATH	Hall	101	SS	DeRosa	202	MATH	Hall	101	Hall				
101	P.E.	Hettinger	GYM	ELA		102	SPANISH	Alvarracin	101	Hall				
101	SPANISH	Alvarracin	101	ELA		102	SEL	Shorah/Duke	102	Hall				
101	I-Ready Math	Butler	101	ELA		102	Graphic Design	Chavez	201	Hall				
203	ELA		102	MATH	Hall	101	SS	DeRosa	202	Hall				
102	SEL	Duke/Fiumara	203	P.E.	Olson	GYM	I-Ready Math	Lovett	204	Duke				
202	ELA		102	MATH	Hall	101	LE		203	Duke				
203	ELA		102	MATH	Hall	101	Technology	Hodgson	203	Duke				
102	P.E.	Olson & Hettinger	GYM	SPANISH	Alvarracin	203	MATH	Hall	101	Duke				
101	I-Ready ELA	Duke	201	ELA		102	Music	Carter	203	Duke				



~~Exhibit 14~~

Evergreen Charter School
605 Peninsula Blvd., Hempstead, NY 11550
Phone (516)292-2060 Fax: (516)292-0575

COMPLAINT AND GRIEVANCE POLICY

Evergreen Charter School is committed to addressing complaints by its constituents in a timely and appropriate manner. This policy provides a procedure for two types of complaints: (a) complaints alleging a violation of the New York Charter Schools Act (Education Law § 2850, *et seq.*) or the school's charter, or any other provision of law relating to the management or operation of the charter school; and (b) complaints about matters other than those specified in (a) above. The procedures for filing a complaint differ depending on whether the complaint is of the first or second type described above.

Complaints Alleging A Violation Of The Charter Schools Act, The School's Charter Or Provision Of Law Relating To The Management Or Operation Of The Charter School

Complaints in this category are designated "Formal Complaints". The following procedures apply to Formal Complaints. Any person may file a Formal Complaint, in writing, to the ~~Secretary of the Vice President of the School's Board of Trustees.~~ school's Board of Trustees, within 14 calendar days that the alleged violation took place. The Secretary will forward the Formal Complaint to the Vice Chair President of the Board of Trustees who has been delegated by the Board of Trustees to address Formal Complaints.

The ~~Secretary's Vice President's~~ name and address for sending Formal Complaints is:

~~Ms. Gladys Rodriguez~~Dr. Sarah Brewster

Evergreen Charter School

~~Secretary~~Vice President, Board of Trustees

~~c/o Circulo de la Hispanidad~~

~~26 West Park Avenue~~

~~Long Beach, New York 11561~~28 Richardson Place

~~Hempstead, NY 11550~~

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~~Exhibit 14~~

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COMPLAINT AND GRIEVANCE POLICY

~~Adopted: October 26, 2011~~

A Formal Complaint form is available in the school ~~Principal~~Superintendent's office. While it is not required that this form be used, it is recommended. In any event, in order for the ~~Vice-Chair~~Vice President to properly consider the written Formal Complaint, a detailed statement must be provided regarding the facts and circumstances giving rise to the Formal Complaint, the identity of any individuals involved in the Formal Complaint, and the date of any events or facts concerning the matter. Submit with your Formal Complaint any relevant documentation, reports, etc. in support of the Formal Complaint.

A Formal Complaint will be considered and responded to in writing within 14 calendar days of its receipt by the ~~Secretary~~Vice President. Full attention will be given to the Formal Complaint including consideration of any statements submitted by the complainant with the Formal Complaint, any relevant documents, input of school personnel and any other persons whose contributions may be relevant.

Additional information about writing a form complaint can be found at ~~<http://www.p12.nysed.gov/pse/complaint.html>~~ <https://www.nysed.gov/charter-schools/complaint-process>. This information describes the process for filing a complaint with the New York State Board of Regents. The Board of Regents has the authority, under the Charter Schools Act, to take appropriate action. Upon a determination being made, a copy of the determination will be transmitted to the complainant by the school

Other Complaints Regarding the Operation or Management of the Charter School ("Informal Complaints")

For complaints other than those specified above, the following procedures apply. The Board of Trustees has delegated to the ~~Principal~~Superintendent the authority and responsibility to receive, consider and respond to all regular complaints relating to the management or operation of the school ("Informal Complaint"). Informal Complaints must be made in writing to the ~~Principal~~Superintendent preferably as soon as the within 14 calendar days of the decision or action that gave rise to the complaint occurred. If the complaint concerns a decision or action of the ~~Principal~~Superintendent, then the Informal Complaint must be made, in writing, to the ~~Chair~~President of the Board of Trustees

In order for the ~~Principal~~Superintendent or ~~Chair~~President of the Board of Trustees to properly consider a written Informal Complaint, a detailed statement must be provided regarding the facts and circumstances giving rise to the Informal Complaint, the identity of any individuals involved in the

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~~Exhibit 14~~

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Phone (516)292-2060 Fax: (516)292-0575

COMPLAINT AND GRIEVANCE POLICY

Informal Complaint, and the date of any events or facts concerning the matter. Submit with your Informal Complaint any relevant documentation, reports, etc. in support of the Informal Complaint.

Informal Complaints, whether made in writing to the ~~Principal~~Superintendent or Assistant Principal, or Principal will be addressed to the Complainant within 14 calendar days of its receipt by the ~~Principal~~Superintendent or Principal or Assistant Principal, unless there are extenuating circumstances. Informal Complaints will be responded to in writing.

~~Adopted: October 26, 2011~~

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COMPLAINT AND GRIEVANCE POLICY

Evergreen Charter School is committed to addressing complaints by its constituents in a timely and appropriate manner. This policy provides a procedure for two types of complaints: (a) complaints alleging a violation of the New York Charter Schools Act (Education Law § 2850, *et seq.*) or the school's charter, or any other provision of law relating to the management or operation of the charter school; and (b) complaints about matters other than those specified in (a) above. The procedures for filing a complaint differ depending on whether the complaint is of the first or second type described above.

Complaints Alleging A Violation Of The Charter Schools Act, The School's Charter Or Provision Of Law Relating To The Management Or Operation Of The Charter School

Complaints in this category are designated "Formal Complaints". The following procedures apply to Formal Complaints. Any person may file a Formal Complaint, in writing, to the Vice President of the School's Board of Trustees. The Vice President of the Board of Trustees who has been delegated by the Board of Trustees to address Formal Complaints.

The Vice President's name and address for sending Formal Complaints is:

Dr. Sarah Brewster
Evergreen Charter School
Vice President, Board of Trustees
28 Richardson Place
Hempstead, NY 11550

A Formal Complaint form is available in the school Superintendent's office. While it is not required that this form be used, it is recommended. In any event, in order for the Vice President to properly consider the written Formal Complaint, a detailed statement must be provided regarding the facts and circumstances giving rise to the Formal Complaint, the identity of any individuals involved in the Formal Complaint, and the date of any events or facts concerning the matter. Submit with your Formal Complaint any relevant documentation, reports, etc. in support of the Formal Complaint.

A Formal Complaint will be considered and responded to in writing within 14 calendar days of its receipt by the Vice President. Full attention will be given to the Formal Complaint including



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COMPLAINT AND GRIEVANCE POLICY

consideration of any statements submitted by the complainant with the Formal Complaint, any relevant documents, input of school personnel and any other persons whose contributions may be relevant.

Additional information about writing a form complaint can be found at <https://www.nysed.gov/charter-schools/complaint-process>. This information describes the process for filing a complaint with the New York State Board of Regents. The Board of Regents has the authority, under the Charter Schools Act, to take appropriate action. Upon a determination being made, a copy of the determination will be transmitted to the complainant by the school

Other Complaints Regarding the Operation or Management of the Charter School (“Informal Complaints”)

For complaints other than those specified above, the following procedures apply. The Board of Trustees has delegated to the Superintendent the authority and responsibility to receive, consider and respond to all regular complaints relating to the management or operation of the school (“Informal Complaint”). Informal Complaints must be made in writing to the Superintendent preferably as soon as the decision or action that gave rise to the complaint occurred. If the complaint concerns a decision or action of the Superintendent, then the Informal Complaint must be made, in writing, to the President of the Board of Trustees

In order for the Superintendent or President of the Board of Trustees to properly consider a written Informal Complaint, a detailed statement must be provided regarding the facts and circumstances giving rise to the Informal Complaint, the identity of any individuals involved in the Informal Complaint, and the date of any events or facts concerning the matter. Submit with your Informal Complaint any relevant documentation, reports, etc. in support of the Informal Complaint.

Informal Complaints, whether made in writing to the Superintendent or Principal will be addressed to the Complainant within 14 calendar days of its receipt by the Superintendent or Principal, unless there are extenuating circumstances. Informal Complaints will be responded to in writing.



Evergreen Charter School

STUDENT CODE OF CONDUCT

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Introduction

The Board of Trustees of Evergreen Charter School (the “School”) is committed to providing a positive, safe, and supportive school environment conducive to learning. This environment is sustained through building positive and supportive relationships and a growth mindset, establishing collaborations and ensuring that students feel safe, valued, supported, respected, and encouraged. The goal of this Code of Conduct is to preserve all students’ rights to quality educational services provided by school personnel in a caring, safe and supportive environment, without disruption or interference. Responsible behavior by all school’s personnel, students, parents and visitors is crucial to achieving this goal.

This Code of Conduct has incorporated the Dignity for All Students Act (DASA) created to provide students with an educational environment free of discrimination, bullying, intimidation, and harassment.

Student discipline and support practices are carried out in a caring, nurturing, and respectful manner, based on the trust established among administration, staff, students and parents and/or guardians. This code of conduct is restorative and solution based, while holding all parties accountable. This helps students:

- Understand what constitutes non-compliant behavior;
- Learn how to correct their mistakes;
- Acknowledge the negative impact caused by their actions;
- Learn strategies to restore the effects of their actions, and promote positive relationships and interactions;
- Understand the consequences and/or interventions implemented as a result of their non-compliant behavior; and
- Accept responsibility and restore their actions.

Student Rights and Responsibilities

1. Student Rights

Evergreen Charter School is committed to safeguarding the rights of all the students under local, state and federal law. To ensure a positive school environment conducive to learning, and a safe school environment, all students have the right to:

- Participate in all school activities on an equitable basis regardless of their actual or perceived race, weight, color, creed, national origin, height, ethnic group, religion, religious practice, national origin, alienage or citizenship status, gender, gender identity or expression, sex, sexual orientation, disability or any other category protected by local, state or federal law.
- Be respected and treated fairly and with dignity by students and School personnel.
- Have knowledge and access to the School policies, regulations and rules, and when needed, be provided an explanation of such policies, regulations and rules from School personnel.

2. Student Responsibilities

Evergreen Charter School students have the responsibility to:

- Contribute to maintaining a positive, safe, supportive school environment conducive to learning;
- Show respect to students, School personnel, and to School property;
- Maintain the school community free of violence, intimidation, bullying, harassment, and discrimination;
- Follow and implement the directives provided by teachers, administrators, and other School personnel in a respectful and positive manner;
- Seek guidance and support in resolving problems and ask for clarification when needed.
- Be an active participant, collaborate, and be open in resolving conflicts through a restorative process.

It is the student's right to:	It is the student's responsibility to:
Receive guidance and support	Maintain the school environment conducive to learning
Receive due process through a restorative process	Follow the staff members' directions
Have their voice heard	Collaborate in resolving conflicts through a restorative process

Student Behavior

Evergreen Charter School fosters a positive school environment conducive to learning. The School has a clearly established set of expectations of student conduct on School property, and at all School functions. All students are expected to conduct themselves in a manner supporting the School's environment free of discrimination, bullying, cyber-bullying, and harassment during school hours, on the bus/van, and during all School activities and School events.

1. Habits of Successful Students

1. Promptly and without complaint follow any staff member's request.
2. Come to class on time and prepared to learn.
3. Submit all assignments completed and punctually.
4. Treats everyone on school premises with dignity and respect.
5. Fully comply with school uniform policy and maintain a clean and well groomed appearance at all times.
6. Fully comply with the school's electronic device policy for utilization.

2. Restorative Justice Practices

In the event that students display a behavior that is not compliant with the Student Code of Conduct, that will be considered a disciplinary offense. Evergreen Charter School will take appropriate disciplinary measures to correct the behavior, and implement a restorative practices approach.

Restorative practices have their roots in “restorative justice”, an approach that focuses on repairing the harm done to people and relationships rather than on punishing the offenders.

Respect agreements are critical and a central piece to the successful implementation of the restorative practices at Evergreen Charter School.

3. Disciplinary Offenses

Student disciplinary offenses are those actions or inactions that violate the School’s Student Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the School community, or threaten the integrity and stability of the School itself.

- A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in an event representing the school; walking to or from school or an event representing the school; walking to or from, waiting for, or riding on provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or an event representing the school conducted on or off the school grounds.
- School-related disciplinary offenses may also include misconduct outside the school, i.e. social media, if such discipline is reasonably necessary for the physical or emotional safety, security, and wellbeing of the student, other students, or staff on or off School grounds, and their conduct could materially and substantially interfere with the requirements of appropriate discipline ensuring proper operation of the School.

School administration will determine the proper corrective steps to be implemented which will be most effective in addressing the student’s misconduct, taking into account the following factors:

- The student’s age and their maturity level;
- The corroborative findings, data, and in compliance with the current school’s policies and local, state, and federal law enforcement agencies;
- The nature and seriousness of their misconduct, and the circumstances which led to the infraction;
- The student’s current school year’s disciplinary record;
- The effectiveness of other restorative justice practices implemented school year to date;
- Feedback from their parents, teachers and/or other professionals, as appropriate; and
- The student’s disposition towards the impact of their actions, and other relevant factors.

Potential Misconduct

The following list of misconduct is not exhaustive and provides examples of violations of the Student Code of Conduct that may result in restorative justice practices, including suspension or expulsion from school. The list may be modified from time to time and/or supplemented by Evergreen Charter School staff with notice to students and their families.

Level 1 Uncooperative/Low Level Disruption of Learning
Disrupting the Learning Community ● Not doing any academic work/disengaged ● Not focused on work (off task or using a computer inappropriately) ● Not following the expectations set by the teacher, i.e. calling out repetitively ● Sleeping/Head on desk ● Mocking/Laughing at another student or at the teacher ● Making noises ● Nonverbal communication (i.e. passing a note, distracting other students during class) ● Coming to class unprepared ● Getting up without permission (i.e. pick up tissue, garbage, replace materials, etc.) ● Talking/Whispering with another student during assigned activities. ● Prolonged bathroom breaks ● Passive refusal or reluctance to follow directions ● Not handing in homework or poor-quality homework (except HS students who will automatically lose credit) ● Uniform/Dress code violations ● Cell phones/electronic devices' policy violation ● Chewing gum/Eating in classroom ● Littering on school's premises
Corrective measures may include: Teacher redirection, verbal and signaling correction, visual prompts, offer choices, asking students to restore the relations impacted as a result of their actions, conferencing in restorative circles, reflective time, referrals to Guidance Counselors, Dean of Discipline, or Social Worker.

Level 2
Disorderly Behaviors & Repeated Offenses from Level 1

Repeating any offense from Level 1

Misguided Physical Display

- Horse playing (ie. shadow boxing, slap boxing) /Play fight (first offense)
- Hitting (no harm)
- Anger displays (i.e. throwing items, foot stomping, spitting, slamming doors, moving furniture, punching objects, etc.)
- Endangering the safety of the school community members (i.e. pranking, daring other students, hazing, instigating, etc.)
- Improper utilization of the school's facilities and/or resources;
- Public display of affection; *PDA*

Insubordination

- Refusing to leave the classroom silently
- Refusal to follow directions after multiple attempts
- Loitering out of classrooms on school premises
- Disrespecting/ignoring staff members directives and expectations.
- Walking out of class without permission from the teacher

Disrespecting the Learning Community

- Cursing/ Inappropriate language or gesture (first offense)
- Verbal Aggression (i.e. yelling, screaming, etc.)
- Using inappropriate language (i.e. abrasive, abusive, profane, or vulgar, etc.)
- Creating Graffiti/Defacing/Damaging school property (not aggressive or violent in action)
- Disrespectful towards another student or staff member
- Making false statements/defaming peers and staff members
- Plagiarism/Using A.I. editing tools
- Using electronic devices on school premises or on the bus/van against peers or staff members
- Abuse of electronic device privileges
- Throwing items (without harming)
- Talking during a fire drill or any other drill / emergency

Engaging in Unsafe Behavior

- Eloping on the school premises
- Not complying with the school bus/van policy
- Distributing edible items not compliant with the school nutrition policy
- Tampering with fire-alarms/ extinguishers

Displaying Untruthful Behavior

- Acting in a dishonest manner (i.e. lying, spreading rumors, defamation, offensive, etc.)

- Misappropriating property of other students, staff or school
- Accessing inappropriate websites or making inappropriate postings on Social Media
- Inappropriate usage of electronic devices.
- Occupying classroom and or office space without permission or adult supervision
- Misallocation of someone else's property.
- Counterfeiting, forging another's signature on school related documents (hw, progress report, permission slips, etc.)

Employing Hostile Behavior

- Verbal threats towards another student or staff
- Bystander; Recording and promoting fighting by sending to others and not reporting to appropriate stakeholders
- Displaying aggressive behavior (no contact); examples:
- Putting themselves or others in danger
- Being complicit, participating or recording hostile interactions among peers

Inappropriate conduct that can cause another person to feel uncomfortable (i.e. touching, staring, drawing, writing, etc.).

Corrective measures may include: Level 1 disciplinary actions.

A restorative circle will take place with all students involved to address how bystanding impacts the learning community.

Short Term Suspension (in or out-of-school) may occur with same day notification to parents/guardians, including generating a re-entry to the learning community restorative plan:

- **up to 3 days** for elementary school students;
- **up to 4 days** for middle or high school students;

The suspension could be amended by the School's Principal.

Level 3 Aggressive, Distressing/Dishonest/Harmful or Risky Behavior/Seriously Dangerous or Violent Behavior & Repeated Offenses From Lower Levels

Repeating any offense from Level 1 or Level 2

Display of aggression with intent to cause distress

- **Fighting on or outside the school's premises**
- **Inappropriate contact or touching without consent**
- **Hitting (contact made)**

High-risk

- **Intentional self-exposure of a private body part, causing, daring, or encouraging other students to expose their private parts**
- **Voluntary sexual acts while in school**

- **Throwing items with the intention to hurt someone**
- **Setting off school alarms**
- **Eloping school grounds**
- **Engaging in any activities where the outcome is profit generating**
- **Possession of items jeopardizing the safety/security of school's community.**

Violation of the Dignity of All Students Act (DASA) on/off school premises, school bus/van, Evergreen sponsored sport activities

- **Bullying**
- **Intimidation**
- **Harassment**
- **Discrimination**
- **Taunting**

Misappropriation of someone else's property. Vandalism of students, staff and school's property.

Disruptive Behavior During Non- School hours

Any behavior during non-school hours that disrupts the safety, security, learning, well-being of stakeholders involved, and/or impacts the reputation of the school (e.g. engaging in Cyberbullying).

Bullying (defined as) repeated, unwanted aggressive behavior involving a real or perceived power imbalance.

Cyberbullying (including sending or sharing of inappropriate pictures/comments/posts), online social cruelty, or electronic bullying- sending mean, vulgar or threatening messages or images; insensitive posting about another student (including but not limited to 'sexting'; pretending to be someone else in order to make that person look bad or become embarrassed)

- Encourages or tricking others to share private images of themselves
- Harassment

Dangerous/Violent/Untruthful/Behavior

- Distribution/use/possession of drugs or alcohol or items that appear to be a controlled substance
- Being under the influence of illegal drugs or alcohol
- Smoking or vaping on school grounds
- Distribution/use/possession of a weapon or other dangerous object
- Group violence
- Assaulting a student or staff member
- Inappropriate sexual behavior
- Sexual harassment
- Destructing or attempting to destruct School property, including by starting a fire
- Tampering with school records

- Committing a felony
- Engaging in any behavior that threatens the safety of the school community
- Academic dishonesty

Corrective measures may include: Level 2 corrective actions and/or school's suspension (up to 10 days) with proper notification to parents/guardians, including generating a re-entry restorative plan.

The suspension could be amended by the School's Principal.

Expulsion considered for extreme Level 3 behaviors, and family restorative conference required. Specialized professionals assigned as student support team and/or external services as needed. Proper due process procedures will be followed.

911 may be called at the discretion of the school's principal with the prior approval of the Superintendent; parents/guardians will be notified.

1. Interventions and Corrective Steps

Students who display misconduct may be subject to the following interventions and corrective steps, either alone or in combination. The school personnel identified after each consequence are authorized to assign the consequences, consistent with the student's right to due process.

In addition with the list below, administration (with support from counselors) can utilize conflict resolution meetings, repairing the school community impacted, and group, classroom, community, and/or re-entry circles. With identified exceptions, restorative justice practices will always be prioritized when handling student behavioral issues.

Interventions and Corrective Steps:	Staff Member(s):
Verbal Warning	Any district staff
Reflection sheets with parent notification	Teachers, counselors, Dean, Assistant Principal, Principal
Supervised classroom relocation	Teachers
Parent phone-call with SchoolTool documentation	Any district staff
Restorative Conversations / Circles	Counselors, dean, Assistant Principal, Principal
Excluded from certain privileges	Teachers, counselors, dean, Assistant Principal, Principal
Restorative assignment / project	Counselors, dean, Assistant Principal, Principal

Detention	Dean, Assistant Principal, Principal
After-School / Saturday detention	Dean, Assistant Principal, Principal
Suspension from athletic participation	Coaches, Athletic Director, Assistant Principal, Principal
In-school suspension; <i>ISS</i>	Assistant Principal, Principal
Short-term out-of-school suspension; <i>OSS</i> (between 1 - 3 days)	Assistant Principal, Principal, Superintendent
Long-term out-of-school suspension; <i>OSS</i> (between 4 - 10 days)	Assistant Principal, Principal, Superintendent
Extended long-term out-of-school suspension; <i>OSS</i> (more than 10 days)	Superintendent
Expulsion from school	Superintendent

**Each student will be given the opportunity to have their voice heard, including filling out a witness statement, and present their version of the facts to the staff member implementing the consequence.*

2. Suspensions

In-School Suspension (ISS)

Students involved in misconduct that do not pose a danger to staff, students, or severely disturb the learning environment may be assigned an in-school suspension. ISS involves placement of the student in another area of the school building where the student will receive equivalent alternative instruction. The School will work with the student and the student's family to generate a re-entry restorative plan. Students assigned ISS are suspended from all-school sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.) during their time in ISS. In severe circumstances students may serve ISS at another Evergreen location instead of their home school.

The district recognizes that the school must balance the need of students to attend instruction and the need for order in the classroom to establish an environment conducive to learning. As such, the district authorizes principals and superintendent to place students who would otherwise be suspended from school as the result of code of conduct violations in Evergreen Charter School, in school suspension.

Alternative learning environments (ALE) will be established in each building to ensure access to learning for all students serving ISS.

Short-term Out of School Suspensions (OSS)

If the student breaches the discipline policy aligned with the School's code of conduct in a manner that requires an immediate short-term suspension (10 days or less), then the following procedures will be in place:

- The student is removed from class and school if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process; otherwise, the student is brought in for a meeting;
- The student is made aware of his or her infraction(s), and the resulting consequence;
- The student may respond to the allegations against them;
- A written notice will be sent to the parent/guardian within 24 hours of the suspension. There will also be an attempt to notify the guardian by telephone the day of the infraction and, if possible, send the student home with the parent's permission or ask for a parent to pick the student up to begin the suspension immediately. Any non-English speaking parent will be informed, both verbally and in print, in their preferred language.
- The notice will describe the incident and will state how long the student will be suspended.
- Before the suspension is in effect, a parent/guardian is required to have a resolution conference with an administrator and/or designee about the incident, in person or via phone. A statement of understanding may be given to the parent to sign in the resolution conference with the administrator, and/or designee.

During any suspension, students are also suspended from all-school sponsored extracurricular activities (e.g., sports practices and games, recess, field trips, clubs, special programs, etc.).

Long-term Suspension (OSS) or Expulsions

Expulsion is defined as a permanent removal of a student from school due to extreme non-compliance with the School's rules or local, state or federal laws. Under certain circumstances, students may be subject to long term suspension and/or expulsion. In addition, any breaches of local, state or federal law may be handled in cooperation with the local police department and may result in expulsion.

The School may seek to impose a long-term suspension or expulsion when such action is warranted by circumstance. If a student commits an infraction that requires a long-term suspension (more than 10 days) or expulsion, then the following procedures will be followed:

- The student is removed from class and school if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process; otherwise, the student is brought in for a meeting;
- The student is made aware of the infraction, and the resulting consequence. On determination that the student's behavior indeed requires a possible long-term suspension, the Principal or Assistant Principal will state to the student that he or she is being considered for a long-term suspension or expulsion, and the reason for this action; A written notice is sent to the parent/legal guardian within 24 hours of the suspension. There will also be an attempt to notify the parent/legal guardian by telephone the day of the infraction and, if possible, send the student home with the parent's permission or ask for a parent to pick the student up to begin the suspension immediately. The parent will be informed that a hearing is to take place to weigh the evidence and consider either long-term suspension or expulsion as a result. Any non-English speaking parent will be informed, both verbally and in print, in their preferred language.
- The School sets a formal hearing date. The student and parents receive a written notice that states the charges, the date, time and place where the hearing will be held, and the notice of their right to obtain legal counsel, present and question witnesses, and confront and provide evidence.

- A short-term suspension will be imposed until the hearing on the long-term suspension or expulsion. Every effort will be made to ensure that the hearing is held as soon as practicable in order to limit the amount of time the student spends outside the classroom, but not so soon as prevent the parent/guardian from seeking counsel and making arrangements to attend the hearing.
- After the case is heard, the School will issue a written statement to the student and parent stating the decision. This statement will also be placed in the student's permanent record.
- If the parent/guardian fails to attend the hearing and fails to notify a school official of the need to reschedule the hearing prior to its start, or if the student withdraws from the School prior to occurrence of the hearing, the School may conduct the hearing in the parent/guardian's absence. In such an event, the School shall notify the parent/guardian in writing of the School's determination, the student's placement (if applicable) and their appeal rights, if any.
- During a suspension or expulsion, a School staff member or designee will provide educational services to the extent required by law. When providing educational services to suspended students, the School will provide materials in a timely manner and offer at least two hours per day of voluntary remote/virtual instruction (alternative instruction) at a time determined by the School. For a student who has been expelled by the School, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the earlier of (i) the end of the school year or (ii) the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence.
- The third time that a student has to serve an out-of-school suspension OSS, the Superintendent with the recommendation of the Principal will propose to Evergreen Charter School's board of trustees, that the student be permanently excluded from the Evergreen community. The decision to permanently expel a student will be received by a majority vote from the board of trustees.

3. Automatic exclusion from the Evergreen Charter School (Zero-tolerance)

Three types of student misconduct will warrant an automatic exclusion from Evergreen Charter School:

1. Participating in any form of physical assault
2. Distributing of illegal items
3. Bringing to the school a firearm or any destructive device.

If the parents/guardians are not satisfied with the decision of the School, they may file a written appeal to the Board of Trustees via the Superintendent within five business days of the date of the suspension/expulsion decision. Upon receipt of an appeal, a Board Committee composed of no less than two (2) trustees who were not involved in the hearing will investigate the appeal as soon as practicable and will render its determination no later than 10 business days from the date of the written appeal. The Board Committee may adopt the earlier decision of the School in whole or in part. The scope of the appeal will be limited to (a) the record established during the hearing, and (b) any written statement either party wishes to add to the record from the hearing. In rendering its determination, the Committee may consult the recording of the hearing and any evidence submitted in connection with the hearing by the parties.

Final decisions of the Board alleging a violation of the School's charter or of applicable law may be appealed to the New York State Board of Regents.

Gun Free Schools Act

Federal law (20 USC §7961) requires suspension from school for a period of not less than one year for a student who the School determines to have brought a firearm to school, or to have possessed a firearm at school. "Firearm" as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a) and includes firearms and explosives (New York Education Law § 3214 effectuates this federal law).

The School may also permanently expel a student for bringing a firearm to school. It is the policy of the School that in the event a student brings a firearm to school or possesses one at school, the Principal will refer the student to local law enforcement or to the Office of Children and Family Services. In addition, the local police department will be contacted to take possession of any firearm.

The provisions of the Gun Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student's behavior was not a manifestation of the student's disability, regarding placement and services for such student.

Student Interview and Searches

Student Interviews

School staff may question or interview students and/or take statements from students regarding violations or potential violations of the discipline policy without the consent or presence of parents or legal guardians.

Searches of Property

Students have no reasonable expectation of privacy rights in school lockers, cubbies, desks, or other school storage places. The School exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

Searches of the Person

The School authorizes the instructional and operational leaders or their designees to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School's discipline policy or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a School function. An authorized school official, with minimal suspicion, may also conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag for a security check so long as the school official has a legitimate reason for the limited search, including investigative purposes.

An authorized School official may search a student or the student's belongings based upon information received from an informant who is deemed reliable, at the official's sole discretion.

Individuals, other than the School's staff members, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School staff members will be considered reliable informants unless they have knowingly supplied information in the past that was not accurate.

Before searching a student or the student's belongings, the authorized school official should seek an admission from the student that he or she possesses physical evidence that they violated the law or the school code, or request the student to voluntarily consent to the search. Searches will be limited in scope to that which is necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices with more than one witness present, and students will be present when their possessions are being searched.

Discipline of Students with Special Needs

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. If a student is not specifically identified as having a disability but the School, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, the student may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except in the event that the following procedures are inconsistent with federal law and regulations.

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

If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of

that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon CSE review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

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

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

Provision of Services During Removal

Those students with special needs removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school shall also provide additional alternative instruction within the ten (10) days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equitably ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Dignity for All Students Act Policy (“DASA”)

In accordance with New York State’s Dignity for All Students Act, as amended (“DASA”), the School is committed to providing its students, employees, volunteers and visitors with an educational and working environment that is safe and secure, promotes respect, dignity and equitability, and is free from bullying, discrimination or other forms of harassment or intimidation.

Bullying

Bullying is strictly prohibited on school premises and at any school function, as well as any other place or time when the effects of such conduct would reasonably be expected to impact the educational process or create a risk disruption within the school environment.

“Bullying” for the purpose of this policy is defined as harassment, aggressive behavior or other intentional action, whether verbal or physical, in person or online, which is intended, or could reasonably be expected, to cause emotional harm, distress, fear, ridicule, humiliation and/or intimidation.

Bullying can be in person, or carried out by electronic devices, over the internet and other ways directed at another person through the "posting" of sensitive and/or private information, including cyberbullying. “Cyberbullying” means bullying through any form of electronic communication, such as email, text, and social media (e.g., Facebook, Twitter, Snapchat, and Instagram).

Bullying can take many forms, including and not limited to slurs, jokes, innuendos, demeaning comments, cartoons, pranks, gestures, hazing, teasing, microaggressions, and physical or verbal altercations.

This policy includes bullying of students (by other students, employees, volunteers and visitors) and by students (of employees, volunteers and visitors).

Bullying by students will result in discipline, up to and including suspension and/or expulsion. Bullying by employees will result in disciplinary action, up to and including termination of employment.

Harassment and Discrimination

All students are entitled to a learning environment free from harassment and discrimination. No student or employee shall be subjected to discrimination or harassment by other students, employees or visitors on the basis of physical, cultural or even social differences, including, without limitation based on his or her actual or perceived race, color, weight and height, national origin, ethnicity, religion, religious practice, disability, sexual orientation, sex, gender identity, or gender. “Harassment” includes any action (verbal or physical) which tends to create a hostile

environment (including bullying and cyberbullying) and has substantially interfered with a student's educational opportunities or benefits or the terms and conditions of an employee's employment, reasonably causes a student or employee to fear for his or her physical safety, or reasonably poses a risk to a student's or employee's physical or emotional well-being. Just like Bullying, harassment that occurs off school property is prohibited when the effects of such conduct would reasonably be expected to impact the educational process or create risk of disruption within the School environment. Harassment by students will result in discipline, up to and including expulsion. Harassment by employees will result in disciplinary action, up to and including termination of employment.

Evergreen Charter School values and embraces its inclusive and diverse school communities and strives to provide a welcoming, safe and supportive environment for all students and families regardless of their race, color, ethnicity, religion, gender, disability, sexual orientation and gender identity. If a student or his or her family would like to explore a particular accommodation based upon cultural or religious practices, or due to one's disability, sexual orientation, or gender identity, the student or the student's parents or guardian should contact a the Principal or adult the student feels comfortable with to schedule a meeting to discuss a plan to address the student's particular circumstances and needs.

Reporting and Investigation of Complaints of Harassment/ Discrimination and Bullying

Any staff member who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting harassment, discrimination or bullying *must* promptly notify the principal, superintendent, or the Dignity for All Students Act (DASA) Coordinator of such occurrence as soon as reasonably practicable, but no later than one school day of witnessing or receiving a report of harassment, discrimination or bullying. Such staff member is required to file a written report with the principal, superintendent or the DASA Coordinator no later than two school days after such oral report or notification. Reporting forms shall be made available in the school's main office.

The DASA Coordinator's name and contact information for each school can be found on the school's website . The DASA Coordinator is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender and gender identity. The DASA Coordinator will be accessible to students and staff members for consultation and advice.

All students, Parents, visitors and others are *strongly encouraged* to report any such conduct. Retaliation or reprisal by any staff member, student or Parent against any individual who, in good faith, reports or assists in the investigation of harassment, discrimination or bullying is strictly prohibited (and, for students and staff members, will result in severe discipline). All complaints will be treated in a confidential manner. Please note that anonymous reports may limit the school's ability to respond to the complaint effectively and efficiently. The principal, superintendent or the DASA Coordinator will lead or supervise the prompt and thorough investigation of all such reports. If such investigation results in a finding of a violation of the school's anti-harassment/discrimination/bullying policies, the school will take prompt action, reasonably calculated to end the harassment/discrimination or bullying, eliminate any hostile environment, prevent recurrence of the behavior, and ensure the safety and educational

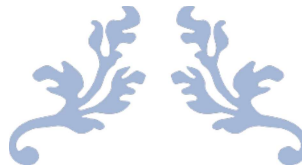
opportunities of the student(s) or staff member(s) against whom such behavior was directed.

The School reserves the right to notify an appropriate law enforcement agency when it is believed that any harassment/discrimination/bullying constitutes criminal conduct.

Material incidents of discrimination and harassment will be reported to the State Education Department as required by law.

Process for Amending Student Code of Conduct

Before the end of the first academic year, the students of ECS or a group of students deemed selected by the Superintendent to represent the students, shall have the opportunity to review the code of conduct and to make recommendations for changes to the code. These suggestions shall be reviewed and considered by the Superintendent and the faculty/staff and all stakeholders. If approved by a committee of staff/faculty/principal by a formal vote or consensus process, recommendations are escalated to the Superintendent and Board for approval.



CÓDIGO DE CONDUCTA ESTUDIANTEL

EVERGREEN CHARTER SCHOOL





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Introducción

La Junta Directiva de Evergreen Charter School (la "Escuela") se compromete a proporcionar un entorno escolar positivo, seguro y de apoyo que conduzca al aprendizaje. Este entorno se mantiene mediante la construcción de relaciones positivas y de apoyo y una mentalidad de crecimiento, estableciendo colaboraciones y asegurando que los estudiantes se sientan seguros, valorados, apoyados,

respetados y alentados. El objetivo de este Código de Conducta es preservar los derechos de todos los estudiantes a servicios educativos de calidad proporcionados por el personal escolar en un entorno afectuoso, seguro y de apoyo, sin interrupciones. El comportamiento responsable de todo el personal de la escuela, estudiantes, padres y visitantes es crucial para lograr este objetivo.

Este Código de Conducta ha incorporado la Ley de Dignidad para Todos los Estudiantes (DASA) establecida para brindar a los estudiantes un entorno educativo libre de discriminación, acoso, intimidación y acoso.

Las prácticas de disciplina y apoyo estudiantil se llevan a cabo de una manera cuidadosa, educativa y respetuosa, basada en la confianza establecida entre la administración, el personal, los estudiantes y los padres y/o tutores. Este código de conducta es restaurativo y está basado en soluciones, al mismo tiempo responsabilizando a todas las partes. Esto ayuda a los estudiantes a:

- Comprender lo que constituye un comportamiento de falta;
- Aprender a corregir sus errores;
- Reconocer el impacto negativo causado por sus acciones;
- Aprender estrategias para restaurar los efectos de sus acciones y promover relaciones e interacciones positivas;
- Comprender las consecuencias y/o intervenciones implementadas como resultado de su mal comportamiento; y
- Aceptar la responsabilidad y restaurar sus acciones.

Derechos y Responsabilidades de los Estudiantes

1. Derechos de los Estudiantes

Evergreen Charter School se compromete a proteger los derechos de todos los estudiantes bajo las leyes locales, estatales y federales. Para garantizar un entorno escolar positivo que conduzca al aprendizaje y un entorno escolar seguro, todos los estudiantes tienen derecho a:

- Participar en todas las actividades escolares de manera equitativa independientemente de su raza, peso, color, credo, origen nacional, altura, grupo étnico, religión, práctica religiosa, origen nacional, estado de extranjería o ciudadanía, género, identidad de género o expresión, sexo, orientación sexual, discapacidad o cualquier otra categoría protegida por la ley local, estatal o federal.
- Ser respetado y tratado justamente y con dignidad por los estudiantes y el personal de la Escuela.

- Tener conocimiento y acceso a las políticas, reglamentos y reglas de la Escuela y, cuando sea necesario, recibir una explicación de dichas políticas, reglamentos y reglas por parte del personal de la Escuela.

2. Responsabilidades del Estudiante

Los estudiantes de Evergreen Charter School tienen la responsabilidad de:

- Contribuir a mantener un entorno escolar positivo, seguro y de apoyo propicio para el aprendizaje;
- Mostrar respeto a los estudiantes, al personal de la Escuela y a la propiedad de la Escuela;
- Mantener la comunidad escolar libre de violencia, intimidación, hostigamiento, acoso y discriminación;
- Seguir e implementar las directivas proporcionadas por los maestros, administradores y otro personal de la Escuela de manera respetuosa y positiva;
- Buscar orientación y apoyo para resolver problemas y pedir aclaraciones cuando sea necesario.
- Ser un participante activo, colaborar y estar abierto en la resolución de conflictos a través de un proceso restaurativo.

Es derecho del estudiante a:	Es responsabilidad del estudiante:
Recibir orientación y apoyo	Mantener el entorno escolar propicio para el aprendizaje
Recibir el debido proceso a través de un proceso restaurativo	Seguir las indicaciones de los miembros del personal
Hacer oír su voz	Colaborar en la resolución de conflictos mediante un proceso restaurativo

Comportamiento del Estudiante

Evergreen Charter School fomenta un ambiente escolar positivo que conduce al aprendizaje. La Escuela tiene un conjunto claramente establecido de expectativas de conducta estudiantil en la propiedad de la Escuela y en todas las funciones de la Escuela. Se espera que todos los estudiantes se comporten de una manera que respalde el entorno escolar libre de discriminación, intimidación, intimidación cibernética y acoso durante el horario escolar, en el autobús/camioneta y durante todas las actividades y eventos escolares.

1. Hábitos de los Estudiantes Exitosos

1. Cumplir con prontitud y sin quejas las ordenes o mandatos de cualquier miembro del personal.
2. Llegar a clase a tiempo y preparado para aprender.
3. Presentar todos los trabajos realizados y puntualmente.
4. Trata a todos en las instalaciones escolares con dignidad y respeto.
5. Cumplir plenamente con la política de uniformes escolares y mantener una apariencia limpia y bien arreglada en todo momento.
6. Cumplir plenamente con la política de uso de dispositivos electrónicos de la escuela.

2. Prácticas de Justicia Restaurativa

En caso de que los estudiantes muestren un comportamiento que no cumpla con el Código de Conducta Estudiantil, se considerará una falta disciplinaria. Evergreen Charter School tomará las medidas disciplinarias apropiadas para corregir el comportamiento e implementará un enfoque de prácticas restaurativas.

Las prácticas restaurativas tienen sus raíces en la “justicia restaurativa”, un enfoque que se centra en reparar el daño causado a las personas y las relaciones en lugar de castigar a los infractores. Los acuerdos de respeto son críticos y una pieza central para la implementación exitosa de las prácticas restaurativas en Evergreen Charter School.

3. Infracciones Disciplinarias

Las infracciones disciplinarias estudiantiles son aquellas acciones o inacciones que violan el Código de conducta estudiantil de la escuela o interfieren con la entrega de servicios educativos, ponen en peligro la salud, la seguridad y el bienestar de cualquier miembro de la comunidad escolar o amenazan la integridad y estabilidad de la Escuela misma.

- Una ofensa disciplinaria puede ocurrir mientras el estudiante está: en la escuela y/o en los terrenos de la escuela; participar en un evento que represente a la escuela; esperar o viajar en el transporte proporcionado; esperar o viajar en transporte público hacia y desde la escuela o un evento que represente a la escuela realizado dentro o fuera de los terrenos de la escuela.
- Las infracciones disciplinarias relacionadas con la escuela también pueden incluir mala conducta fuera de la escuela, es decir, las redes sociales, si dicha disciplina es razonablemente necesaria para la seguridad física o emocional, la seguridad y el bienestar del estudiante, otros estudiantes o el personal dentro o fuera de la escuela. y su conducta podría interferir material y sustancialmente con los requisitos de la disciplina apropiada para garantizar el funcionamiento adecuado de la Escuela.

La administración de la escuela determinará los pasos correctivos adecuados que se implementarán y que serán más efectivos para abordar la mala conducta del estudiante, teniendo en cuenta los siguientes factores:

- La edad del estudiante y su nivel de madurez;
- Los hallazgos corroborativos, los datos y el cumplimiento de las políticas escolares actuales y las agencias policiales locales, estatales y federales;
- La naturaleza y gravedad de su mala conducta, y las circunstancias que llevaron a la infracción;
- El registro disciplinario del año escolar actual del estudiante;
- La efectividad de otras prácticas de justicia restaurativa implementadas durante el año escolar hasta la fecha;
- Comentarios de sus padres, maestros y/u otros profesionales, según corresponda; y
- La disposición del estudiante hacia el impacto de sus acciones y otros factores relevantes.

Lista de Posibles Malas Conductas

La siguiente lista de mala conducta no es exhaustiva y proporciona ejemplos de violaciones del Código de Conducta Estudiantil que pueden resultar en prácticas de justicia restaurativa, incluida la suspensión o expulsión de la escuela. La lista puede ser modificada de vez en cuando y/o complementada por el personal de Evergreen Charter School con notificación a los estudiantes y sus familias.

Nivel 1 Falta de cooperación/Bajo nivel de interrupción del aprendizaje
Interrumpir el tiempo de aprendizaje en clase • No hacer ningún trabajo académico/desconectado • No enfocado en el trabajo (fuera de la tarea o usando una computadora de manera inapropiada) • No seguir las expectativas establecidas por el maestro, es decir, gritar repetidamente • Durmiendo/Con la cabeza en el escritorio • Burlarse o reírse de otro estudiante o del maestro • Hacer ruidos inapropiados • Comunicación no verbal (es decir, pasar una nota, distraer a otros estudiantes durante la clase) • Llegar a clase sin preparación • Levantarse y caminar por la habitación sin permiso (es decir, recoger pañuelos, basura, reemplazar materiales, etc.) • Hablar/susurrar con otro estudiante durante las actividades asignadas. • Interrupción de bajo nivel del aprendizaje • Interrupciones prolongadas para ir al baño • Rechazo pasivo o rehúsa a seguir instrucciones • No entregar la tarea o entregar la tarea en mala calidad (excepto los estudiantes de secundaria que perderán automáticamente el crédito) • Infracciones del uniforme/código de vestimenta • Masticar Chicle/comer en salón de clases • Tirar basura en las instalaciones de la escuela

Las medidas correctivas pueden incluir: Redirección del maestro, corrección verbal y de señalización, proximidad, indicaciones visuales, opciones de oferta, pedir a los estudiantes que restablezcan las relaciones afectadas como resultado de sus acciones. Documentar cualquier infracción en SchoolTool.

Nivel 2 Conductas desordenadas y ofensas repetidas del nivel 1
Repetición de cualquier infracción del Nivel 1 Exhibición física equivocada • Juegos bruscos (es decir, boxeo que pueden incluir bofetadas) /Juego de pelea (primera ofensa) • Golpear (sin lastimar) • Muestras de ira (es decir, arrojar objetos, pisar fuerte, escupir, cerrar la puerta de golpe, mover muebles, golpear objetos, etc.) • Poner en peligro la seguridad de los miembros de la comunidad escolar (es decir, hacer bromas, desafiar a otros estudiantes, novatadas, instigar, etc.) • Utilización inadecuada de las instalaciones y/o recursos de la escuela; • Demostración de afecto en público; <i>PDA</i> • Provocación verbal Insubordinación • Negarse a abandonar el salón de clases en silencio. • Negarse a seguir instrucciones después de múltiples intentos • Merodeo fuera de los salones de clases en las instalaciones escolares • Faltar al respeto/ignorar las directivas y expectativas de los miembros del personal. • Salir de la clase sin permiso del maestro. Faltar el respeto a la comunidad de aprendizaje • Maldecir/Lenguaje o gestos inapropiados (primera ofensa) • Agresión verbal (es decir, gritos, alaridos, etc.) • Usar lenguaje inapropiado (es decir, abrasivo, abusivo, profano o vulgar, etc.)

- Crear grafiti/desfigurar/dañar la propiedad escolar (no agresivo o violento en acción)
- Falta de respeto hacia otro estudiante o miembro del personal
- Hacer declaraciones falsas/difamar a compañeros y miembros del personal
- Plagio/Uso de herramientas de edición de I.A
- Usar dispositivos electrónicos en las instalaciones escolares o en el autobús/van contra compañeros o miembros del personal
- Abuso de los privilegios de los dispositivos electrónicos
- Tirar objetos (sin lastimar)
- Hablar durante un simulacro de incendio o cualquier otro simulacro / emergencia.

Participar en un comportamiento inseguro

- Fugarse de las instalaciones de la escuela
- No cumplir con la política de autobús/camioneta escolar
- Distribuir artículos comestibles que no cumplan con la política de nutrición escolar
- Manipulación de alarmas contra incendios/extintores

Mostrar un comportamiento deshonesto

- Actuar de manera deshonesto (es decir, mentir, difundir rumores, difamación, ofensa, etc.) •
- Deshonestidad académica
- Apropiación indebida de propiedad de otros estudiantes, personal o escuela
 - Acceder a sitios web inapropiados o hacer publicaciones inapropiadas en las redes sociales
 - Uso inapropiado de dispositivos electrónicos.
 - Ocupar el salón de clases y/o el espacio de la oficina sin permiso o supervisión de un adulto
 - Poner fuera de la propiedad de otra persona.
 - Falsificar, falsificar la firma de otra persona en documentos relacionados con la escuela (tareas, informe de progreso, hojas de permiso, etc.)

Emplear un comportamiento hostil

- Amenazas verbales hacia otro estudiante o miembro del personal
 - Espectador; Grabar y promover peleas enviándolas a otros y no informando a las partes interesadas apropiadas
 - Mostrar un comportamiento agresivo (sin contacto); ejemplos:
 - Ponerse a sí mismos o a otros en peligro
 - Ser cómplice, participar o registrar interacciones hostiles entre compañeros
- Conducta inapropiada que puede hacer que otra persona se sienta incómoda (es decir, tocar, mirar, dibujar, escribir, etc.).

Las medidas correctivas pueden incluir: acciones disciplinarias de nivel 1.

Un círculo restaurativo se llevará a cabo con todos los estudiantes involucrados para abordar cómo la suspensión afecta a la comunidad de aprendizaje.

La suspensión a corto plazo (dentro o fuera de la escuela) puede ocurrir con la notificación el mismo día a los padres/tutores, incluida la generación de un reingreso al plan restaurativo de la comunidad de aprendizaje:

- **hasta 3 días** para estudiantes de primaria;
- **hasta 4 días** para estudiantes de secundaria o preparatoria;

La suspensión podría ser enmendada por el director de la escuela.

Nivel 3 Comportamiento agresivo, angustioso/deshonesto/dañoso o arriesgado/ gravemente peligroso o violento y reincidencia de niveles inferiores
Reincidencia en cualquier infracción del Nivel 1 o Nivel 2

Muestra de agresión con la intención de causar angustia

- Peleas dentro o fuera de las instalaciones de la escuela
- Contacto inapropiado o tocar sin consentimiento
- Golpear (contacto realizado)

Alto riesgo

- Auto exposición intencional de una parte privada del cuerpo, provocando, desafiando o animando a otros estudiantes a exponer sus partes privadas
- Actos sexuales voluntarios en la escuela
- Lanzar objetos con la intención de lastimar a alguien
- Activación de alarmas
- Fugarse de las instalaciones de la escuela
- Participar en actividades de juego
- Posesión de artículos que ponen en peligro la seguridad de la escuela comunidad.

Violación de la Ley de Dignidad de Todos los Estudiantes (DASA) dentro/fuera de las instalaciones escolares, autobús/van

- Intimidación
- Intimidación
- Acoso
- Discriminación
- burlas

Apropiación indebida de la propiedad ajena. Vandalismo de estudiantes, personal y propiedad de la escuela. Comportamiento disruptivo fuera del horario escolar

Cualquier comportamiento fuera del horario escolar que interrumpa la seguridad, el aprendizaje, el bienestar de las partes interesadas involucradas y/o afecte la reputación de la escuela (p. ej., participar en ciberacoso).

Violación de la Ley de Dignidad de Todos los Estudiantes (DASA) dentro/fuera de las instalaciones escolares, autobús/van, Actividades deportivas patrocinadas por Evergreen

- Intimidación
- Intimidación
- Acoso
- Discriminación
- Burlas

Apropiación indebida de la propiedad ajena. Vandalismo de estudiantes, personal y propiedad de la escuela.

Comportamiento disruptivo fuera del horario escolar

Cualquier comportamiento fuera del horario escolar que interrumpa la seguridad, el aprendizaje, el bienestar de las partes interesadas involucradas y/o afecte la reputación de la escuela (p. ej., participar en ciberacoso).

Bullying (definido como) comportamiento agresivo repetido y no deseado que implica un desequilibrio de poder real o percibido.

Acoso cibernético (incluido el envío o el intercambio de imágenes/comentarios/publicaciones inapropiadas), crueldad social en línea o acoso electrónico: envío de mensajes o imágenes crueles, vulgares o amenazantes; Publicación insensible sobre otro estudiante (incluido, entre otros, "sextear"; pretender ser otra persona para hacer que esa persona se vea mal o se avergüence)

- Alienta o engaña a otros para que compartan imágenes privadas de ellos mismos.
- Acoso

Comportamiento peligroso/violento

- Distribución/uso/posesión de drogas o alcohol o artículos que parecen ser una sustancia controlada
- Estar bajo la influencia de drogas ilegales o alcohol
- Fumar o vapear en los terrenos de la escuela
- Distribución/uso/posesión de un arma u otro objeto peligroso
- Violencia grupal
- Agredir a un estudiante o miembro del personal
- Comportamiento sexual inapropiado
- Acoso sexual
- Destruir o intentar destruir la propiedad de la escuela, incluso al iniciar un incendio
- Manipulación de registros escolares
- Cometer un delito grave
- Participar en cualquier comportamiento que amenace la seguridad de la comunidad escolar
- Dishonestidad académica

Las medidas correctivas pueden incluir: acciones correctivas de nivel 2 y/o suspensión de la escuela (hasta 10 días) con la debida notificación a los padres/tutores, incluida la generación de un plan restaurativo de reingreso.

La suspensión puede ser modificada por el director de la escuela.

Se considera la expulsión por conductas extremas de nivel 3 y se requiere una conferencia restaurativa familiar. Se asignan profesionales especializados como equipo de apoyo estudiantil y/o servicios externos según sea necesario. Se seguirán los procedimientos de debido proceso adecuados.

Se puede llamar al 911 a discreción del director de la escuela con aprobación previa de la superintendente; los padres/tutores serán notificados.

1. Intervenciones y medidas correctivas

Los estudiantes que muestren mala conducta pueden estar sujetos a las siguientes intervenciones y consecuencias, ya sea solas o en combinación. El personal de la escuela identificado después de cada consecuencia está autorizado a asignar las consecuencias, de conformidad con el derecho del estudiante al debido proceso.

Además de la lista a continuación, la administración (con el apoyo de los consejeros de la escuela) puede utilizar las reuniones de resolución de conflictos, la reparación de la comunidad escolar afectada y los círculos de grupo, aula, comunidad y/o reingreso. Con excepciones identificadas, las prácticas de justicia restaurativa siempre tendrán prioridad al manejar los problemas de comportamiento de los estudiantes.

Intervenciones y Medida Correctivas:	Miembro del personal:
Advertencia Verbal	Cualquier personal del Distrito
Hojas de reflexión con notificación a los padres	Maestros, consejeros, decano, DCI, Director
Reubicación de aula supervisada	Maestros
Llamada telefónica a los padres con la documentación de SchoolTool	Cualquier miembro del personal del distrito.
Conversaciones Restaurativas / Círculos	Consejeros, decanos, DCI, Director
Excluido de ciertos privilegios	Maestros, Consejeros, Decano, DCI, Director
Asignación / proyecto restaurativo	Consejeros, Decanos, DCI, Director
Detención	Decano, DCI, Director
Detención Después de la escuela o los sábados	Decano, DCI, Director
Suspensión de participación deportiva	Entrenadores, Director Atlético, DCI, Director
Suspensión dentro de la escuela; ISS	DCI, Director
Suspensión fuera de la escuela a corto plazo; OSS (entre 1 - 3 días)	DCI, Director, Superintendente
Suspensión fuera de la escuela a largo plazo; OSS (entre 4 - 10 días)	DCI, Director, Superintendente
Suspensión extendida fuera de la escuela a largo plazo; OSS	Superintendente
Expulsión de la Escuela	Superintendente

**A cada estudiante se le dará la oportunidad de que se escuche su versión, lo que incluye completar una declaración de testigo y presentar su versión de los hechos al miembro del personal que implementa la consecuencia.*

2. Suspensiones

Suspensión Dentro de la Escuela (ISS)

A los estudiantes involucrados en mala conducta que no represente un peligro para el personal, los estudiantes o perturbe gravemente el entorno de aprendizaje se les puede asignar una suspensión dentro de la escuela. ISS implica la colocación de estudiante en otra área del edificio escolar donde el estudiante recibirá instrucción alternativa equivalente. La Escuela trabajará con el estudiante y la familia del estudiante para generar un plan restaurativo de reingreso. Los estudiantes asignados a ISS

están suspendidos de las actividades extracurriculares patrocinadas por toda la escuela (p. ej., prácticas y juegos deportivos, recreo, excursiones, clubes, programas especiales, etc.) durante su tiempo en ISS. En circunstancias severas, los estudiantes pueden servir a ISS en otra ubicación de Evergreen en lugar de su escuela local.

El distrito reconoce que la escuela debe equilibrar la necesidad de los estudiantes de asistir a la instrucción y la necesidad de orden en el salón de clases para establecer un entorno propicio para el aprendizaje. Como tal, el distrito autoriza a los directores y al superintendente a colocar a los estudiantes que de otro modo serían suspendidos de la escuela como resultado de violaciones al código de conducta en la Escuela Autónoma Evergreen, en suspensión escolar.

Se establecerán entornos de aprendizaje alternativos (ALE) en cada edificio para garantizar el acceso al aprendizaje para todos los estudiantes que prestan servicios en ISS.

Suspensiones a Corto Plazo (OSS)

Si el estudiante viola la política de disciplina alineada con el código de conducta de la Escuela de una manera que requiere una suspensión inmediata a corto plazo (10 días o menos), entonces se implementarán los siguientes procedimientos:

- Se retira al estudiante de la clase y la escuela si la presencia del estudiante en la escuela representa un peligro continuo para las personas o la propiedad o es una amenaza continua de interrupción del proceso académico; de lo contrario, se trae al estudiante a una reunión;
- El estudiante es consciente de su(s) infracción(es) y la consecuencia resultante;
- El estudiante puede responder a las acusaciones en su contra;
- Se enviará un aviso por escrito al padre/tutor dentro de las 24 horas posteriores a la suspensión. También se intentará notificar al tutor por teléfono el día de la infracción y, si es posible, enviar al estudiante a casa con el permiso de los padres o pedir que un padre recoja al estudiante para comenzar la suspensión de inmediato. Cualquier padre que no hable inglés será informado, tanto verbalmente como por escrito, en su idioma nativo.
- El aviso describirá el incidente e indicará cuánto tiempo se suspenderá al estudiante.
- Antes de la suspensión, se requiere que un padre/tutor tenga una conferencia de resolución con un administrador y/o designado sobre el incidente, en persona o por teléfono. Se puede dar una declaración de entendimiento al padre para que firme en la reunión de resolución con el administrador y/o la persona designada.

Durante cualquier suspensión, los estudiantes también quedan suspendidos de las actividades extracurriculares patrocinadas por toda la escuela (p. ej., prácticas y juegos deportivos, recreo, excursiones, clubes, programas especiales, etc.).

Suspensión a Largo Plazo (OSS) o Expulsiones

La expulsión se define como la destitución permanente de un estudiante de la escuela debido al incumplimiento extremo de las reglas de la escuela o las leyes locales, estatales o federales. Bajo ciertas circunstancias, los estudiantes pueden estar sujetos a suspensión a largo plazo y/o expulsión. Además, cualquier incumplimiento de las leyes locales, estatales o federales puede manejarse en cooperación con el departamento de policía local y puede resultar en la expulsión.

La escuela puede tratar de imponer una suspensión a largo plazo o una expulsión cuando las circunstancias lo justifiquen. Si un estudiante comete una infracción que requiere una suspensión a largo plazo (más de 10 días) o expulsión, se seguirán los siguientes procedimientos:

- Se retira al estudiante de la clase y la escuela si la presencia del estudiante en la escuela representa un peligro continuo para las personas o la propiedad o es una amenaza continua de interrupción del proceso académico; de lo contrario, se trae al estudiante a una reunión;
- Se informa al estudiante de la infracción y de la consecuencia resultante; al determinar que el comportamiento del estudiante realmente requiere una posible suspensión a largo plazo, el director o el

subdirector le indicarán al estudiante que él o ella está siendo considerado para una suspensión a largo plazo. -suspensión o expulsión de término, y la razón de esta acción;

- Se envía un aviso por escrito al padre/tutor legal dentro de las 24 horas posteriores a la suspensión. También se intentará notificar al padre/tutor legal por teléfono el día de la infracción y, si es posible, enviar al estudiante a casa con el permiso de los padres o pedirle a uno de los padres que lo recoja para comenzar la suspensión de inmediato. el padre ser informado de que se llevará a cabo una audiencia para sopesar la evidencia y considerar la suspensión a largo plazo o la expulsión como resultado. Cualquier padre que no hable inglés será informado, tanto verbalmente como por escrito, en su idioma nativo.
- La escuela establece una fecha de audiencia formal. El estudiante y los padres reciben un aviso por escrito que establece los cargos, la fecha, la hora y el lugar donde se llevará a cabo la audiencia, y el aviso de su derecho a obtener asesoría legal, presentar e interrogar a los testigos, confrontar y proporcionar pruebas.
- Se impondrá una suspensión a corto plazo hasta la audiencia sobre la suspensión a largo plazo o la expulsión. Se hará todo lo posible para garantizar que la audiencia se lleve a cabo tan pronto como sea posible para limitar la cantidad de tiempo que el estudiante pasa fuera del salón de clases, pero no tan pronto como para evitar que el padre/tutor busque consejo y haga arreglos para asistir a la audiencia. audiencia.
- Después de que se escuche el caso, la escuela emitirá una declaración por escrito al estudiante y al padre indicando la decisión. Esta declaración también se colocará en el registro permanente del estudiante.
- Si el padre/tutor no asiste a la audiencia y no notifica a un funcionario escolar sobre la necesidad de reprogramar la audiencia antes de que comience, o si el estudiante se retira de la escuela antes de que se lleve a cabo la audiencia, la escuela puede realizar la audiencia en ausencia del padre/tutor. En tal caso, la Escuela notificará al padre/tutor por escrito sobre la determinación de la Escuela, la ubicación del estudiante (si corresponde) y sus derechos de apelación, si corresponde.
- Durante una suspensión o expulsión, un miembro del personal de la escuela o su designado proporcionarán servicios educativos en la medida requerida por la ley. Al brindar servicios educativos a estudiantes suspendidos, la Escuela proporcionará materiales de manera oportuna y ofrecerá al menos dos horas por día de instrucción directa voluntaria individual (instrucción alternativa) en un lugar y horario determinados por la Escuela. Para un estudiante que ha sido expulsado por la Escuela, los medios y la forma de instrucción alternativa serán los mismos que para un estudiante que ha sido suspendido. Se proporcionará instrucción alternativa hasta (i) el final del año escolar o (ii) el estudiante esté inscrito en otra escuela acreditada, o participe en un programa acreditado, incluido cualquier programa de educación alternativa operado por el distrito escolar del estudiante, lo que ocurra primero. de residencia.
- La tercera vez que un estudiante tenga que cumplir una OSS de suspensión fuera de la escuela, el superintendente con la recomendación del director propondrá a la junta directiva de Evergreen Charter School que el estudiante sea excluido permanentemente de la comunidad de Evergreen. La decisión de expulsar permanentemente a un estudiante se recibirá por mayoría de votos de la junta directiva.

3. Exclusión Automática de Evergreen Charter School (Tolerancia Cero)

Tres tipos de mala conducta estudiantil justificarán una exclusión automática de Evergreen Charter School:

1. Participar en cualquier forma de agresión física
2. Distribución de artículos ilegales
3. Traer a la escuela un arma de fuego o cualquier dispositivo destructivo.

Si los padres/tutores no están satisfechos con la decisión de la Escuela, pueden presentar una apelación por escrito a la Junta Directiva a través del Director dentro de los cinco días hábiles posteriores a la fecha de la decisión de suspensión/expulsión. Al recibir una apelación, un Comité de la Junta

compuesto por no menos de dos (2) fideicomisarios que no participaron en la audiencia investigará la apelación tan pronto como sea posible y emitirá su determinación a más tardar 10 días hábiles a partir de la fecha de la apelación por escrito. El Comité Directivo podrá adoptar la decisión anterior de la Escuela en todo o en parte. El ámbito de la apelación se limitará a (a) el registro establecido durante la audiencia y (b) cualquier declaración escrita que cualquiera de las partes desee agregar al registro de la audiencia. Al rendir su determinación, el Comité podrá consultar la grabación de la audiencia y cualquier prueba presentada en relación con la audiencia por las partes.

Las decisiones finales de la Junta que alegan una violación de los estatutos de la Escuela o de la ley aplicable pueden ser apeladas ante la Junta de Regentes del Estado de Nueva York.

Ley de Escuelas Libres de Armas

La ley federal (20 USC §7961) requiere la suspensión de la escuela por un período de no menos de un año para un estudiante que la escuela determine que ha traído un arma de fuego a la escuela o que ha tenido un arma de fuego en la escuela. "Arma de fuego", como se usa en esta ley, significa un "arma de fuego" o "dispositivo destructivo" como se define en 18 USC § 921 (a) e incluye armas de fuego y explosivos (Ley de Educación de Nueva York § 3214 hace efectiva esta ley federal).

La Escuela también puede expulsar permanentemente a un estudiante por traer un arma de fuego a la escuela. Es política de la escuela que en caso de que un estudiante traiga un arma de fuego a la escuela o posea una en la escuela, el director remitirá al estudiante a la policía local o a la Oficina de Servicios para Niños y Familias. Además, se contactará al departamento de policía local para tomar posesión de cualquier arma de fuego.

Las disposiciones de la Ley de Escuelas Libres de Armas se interpretarán de manera consistente con la Ley de Educación para Personas con Discapacidades. Por lo tanto, se consultará al CSE, incluso después de una determinación de manifestación de que el comportamiento del estudiante no fue una manifestación de la discapacidad del estudiante, con respecto a la colocación y los servicios para dicho estudiante.

Entrevistas y Búsquedas de Estudiantes

Entrevistas a estudiantes

El personal de la escuela puede interrogar o entrevistar a los estudiantes y/o tomar declaraciones de los estudiantes sobre violaciones o posibles violaciones de la política de disciplina sin el consentimiento o la presencia de los padres o tutores legales.

Búsquedas de Propiedad

Los estudiantes no tienen expectativas razonables de derechos de privacidad en los casilleros, cubículos, escritorios u otros lugares de almacenamiento de la escuela. La Escuela ejerce un control primordial sobre dicha propiedad escolar, que puede ser abierta y sujeta a inspección en cualquier momento por parte de los funcionarios de la escuela.

Búsquedas de la Persona

La Escuela autoriza a los líderes instructivos y operativos o a sus designados a realizar registros de estudiantes y sus pertenencias si el funcionario escolar autorizado tiene sospechas razonables para creer que el registro resultará en evidencia de que el estudiante violó la ley o la política de disciplina de la Escuela o de otra manera constituyó una amenaza para la salud, la seguridad, el bienestar o la moral de la escuela, otros estudiantes, el personal de la escuela o cualquier otra persona que se encuentre legalmente en la propiedad de la escuela o que asista a una función escolar. Un funcionario escolar autorizado, con sospecha mínima, también puede realizar una búsqueda de las pertenencias de un

estudiante que sea mínimamente intrusiva, como tocar el exterior de una mochila para un control de seguridad, siempre que el funcionario escolar tenga una razón legítima para la búsqueda limitada., incluidos los fines de investigación.

Un funcionario escolar autorizado puede registrar a un estudiante o las pertenencias del estudiante según información recibida de un informante que se considere confiable, a criterio exclusivo del funcionario. Tendrán la consideración de informantes las personas físicas, distintas del personal del Colegio, que previamente hayan suministrado información veraz y contrastada, lo admitan en contra de su propio interés, proporcionen la misma información que se recibe de forma independiente de otras fuentes, o parecen ser creíbles y la información que están comunicando se relaciona con una amenaza inmediata a la seguridad. Los miembros del personal de la escuela se considerarán informantes confiables a menos que hayan proporcionado información a sabiendas en el pasado que no era precisa.

Antes de registrar a un estudiante o sus pertenencias, el funcionario escolar autorizado debe solicitar que el estudiante admita que él o ella posee evidencia física de que violó la ley o el código escolar, o solicitar que el estudiante consienta voluntariamente en la búsqueda. Las búsquedas se limitarán en su alcance a lo que sea necesario para localizar la evidencia buscada.

Siempre que sea posible, los registros se realizarán en la privacidad de las oficinas administrativas con más de un testigo presente, y los estudiantes estarán presentes cuando se registren sus pertenencias.

Disciplina para los Estudiantes con Necesidades Especiales

Además de los procedimientos disciplinarios aplicables a todos los estudiantes, los siguientes procedimientos son aplicables a los estudiantes con discapacidades. Si no se identifica específicamente que un estudiante tiene una discapacidad, pero la escuela, antes de la conducta que es objeto de la acción disciplinaria, tiene una base de conocimiento, de acuerdo con 34 CFR 300.534, de que existe una discapacidad, el estudiante puede solicitar ser sancionado de acuerdo con estas disposiciones. La Escuela deberá cumplir con las secciones 300.530-300.536 del Código de Regulaciones Federales y los siguientes procedimientos, excepto en el caso de que los siguientes procedimientos sean incompatibles con las leyes y regulaciones federales.

La Escuela mantendrá registros escritos de todas las suspensiones y expulsiones de estudiantes con una discapacidad, incluido el nombre del estudiante, una descripción del comportamiento, la acción disciplinaria tomada y un registro de la cantidad de días que un estudiante ha sido suspendido o retirado por motivos disciplinarios.

Si un estudiante identificado con una discapacidad es suspendido durante el transcurso del año escolar por un total de ocho (8) días, dicho estudiante será remitido inmediatamente al CSE del distrito de residencia del estudiante para que se reconsidere la ubicación educativa del estudiante.

Tal estudiante no será suspendido por un total de más de diez (10) días durante el año escolar sin la participación específica del CSE del distrito de residencia del estudiante antes del undécimo día de suspensión, porque dichas suspensiones pueden considerarse como ser un cambio en la colocación.

Al considerar la colocación de estudiantes referidos debido a problemas disciplinarios, se espera que el CSE del distrito de residencia del estudiante siga sus políticas ordinarias con respecto a la notificación y participación de los padres.

Proceso Justo

Si se contempla disciplina que constituiría un cambio de colocación para cualquier estudiante con un IEP, se tomarán las siguientes medidas: (1) a más tardar en la fecha en que se toma la decisión de tomar tal acción, los padres del estudiante con una discapacidad serán notificados por la Escuela de esa decisión y se le proporcionará el aviso de garantías procesales descrito en 34 CFR§300.504; y (2) el CSE del distrito de residencia del estudiante y otro personal calificado se reunirán y revisarán la relación entre la discapacidad del niño y el comportamiento sujeto a la acción disciplinaria (sujeto a la disponibilidad del CSE).

Si, tras la revisión del CSE, se determina que el comportamiento del niño no fue una manifestación de su discapacidad, entonces el niño puede ser disciplinado de la misma manera que un niño sin discapacidad, excepto según lo dispuesto en 34 CFR §300.530(d), que se relaciona con la prestación de servicios a los estudiantes con discapacidad durante los períodos de retiro.

Los padres pueden solicitar una audiencia para impugnar la determinación de manifestación. Excepto según lo dispuesto a continuación, el niño permanecerá en su ubicación educativa actual pendiente de la determinación de la audiencia.

Si un padre solicita una audiencia o una apelación para impugnar el entorno educativo alternativo interino o la determinación de manifestación resultante de una acción disciplinaria relacionada con armas o drogas, el niño deberá permanecer en el entorno educativo alternativo provisional pendiente de la decisión del oficial de audiencia o hasta que la expiración del período de tiempo previsto en la acción disciplinaria, lo que ocurra primero, a menos que los padres y la Escuela acuerden lo contrario.

Prestación de Servicios durante la Destitución

Aquellos estudiantes con necesidades especiales destituidos por un período de menos de diez días recibirán todas las tareas del salón de clases y un cronograma para completar dichas tareas durante el tiempo de su suspensión. Se tomarán disposiciones para permitir que un estudiante suspendido recupere las tareas o los exámenes perdidos como resultado de dicha suspensión. La escuela también proporcionará instrucción alternativa adicional dentro de los diez (10) días y por los medios apropiados para ayudar al estudiante, de modo que el estudiante tenga la oportunidad completa de completar las tareas y dominar el plan de estudios, incluidas instrucciones adicionales, asistencia telefónica, instrucción informática y/ o visitas domiciliarias y tutoría individual.

Durante cualquier retiro posterior que, combinado con retiros anteriores, equivalga a diez (10) o más días escolares durante el año escolar, pero que no constituya un cambio en la ubicación, se deben brindar servicios en la medida que se determine que es necesario para permitir que el niño progrese adecuadamente en el plan de estudios general y en el logro de las metas de su IEP. En estos casos, el personal de la escuela, en consulta con el maestro de educación especial del niño, tomará la determinación del servicio.

Durante cualquier traslado a un entorno educativo alternativo provisional que no exceda los 45 días por armas, drogas o infligir delitos relacionados con lesiones corporales graves de conformidad con 34 CFR. Los servicios §300.530(g) se proporcionarán en la medida necesaria para permitir que el niño progrese adecuadamente en el plan de estudios general y en el logro de las metas de su IEP. Las determinaciones de estos servicios serán hechas por el CSE del distrito de residencia del estudiante. La Escuela, en consulta con el CSE, colocará a los estudiantes en entornos educativos alternativos provisionales según corresponda según 34 CFR §300.520(g). El estudiante debe recibir, según corresponda, una evaluación del comportamiento funcional y servicios de intervención y modificaciones del comportamiento que están diseñados para abordar la infracción del comportamiento para que no se repita.

Durante cualquier remoción posterior que constituya un cambio de ubicación, pero donde el

comportamiento no sea una manifestación de la discapacidad, los servicios deben brindarse en la medida necesaria para permitir que el estudiante progrese adecuadamente en el plan de estudios general y en el logro de las metas de su IEP. El CSE del distrito de residencia del estudiante tomará la determinación del servicio. El estudiante debe recibir, según corresponda, una evaluación del comportamiento funcional y servicios de intervención y modificaciones del comportamiento que están diseñados para abordar la infracción del comportamiento para que no se repita.

Política de la Ley de Dignidad para Todos los Estudiantes ("DASA")

De acuerdo con la Ley de Dignidad para Todos los Estudiantes del Estado de Nueva York, en su forma enmendada ("DASA"), la escuela se compromete a brindar a sus estudiantes, empleados, voluntarios y visitantes un entorno educativo y de trabajo que sea seguro, promueva el respeto, la dignidad y la equidad, y esté libre de acoso, discriminación u otras formas de acoso o intimidación.

Intimidación

La intimidación está estrictamente prohibida en las instalaciones de la escuela y en cualquier función escolar, así como en cualquier otro lugar o momento en el que se espere razonablemente que los efectos de dicha conducta afecten el proceso educativo o creen un riesgo de interrupción dentro del entorno escolar.

“Intimidación” para los fines de esta política se define como acoso, comportamiento agresivo u otra acción intencional, ya sea verbal o física, en persona o en línea, que tiene la intención, o podría esperarse razonablemente, que cause daño emocional, angustia, miedo, ridículo, humillación y/o intimidación.

El acoso puede ser en persona o llevado a cabo por dispositivos electrónicos, a través de Internet y otras formas dirigidas a otra persona a través de la "publicación" de información confidencial y/o privada, incluido el acoso cibernético. “Acoso cibernético” significa acoso a través de cualquier forma de comunicación electrónica, como correo electrónico, mensajes de texto y redes sociales (p. ej., Facebook, Twitter, Snapchat e Instagram).

El acoso puede adoptar muchas formas, incluidas, entre otras, calumnias, bromas, insinuaciones, comentarios degradantes, caricaturas, bromas, gestos, novatadas, burlas, microagresiones y altercados físicos o verbales.

Esta política incluye intimidación de estudiantes (por otros estudiantes, empleados, voluntarios y visitantes) y por parte de estudiantes (de empleados, voluntarios y visitantes).

La intimidación por parte de los estudiantes resultará en disciplina, hasta e incluyendo la suspensión y/o expulsión. La intimidación por parte de los empleados dará lugar a medidas disciplinarias, que pueden incluir el despido.

Acoso y Discriminación

Todos los estudiantes tienen derecho a un ambiente de aprendizaje libre de acoso y discriminación. Ningún estudiante o empleado será objeto de discriminación o acoso por parte de otros estudiantes, empleados o visitantes sobre la base de diferencias físicas, culturales o incluso sociales, que incluyen, entre otros, su raza, color, peso y altura reales o percibidos, origen nacional, etnia, religión, práctica religiosa, discapacidad, orientación sexual, sexo, identidad de género o género. El “acoso” incluye cualquier acción (verbal o física) que tiende a crear un ambiente hostil (incluido el acoso y el ciberacoso) y ha interferido sustancialmente con las oportunidades o los beneficios educativos de un estudiante o los términos y condiciones de empleo de un empleado, razonablemente hace que un

estudiante o empleado tema por su seguridad física, o razonablemente representa un riesgo para el bienestar físico o emocional de un estudiante o empleado. Al igual que la intimidación, el acoso que ocurre fuera de la propiedad escolar está prohibido cuando se espera razonablemente que los efectos de dicha conducta afecten el proceso educativo o creen un riesgo de interrupción dentro del entorno escolar. El acoso por parte de los estudiantes resultará en disciplina, hasta e incluyendo la expulsión. El acoso por parte de los empleados dará lugar a medidas disciplinarias, que pueden incluir el despido. Evergreen Charter School valora y acepta sus comunidades escolares inclusivas y diversas y se esfuerza por brindar un entorno acogedor, seguro y de apoyo para todos los estudiantes y familias, independientemente de su raza, color, etnia, religión, género, discapacidad, orientación sexual e identidad de género. Si un estudiante o su familia desea averiguar algo más en particular para determinar el mejor lugar basado en prácticas culturales o religiosas, o debido a la discapacidad, orientación sexual o identidad de género, el estudiante o los padres o tutores del estudiante deben comunicarse con el director o un adulto con el que el estudiante se sienta cómodo para programar una reunión para discutir un plan para abordar las circunstancias y necesidades particulares del estudiante.

Reporte e Investigación de Quejas de Acoso/ Discriminación e Intimidación

Cualquier miembro del personal que presencie, reciba un relato oral o escrito de, o sospeche razonablemente de la ocurrencia de cualquier acto que constituya acoso, discriminación o intimidación debe notificar de inmediato al director, al superintendente o al Coordinador de la Ley de Dignidad para Todos los Estudiantes (DASA) de tal ocurrencia tan pronto como sea razonablemente posible, pero no más tarde de un día escolar de presenciar o recibir un informe de acoso, discriminación o intimidación. Dicho miembro del personal debe presentar un informe escrito ante el director, el superintendente o el coordinador de DASA a más tardar dos días escolares después de dicho informe oral o notificación. Los formularios de informes estarán disponibles en la oficina principal de la escuela.

El nombre del coordinador de DASA y la información de contacto de cada escuela se pueden encontrar en el sitio web de la escuela. El Coordinador de DASA está capacitado para manejar las relaciones humanas en las áreas de raza, color, peso, origen nacional, grupo étnico, religión, práctica religiosa, discapacidad, sexo, orientación sexual, género e identidad de género. El Coordinador de DASA estará accesible a los estudiantes y miembros del personal para consultas y consejos.

Se recomienda encarecidamente a todos los estudiantes, padres, visitantes y otros que informen sobre cualquier conducta de este tipo. Las represalias por parte de cualquier miembro del personal, estudiante o padre contra cualquier persona que, de buena fe, informe o ayude en la investigación de acoso, discriminación o intimidación están estrictamente prohibidas (y, para los estudiantes y miembros del personal, resultarán en medidas disciplinarias severas). Todas las quejas serán tratadas de manera confidencial. Tenga en cuenta que los informes anónimos pueden limitar la capacidad de la escuela para responder a la queja de manera efectiva y eficiente.

El director, el superintendente o el coordinador de DASA dirigirán o supervisarán la investigación rápida y exhaustiva de todos esos informes. Si dicha investigación resulta en un hallazgo de una violación de las políticas contra el acoso/discriminación/intimidación de la escuela, la escuela tomará medidas inmediatas, razonablemente calculadas para poner fin al acoso/discriminación o intimidación, eliminar cualquier ambiente hostil, prevenir la recurrencia del comportamiento y garantizar la seguridad y las oportunidades educativas del estudiante o miembro del personal contra quien se dirigió dicho comportamiento.

La Escuela se reserva el derecho de notificar a una agencia de aplicación de la ley apropiada cuando se crea que cualquier acoso/discriminación/intimidación constituye una conducta criminal.

Los incidentes materiales de discriminación y acoso se informarán al Departamento de Educación del Estado según lo exige la ley.

Proceso para enmendar el Código de Conducta Estudiantil:

Antes de finalizar el primer año académico, los alumnos de ECS o un grupo de alumnos seleccionados por el Director para representar a los estudiantes, tendrá la oportunidad de revisar el código de conducta y hacer recomendaciones para cambios al código. Estas sugerencias serán revisadas y consideradas por el director y la facultad/personal y todas las partes interesadas. Si es aprobado por un comité de personal/facultad/director mediante un voto formal o un proceso de consenso, las recomendaciones se elevan al Superintendente y la Junta para su aprobación.

Evergreen Charter School Board of Trustees' Bylaws

ARTICLE I: NAME

The name of the Corporation is Evergreen Charter School (hereinafter "the School").

ARTICLE II: MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the Directors of the School (hereinafter the "Board" or the "Trustees") of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of the Education Law and Not-for-Profit Corporation Law, as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may lawfully engage;
6. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and

securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the Bylaws;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

10. To approve the mission statement and policies that guide management and implementation of the School's programs.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Charter Entity. Each Trustee-elect becomes a member of the Board subject to approval by the charter authorizer. Trustees that are elected to fill vacancies and newly created trusteeships shall hold office until the next annual meeting of the Board or until their successors have been elected and qualified or until death, resignation, or removal. The Board shall elect Trustees whose terms begin on the date of the Annual Meeting during the year they are elected, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

2. **Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively, provided that each Trustee of the Board shall be at least 18 years of age. A Trustee need not be a citizen of the United States. In selecting and approving Trustees, the Board will seek individuals whose backgrounds, expertise, and accomplishments support the mission of the School.

3. **Interested Persons.** Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law or first cousin or first cousin-in-law of any such person. No more than 40% of the Trustees of the Board will be members of any other single not-for-profit board.

4. **Term of Office.**

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee for cause upon majority vote of all Trustees (other than the Trustee subject to removal). In addition, a Trustee may be removed from office on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee. The Board may remove a Trustee without cause upon 100% vote of all Trustees (other than the Trustee subject to removal).

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

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be at the following address: Evergreen Charter School, 605 Peninsula Boulevard, Hempstead, New York, 11550; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the School's principal office or at any other reasonably convenient place as the Board may designate.

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

C. Regular Meetings. Twelve (12) Meetings inclusive of the June Annual Meeting shall be held each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notice to Trustees. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the requirements of the Article 7 of the Public Officers Law.

I. Open Meetings Law. As provided under the NYS Open Meeting Law, every meeting of the Board will be open to the general public, whether or not there is intent to take action.

J. Board Minutes. Minutes will be kept of all open meetings of the Board to record and summarize motions, proposals, resolutions and other items voted upon and the vote thereon. Minutes will be kept of any activity in executive session meetings taken by formal vote, which shall consist of a record or summary of the final determination of such action. Minutes taken of open meetings and minutes taken in executive session will be available to the public as required. Minutes taken in open meetings or in executive session need not contain records of sessions not required to be made public.

A. Executive Sessions. Executive sessions will occur when a motion for executive session is made during an open meeting, identifying the general area for the Executive Session and carried by a majority vote. Executive sessions may be held for:

1. Matters that will imperil public safety and if disclosure may reveal the identity of a law enforcement agent or informer;

2. Matters that contain information referring to a current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
3. Discussion regarding proposed, pending, or current litigation;
4. Matters about the medical, financial, credit, or employment history of a particular person;
5. Matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal of a particular person;
6. Preparation, grading or administering of examinations;
7. Proposed acquisition, sale, or lease of real property or securities when publicity would substantially affect the value thereof;
8. Any matter made confidential by the State or federal law.

The appropriation of public funds will not be voted upon in Executive Session.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Directors at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the board are subject to the provisions of the Open Meetings Law.

Action by the Board Without a Meeting. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereof by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board of Trustees or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.

C. Committees.

1. **Appointment of Committees.** The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees. The Chair of the Board may appoint any Trustee in good standing to any Committee, except that no Trustee affiliated with the lessor or owner of the school's facility may serve on the Finance Committee so long as that Committee has authority to review matters related to facilities. In the event that such authority is transferred to a different and separate Committee, any Trustee affiliated with the lessor or owner of the school's facility may serve on that Committee.

2. **Standing Committees.** The Board shall have the following standing committees: Executive (chaired by the Board Chair), Finance (Chaired by the Treasurer), Education and Accountability, and Personnel. Additional Chairs and committee members may be appointed by the Chair of the Board.

3. **Authority of Board Committees.** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

H. **Presiding at Meetings.** Meetings of the Board shall be presided over by the Chair of the Board. In the absence of the Secretary, the Chairperson shall appoint a secretary of the meeting.

ARTICLE VII: OFFICERS

A. **Officers.** The Officers of the School consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other officers as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

A. Indemnification. The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a

Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

B. Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, Officer, employee, or agent of the Corporation, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such.

ARTICLE X: SELF-DEALING TRANSACTIONS

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

A transaction which is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws and by the Internal Controls Policy of the Evergreen Charter School, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School will be signed by the Chair of the Board except for amounts greater than \$5,000 which must be signed by two individuals including of the Chair, Principal and/or the Treasurer. In the absence of the Chair, the Treasurer shall be specifically designated to sign all checks etc. It is only in the absence of both the Chair of the Board and the Treasurer of the Board that the Vice Chair of the Board and Secretary may sign checks. The Chair of the Board, Treasurer, Secretary and Vice Chair must give a full accounting and disclosure of any such items at the next Board meeting following the transaction including information about all items signed, when and for what purpose. In the instance that that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest

to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest.

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

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) or any sister, brother, ancestor, descendant, spouse, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School.

F. Interpretation of Charter. To the extent of any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control. Also, to the extent of any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law will control.

ARTICLE XII: AMENDMENT

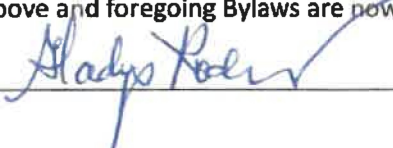
A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

ARTICLE XIII: NON-DISCRIMINATION POLICY

The School will undertake and carry on its educational activities without regard to race, age, creed, color, national origin, gender, disability, marital status, sexual orientation or lineage or citizenship status. The School will not discriminate based on any of these characteristics in administering its educational policies, admission policies and other School-administered programs. The School will make its nondiscriminatory policy known, as required by law, to the public school district in which it is located, by publishing a notice of its nondiscriminatory policy in a newspaper of general circulation or a broadcast medium that serves that district.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.


_____, Secretary

Dated: 6/28/2023



Evergreen Charter School

Code of Ethics

The Evergreen Charter School (Evergreen Charter School) Board of Trustees recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board of Trustees and the school's staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of Evergreen Charter School goals and objectives. The Board also recognizes its obligation to set forth a code of ethics under the provisions of the General Municipal Law.

In an effort to achieve the highest standards of conduct, each officer, key staff member, and board member is requested to acknowledge (by signing) the following adopted Code of Ethics each year in September. This acknowledgement will be kept on file at the school. All officers, key staff members, and members of the board of Evergreen Charter School are required and expected to exercise the highest ethical standards of conduct and practice fundamental honesty at all times.

The trustees, officers and employees of Evergreen Charter School shall at all times be in compliance with the following:

Exhibit 7

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the Evergreen Charter School charter and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 40 percent of the Evergreen Charter School Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the employees of Evergreen Charter School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a

Exhibit 7

public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Any Trustee or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
5. Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
6. No Trustee of Evergreen Charter School may serve as a member of the Board of Trustees of more than two charter schools, including Evergreen.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board for the duration of such business

Exhibit 7

relationship, provided, however, that this provision shall not apply to the following:

- a. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
 - d. Individuals associated with other businesses, provided that the Board of Trustees consents to such involvement by majority vote and in writing. The individuals must provide notice to the board of any potential conflict of interest that may arise. Such notice must be provided to the Board of Trustees as soon as the individuals are made aware of the potential conflict of interest. In addition, the Board of Trustees will review the relationships on an ongoing basis and may withdraw its consent at any time.
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

Exhibit 7

9. Trustees, officers, or employees of any single external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of the matter, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the school. Trustees shall report to the Board of Trustees their acceptance of any gift or privilege worth \$25 or more from any person or organization that is or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.
13. Evergreen Charter School trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Exhibit 7

14. Evergreen Charter School has not had, nor does it anticipate having, any related party transactions that have or may occur as a result of a less than arm's length relationship with a related party. Evergreen Charter School has established requirements and procedures in its by-laws and Code of Ethics to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested parties recuse themselves from the decision-making process.

EVERGREEN CHARTER SCHOOL

STRATEGIC PLAN

2022-2025

REVISED 2024

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Introduction:

Evergreen Charter School (“Evergreen” or the “Charter School”) is a New York educational institution incorporated on January 13, 2009 by the Board of Regents of the State of New York (the “Board of Regents”) under Article 56 of the New York Education Law. The Charter School received its original charter from [the Chancellor of the Department of Education (the “Department of Education”) of the State of New York (the “State”) as approved by] the Board of Regents on January 13, 2009.

Mission Statement:

The mission of the Charter School is to nurture the intellectual, physical and social development of its students. The Charter School strives to ensure that students of varied cultural and social backgrounds and different ability levels achieve their academic potential while developing a positive sense of self-worth. The Charter School endeavors to foster individual growth and development through the implementation of a challenging and comprehensive educational program that emphasizes mastery of a quality Common Core curriculum that is aligned to the New York State Learning Standards and based on New York State curricula guidelines. Additionally, instruction in a second language, i.e. Spanish, and integration of content regarding Hispanic history and culture is an important part of the Charter School’s curriculum. The Charter School features enriched arts and physical education programs, and it fosters healthy life choices within a child-centered school environment that places a premium on environmental education and conservation of resources. The Charter School uses a balanced instructional approach and employs a workshop delivery model, including mini-lesson, guided practice, and independent practice (I do, We do, You do), preparing students for success in school and in life.

School Pledge:

I pledge to protect the Earth, respect the web of life upon it and to honor the dignity of every member of our global family. One planet, one people, one world, in harmony, with peace, freedom and justice for all.

School Promise:

I promise to respect myself, respect others and respect the earth’s resources.

Philosophy / Vision:

The Charter School fosters individual student growth and development while connecting individuals to the community and each other. The Charter School aims to create a school environment where students:

- Are challenged academically
 - Take responsibility for their actions
 - Are technological and globally minded, communicate effectively and work cooperatively
 - Think critically, solve problems, and make informed choices
 - Demonstrate the rights and responsibilities of good citizenship
-

- Are physically and emotionally safe
- Show respect towards themselves and others regardless of differences
- Develop creative expression and individual talents.

School Profile:

Evergreen Charter School received its first charter in 2009. It received a five-year term through and including January 12, 2014. The Charter School received charter renewals for a First Renewal Term from January 13, 2014, to June 30, 2014 (to align renewal terms with the Charter School's fiscal year), a Second Renewal Term from July 1, 2014 to June 30, 2017 a Third Renewal Term July 1, 2017 to June 30, 2022, and a Fourth Renewal Term July 1, 2022 to June 30, 2025.

The Charter School began operating in the fall of 2009 with approximately 100 students in grades Kindergarten and grade 1. In 2016 the Charter School requested a revision to its charter and received approval from the New York State Board of Regents to expand to 75 students per grade level from the previous 50 student per grade authorization and to add a sixth grade. In 2017 the Charter School requested a revision to its charter and received approval to add a seventh and eighth grade. In 2018 the Charter School requested a revision to its charter and received approval to expand to 125 students per grade level from the previous 75 students per grade commencing the 2019-2020 school year. In 2020 the Charter School requested a revision to its charter and received approval to expand to a high school commencing with the ninth grade the 2020-2021 school year. The first twelfth grade class graduated in 2024.

The Charter School will serve 1,171 students for the 2024-2025 school year, grades K-12. The Charter School is expected to reach full enrollment in 2031-2032 school year with 1625 students, based on 125 per cohort grade level which was approved in 2018, however such maximum enrollment is subject to subsequent charter revision approval.

The Charter School's academic year includes more than 180 days of instruction for all grades. For students in grade 1 through grade 7, the Charter School offers an extended year summer program which runs on a half day schedule for four weeks during the months of July and August. The Charter School also provides academic summer programming for students at the high school level, following a similar schedule. The Charter School's academic day generally begins at 7:45 am and concludes at 3:45 pm, providing an additional period of academic enrichment for all of its students.

As a vibrant, progressive, educational institution, Evergreen Charter School provides a strong foundation for students to grow, preparing them for success in school and in life. Its mission, promise, and pledge reflect values to educating its students to become citizens of the world.

Strategic Plan:

Evergreen's strategic plan includes a vision and action plan to meet future goals to support the dream of Evergreen Charter School's founders, Dr. Brewster and Mr. Bernardino.

Charter School Performance Framework

Benchmarks:

Evergreen's most recent rating was based on a December 2021 site visit. The following action plan has been created out of that site visit and provides a format for our strategic action plan.

Action Plan
Based on Fall 2021 Renewal Site Visit Report and Spring 2022 Board of Regents
Renewal Item

This has been updated for the 2024-2025 school year.

Name of Charter School: Evergreen Charter School

Date of Receipt of Renewal SV Report Date: June 10, 2022

Date of BoR Meeting on which the BoR renewal item was placed: June 13, 2022

Due Date to submit Action Plan July 1, 2022

Benchmark 1: Student Performance: *The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen will continue to engage in data-driven instruction, using strategies such as administering i-Ready diagnostics and standards mastery assessments/growth monitoring in grades K-8 in ELA and math to support student achievement. This approach will lead to strong performance on the NYS exams each year.	Data Driven Instruction	NYS ELA and math exams in grades 3-8	Each year, Evergreen’s students will outperform the Hempstead District in ELA and math on the NYS state exams in grades 3-8.	Each year throughout the charter term.

2	At the middle and high school level, Evergreen will focus on using Depth of Knowledge (DOK) to support academic rigor and to help teachers ask higher order thinking questions.	Depth of Knowledge (DOK)	NYS ELA and math exams in grades 3-8 and Regents Diploma Requirements	At the middle school level (grades 6-8), Evergreen will continue to outperform the Hempstead District on NYS ELA and math exams in grades 6-8. 80% or more of HS graduating students will have earned a Regents HS diploma.	Each year throughout the charter term for middle school (6-8) scores; the first senior class was enrolled in 2023-24.
3	Evergreen will continue to scale the high school and will develop and implement high-quality courses through 12th grade. Curriculum development will continue to be supported by experienced content areas staff and consultants as needed who help create, review and revise curriculum maps and pacing guides.	High-quality high school expansion	High school graduation outcomes	Beginning in spring 2024, (the first year Evergreen has a senior class) 100% of seniors will graduate. Additionally, Evergreen's four-year high school cohort graduation rate will exceed the district average.	The school reached k-12 enrollment in the 2023-2024 school year full scale. After this point the high-quality programming will continually be supported and refined.

Benchmark 2: Teaching and Learning: *School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

What rating did you receive on your fall 2021 renewal report? ____Meets____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to add additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen will continue to implement co-teaching in classrooms. In Kindergarten, there will be two certified teachers in each classroom. In every other grade there will be a certified lead teacher as well as a rotating support teacher (i.e. ENL, AIS, Special Education) who pushes-in to classrooms as the co-teacher. The exact co-teaching configuration will remain fluid in response to students' needs.	Co-teaching	Classroom observations and evaluations	Evidence of effective implementation of co-teaching will be documented by both formal and informal evaluations conducted by the School Leadership.	Each year of the charter term; formal evaluations are conducted twice annually.
2 Evergreen will continue to implement the workshop model. Lesson planning encourages teachers to implement and use the key components of the	Workshop Model	Classroom observations and evaluations	Evidence of effective implementation of the workshop model will be documented by both formal and	Each year of the charter term; formal evaluations are conducted twice

workshop model: mini-lesson, guided practice, independent practice – commonly referred to as “I do, We do, You do.” The workshop approach is a key design element and is compatible with Evergreen’s curriculum choices.			informal evaluations conducted by School Leadership.	annually.	
3 Evergreen will continue to offer robust supports for students with IEPs/504 Plans and students who are learning English as a New Language. Under the oversight of the Director of Special Education, building-level certified special education teachers serve as case managers for students with disabilities (SWD) and ensure that the needs of these students are met. English as a New Language (ENL) teachers collaborate and co-teach with classroom teachers across content areas to support students using both translanguaging and Sheltered instruction observation protocol (SIOP) strategies. They also provide targeted instruction based on	Supporting Diverse Learners	Diagnostic testing for SWDs and NYSESLAT data	Diagnostic testing will show growth from the beginning to the end of the school year for identified SWDs. NYSESLAT data will confirm ENL students are progressing.	Each year of the charter term.	

each student's level of English language proficiency during intervention time. ENL students are also offered additional support through Saturday and/or summer programming.					

Benchmark 3: Culture, Climate, and Student and Family Engagement: *The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen will continue to use a whole-child approach to behavior management with a focus on positive incentives and restorative practices.	Behavior Management	Behavioral infraction data	There will be a decrease in the number of students with repeated infractions using the 2021-22 school year as a baseline.	Each year of the charter term.
2 Parent engagement will remain a priority. Throughout the school year, parents will be invited to attend parent-teacher conferences, participate in Board meetings, attend functions such as concerts and cultural events, and participate in parent workshops on a variety of topics related to school and everyday life.	Parent Engagement	Parent Satisfaction Survey	Each year, at least 80% of parents will report being “satisfied” with Evergreen.	Each year of the charter term; parent surveys are administered annually in the spring.
3 Professional Development (PD) will be provided and focus on social-emotional learning. The Sanford Harmony SEL and Rethink Ed curricular programs	Social Emotional Learning (SEL)	PD sessions and teacher surveys	Each year, professional development will be offered to support SEL, as documented in school	Each year of the charter term.

will continue to be implemented to support students' social-emotional well-being. Both programs are CASEL aligned.			records. Results from post-PD teacher surveys will show at least 80% of participants found the session to be helpful.		
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Benchmark 4: Financial Condition: *The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen’s composite score will remain above a 1.5 each year, through the careful management of the school’s resources.	Composite score	Annual calculation of the composite score, based on the independent audit submitted to NYSED.	Each year, the score will be higher than 1.5 according to the Fiscal Accountability Summary.	Each year of the charter term.
2 Evergreen will remain in compliance with best practices for working capital. The Board’s Treasurer and Finance Committee will be responsible for helping to ensure stable working capital to meet current needs.	Working Capital	Monthly monitoring by the Board’s Treasurer and Finance Committee in collaboration with the Director of Finance and Operations and the school’s CPA will allow this to be analyzed on an ongoing basis.	The school will demonstrate it is able to meet current needs and obligations.	Each year of the charter term; Ongoing with monthly review.
3 The school’s CPA will support the leadership and Board to ensure the school remains fiscally sound. The Board will receive and review financial statements prepared by the CPA which provide detailed data. The CPA report compares actual financial performance year-to-date to a year-to-date budget and explanations of the variances. The report	Monthly financial monitoring	Monthly financial statements prepared by the CPA will be used to compare actual financial performance to the budget, with an explanation and discussion held about any variances.	There will be no unexplained budget variances identified.	Each year of the charter term; monthly financial monitoring

also has a detailed financial projection to show variances and projected financial results as compared to the original approved budget. Management receives this same financial report. The Board also receives reports directly from the Principal, and other key administrators to review academic data and other reports, which supports decision making about how to best support the educational program.					

Benchmark 5: Financial Management: *The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen will continue to hire a reputable and experienced auditor to complete an annual audit in a timely manner. This audit will be conveyed to NYSED each year as part of the annual reporting process.	Annual Audit	Results of the annual audit.	No material weaknesses in internal controls will be found and no significant deficiencies will be identified.	The audit will be completed at the end of each school year and will be conveyed to NYSED in accordance with the annual report timelines each year.
2 Evergreen’s Board, Director of Finance and Operations, and CPA remain aware of the issues that have surfaced in the past with local school districts refusing to pass per-pupil revenue to the charter school in accordance with the law. Evergreen will continue to communicate with NYSED and requests intercepts when necessary to ensure all student revenue is received.	Intercepts	Per-pupil revenue received.	Each year, Evergreen will eventually recover per-pupil funds owed that had to be pursued through the intercept process as needed.	Each year of the charter term

3 The Board will continue to use thoughtful, sound budgeting strategies to provide exemplary long-term fiscal direction to the school.	Annual Budget	Annual Budget	Each year a balanced and realistic budget will be approved by the Board.	Each year of the charter term; the budget is approved annually in June.

Benchmark 6: Board Oversight and Governance: *The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

What rating did you receive on your fall 2021 renewal report? ____Approaches_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen’s Board will undertake a review, supported by legal counsel, of the school’s policies to identify areas for improvement. A Board Policy Manual will be created to house each updated policy in one place, and this will be submitted to NYSED, via the portal, in accordance with revision guidance provided by the school’s liaison.	Board Policy Review	Attorney and NYSED review as appropriate.	The NYSED will review updated policies and will approve necessary revisions.	Additions and updates to policies will continue annually.
2 The Board will establish an updated strategic action plan.	Strategic Action Plan	The strategic action plan will establish goals that will be monitored annually.	Each year a review will confirm the goals established in the strategic action plan are on track or met.	The plan will be reviewed annually as needed.
3 Board training will be held to provide professional development to the Board of Trustees in regard to compliance and the	Board Training	NYSED ratings	NYSED will determine the Board meets expectations in Benchmark 6 during the next renewal.	Board training and education will be held during the year.

obligations of charter schools per New York’s laws and regulations.					

Benchmark 7: Organizational Capacity: *The school has established a well-functioning organizational structure and has clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 To support the high school expansion, Evergreen hired a consultant in 2021 with extensive capacity who has relevant experience to serve as an advisor and thought partner to the MS Principal and High School Principal. The school will hire consultants as needed to provide support. To continue to support this initiative, Evergreen has hired qualified administrators and staff with experience.	Leadership and staff	Consultant evaluations. Leadership evaluations.	The school will evaluate the services and supports provided by the consultant(s) and will find the consultant(s) met obligations and provided valuable expertise. Leadership will be evaluated and will receive at the minimum an effective rating.	Each school year.
2 Evergreen recently appointed new High School and Middle School Principals. The school is excited to welcome both candidates who are experienced and have a track record of success, and they are counted upon to support the continued growth of	Effective Leadership	Leadership evaluation and CSO Teacher Survey	Middle and High School Principals will be evaluated and will receive at the minimum an effective rating. Additionally, when the CSO survey is	The appointments of the Middle and High School Principals were finalized in in June 2024. Ongoing needs will be

the school. The Board and leadership team will carefully examine needs and will make any needed adjustments to the organizational structure in collaboration with the NYSED liaison.			implemented, more than 85% of instructional staff will strongly or somewhat agree that the school has an effective leadership team.	evaluated during the 2024-2025 school year.	
3 Evergreen will continue to use the Danielson Framework for Teaching (FfT) to support professional growth and development among instructional staff. The school will use the updated FfT starting in fall 2022. Formal observations occur twice each year, with written feedback provided after each.	Danielson Framework for Teaching	Formal and informal evaluations	Each year, 90% of teachers or more will achieve at least an effective rating on their annual evaluations.	Each year of the charter term; Teachers will be formally evaluated annually, which will continue each year.	

Benchmark 8: Mission and Key Design Elements: *The school is faithful to its mission and has implemented the key design elements included in its charter.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 The school will continue to prioritize daily school programming that highlights and integrates language instruction in Spanish for all students, the celebration of cultures, with an emphasis on Hispanic culture, and culturally diverse activities and instructional resources.	Key Design Elements- Spanish language and Hispanic Culture	Checkpoint A and B in Spanish	Annually, at least 80% of students will meet expectations according to the Checkpoint A and Checkpoint B assessments in Spanish language.	Each year of the charter term; implementation is ongoing. Evergreen offers AP Spanish. This was started in the fall of 2022.
2 Evergreen will continue to employ an emphasis on being a “Green” school that integrates the study of ecology throughout the curriculum. In fall 2022, Evergreen will offer an AP Environmental Science course, which directly aligns with this key design element and supports student achievement.	Key Design Element - Integration of ecology throughout the curriculum and culture with the recurring theme of “reduce, reuse, recycle”	AP Course Data	80% of students who enroll in the new AP course will pass each year.	Each year of the charter term; implementation is ongoing.
3 Evergreen will promote healthy life choices. Workshops for families on topics such as health and nutrition will be held throughout the school year.	Key Design Element – Health Life Choices	Number of workshops held	School records will show workshops are held every quarter for families during the school year.	Each year of the charter term; implementation is ongoing.

Benchmark 9: Enrollment, Recruitment, and Retention: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.*

What rating did you receive on your fall 2021 renewal report? _____Meets_____

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen will continue to proactively conduct outreach and recruit students who are English language learners. The school will maintain relationships with local agencies and community groups to help reach this population, such as the Hempstead Hispanic Civic Association, and the Hispanic Counseling Center, in addition to Círculo (the founding partner organization). Materials will be translated into Spanish and ads will run in Spanish in local community papers such as <i>The Beacon</i>, <i>Long Island Herald</i>, <i>Noticia</i>, <i>Hometown</i>	Outreach and recruitment for ELLs	Annual enrollment data will be disaggregated by demographic subgroup.	Evergreen will reduce the enrollment gap for ELLs between the school and the Hempstead District, which was six percentage points in 2019-20.	Each year of the charter term.

<i>Shopper, and Al Rojo</i>					
2	Evergreen will continue to maintain sufficient enrollment demand for the school with the goal of ensuring meeting its enrollment plan and having a diverse student body.	Enrollment Demand	Annual enrollment data and wait list data	The school will maintain sufficient enrollment demand for the school to meet its enrollment plan. Evergreen has an established wait list due to the high volume of applicants.	Each year of the charter term.
3	Evergreen has established systems in place to ensure students' retention remains strong. Effective programming to meet the needs of ELLs, students who are identified as at-risk academically, students who are economically disadvantaged or housing insecure, and students who have IEPs, continues to be implemented.	Programming to Support Retention	Retention data	Analysis of the annual retention data released by NYSED will showcase that for each of the key high needs subgroups (ED, ELL and SWD) Evergreen has a comparable or better retention rate than the Hempstead District.	Each year of the charter term; NYSED provides retention analysis periodically.

Benchmark 10: Legal Compliance: *The school complies with applicable laws, regulations, and the provisions of its charter.*

What rating did you receive on your fall 2021 renewal report? Falls Far Below

Briefly describe at least three main strategies that will be used to achieve or maintain a “meets” by the time of the school’s next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies feel free to add additional rows.

Strategy	Strategy Name	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1 Evergreen will ensure the CSO is kept informed about the facilities plan and will continue to make progress toward completion of the construction project to house upper grades in a permanent facility. As of May 2022, all properties are listed in the portal. This will be kept updated. Additionally, the school better understands how to fill out annual report forms to document each property.	Facilities	CSO evaluation	At the mid-term site visit report, NYSED will not document this as a compliance issue. Evergreen received approval for all properties where it currently operates. This has been addressed.	Evergreen will continue to enter all properties within the portal. Additionally, the school received bond funding in December of 2022 to construct its secondary facility. Construction is expected to be finished by February 2025.
2 Evergreen will ensure the Board meets each month every year. As of June 2022, more than 12 Board meetings were held for the school year, and a minimum of one was held each month. The school	Monthly Board Meetings	Reviews of Board meeting materials and minutes.	NYSED will be able to confirm each year that at least one meeting was held each month for 12 months. The annual reports will reflect these meetings.	Each year of the charter term

also held meetings each month in 2021-22. The school looks forward to confirming with NYSED that the Notice of Deficiency and Corrective Action Plan have been satisfied.			Evergreen has held monthly meetings including August for the past two years. This has been satisfied.		
3 Evergreen's Board will undertake a review, supported by its consultant attorney from Barton Gilman, of the school's policies to identify areas for improvement. A Board Policy Manual will be created to house each updated policy in one place, and this will be submitted to NYSED, via the portal, in accordance with revision guidance provided by the school's liaison. This was noted above in Benchmark 6, but it is highly relevant to Benchmark 10 as well and is a significant area of focus.	Board Policy Review	Attorney and NYSED review	The NYSED will review updated policies and will approve the revisions. This was achieved and Evergreen submitted policies to the portal.	Evergreen submitted policies to the portal in 2023.	

School Construction & Facility Planning:

Evergreen's long-term goal is to build a secondary school facility that will house its upper grades through high school. To this end the school has been working for over five years on this project.

Owner's Representative:

The Charter School entered into an agreement with NorthStar Museums and Education, a Pennsylvania based LLC (the "Owner's Representative"), pursuant to which the Owner's Representative has agreed to monitor and advise the Charter School regarding the status of the construction schedule and cost, as well as the quality of design and construction. In this role, the Owner's Representative has provided project oversight to facilitate the Charter School's review of the ongoing viability of construction from a cost perspective, as well as provided the Charter School with input and options regarding alternatives for enhanced economic efficiency and cost savings proposals, including coordinating lien waivers from contractors. In this role, the Owner's Representative has also assumed responsibility for all day-to-day communications, inquiries and information requests from project vendors. Both the Architect and Owner's Representative are responsible for reviewing and approving Project construction invoices. The Owner's Representative has managed multiple charter school expansion and construction projects totaling over two million square feet of charter school space including the Classical Charter Schools, Philip's Academy Charter School, and the Academy of Urban Leadership Charter School.

The Owner's representative worked with Evergreen to create a Request for Proposals to find an architect for the project. After completing this process and vetting different architects, the firm Martin Hopp was selected.

The Charter School entered into an agreement with Martin Hopp Architect PLLC located at 250 W. 24th Street, New York, New York (the "Architect"), pursuant to which the Architect has agreed to perform certain design and construction administration and management tasks with respect to construction of the New Facility. Founded in 2013, the Architect has built a wide ranging portfolio consisting of educational, commercial and residential projects. Notably, the Architect has worked extensively with Ascend Public Charter Schools in Brooklyn on fourteen projects.

Under the Architect Agreement, the Architect has to design the New Facility in accordance with all local, state, and federal codes and standards. Moreover, the Architect is required to perform certain ongoing administrative responsibilities, including visiting the site at appropriate intervals to become familiar with the progress and quality of work, reviewing and certifying amounts due to the General Contractor, and advising the Charter School in writing regarding rejection of non-conforming work. The Architect and Owner's Representative will provide sign-off on construction fund disbursements.

Again, with assistance from the Owner's Representative, Evergreen issued a Request for Proposals to solicit construction managers for its project. After an extensive vetting process, Evergreen selected Consigli

Contractor:

The Charter School has entered into and assigned to the Facility Owner an agreement for the construction of the New Facility with Consigli Construction Co, Inc. (the “Contractor”). The Contractor is a northeast based general contractor that was established in 1905 and maintains its reputation as a premier builder of academic institutions in the tristate area. The Contractor has completed over 120 educational projects in the last 5 years, with \$800M in educational projects completed on Long Island. A sample of educational projects completed by the Contractor include Bronx High School of Science, Edward W. Brooke Charter School, New York Institute of Technology, and Collin County Community College. In addition to out-of-the ground construction, the Contractor has performed interior restorations for dozens of schools in the past decade alone, including the Inwood Academy for Leadership Charter School, Candlewood Middle School, and multiple school buildings for the Garden City public schools.

Secondary School Facility Plan:

Over the 2021-2022 school year, the architect held a series of charrettes with representatives and stakeholders of the school including Board Members, Executive Leadership, Key Management, Staff, Students and Parents to get input about the needs for the secondary school and design. Conceptual design documents were developed that provide an educational environment to serve over 750 students.

Construction documents were completed and the school secured financing for construction. Construction is underway.

Throughout the 2022-2023 and 2023-2024 school year architects have continued to work collaboratively with Evergreen’s Board, Administrators and Staff to plan for the school facility and ensure that spaces designed achieve maximum results. This has included meetings with music department staff, physical education department staff, art staff in addition to teachers and others.

Financing for Secondary School Facility:

The school went through the process to obtain approval from the Local Development Corporation of the Town of Hempstead for bonds to support the construction of a School facility. The Board of the Local Development Corporation approved the vote 5:0 on July 26, 2022. The Hempstead Town Supervisor, approved the sale of the bonds on August 5, 2022. Evergreen Charter School closed on the sale of the bonds in December of 2022.

Evergreen engaged Robert W. Baird & Co incorporated (Baird) to serve its sole underwriter for the issuance \$75,000,000 in bonds to finance the purchase and construction of facilities. Services include review and evaluation of the proposed terms of the offering and the Securities; development of a marketing plan for the offering including identification of potential purchasers of the Securities; assistance in the preparation of a preliminary offering statement and final offering statements and other related offering documents; Contact potential purchasers of the Securities and provide them with copies of the offering materials; respond to inquiries from

potential purchase and coordinate due diligence calls and meetings as needed; assist in preparation of information and materials to be provided to securities rating agencies; consult with counsel and other service providers about the offering; inform the school of the marketing and offering process; submit documents and other information to the MSRB's EMMA website; plan and arrange for the closing and settlement of issuance and delivery of Securities; negotiate with pricing including the interest rate; obtain CUSIP numbers for the Securities; and other related activities as may be needed and requested by the school.

Construction Timeline:

Evergreen's timelines for construction is approximately twenty-four months. Construction began on the secondary school facility in 2023. The School plans to move to the facility in Early February of 2024-2025 school year.



Updated 2024

Board of Trustees

Superintendent

Director of Data, Attendance and Assessment

Athletic Director

Coaches

Attendance Clerks

Data Specialists

Testing Assistants

Special Education Director

Special Education Teachers

Director Of Pupil Personnel Services

Psychologists, Social Workers, and Guidance Counselors

Director of World Languages

World Language Teachers

Director of Health Services

Nurses

Lower Elementary Principal

Secretaries and Administrative Assistants

Upper Elementary Principal

Secretaries and Administrative Assistants

Middle School Principal

Deans of Students

High School Principal

Secretaries and Administrative Assistants

Directors of Curriculum / Assistant Principals

ENL Director

ENL Coordinators

ENL Teachers

Classroom and Specialty Teachers

Reading and Math Coordinators

AIS Math and Reading Teachers

Permanent Substitutes

Teacher Assistants

Multi-media Librarians

Hall Monitors

Director of Food Services / Chef

Assistant Director of Food Services / Assistant Chef

Assistant Cooks

Kitchen Assistants, Aides, Dishwashers

Director of Lunch and Recess Aides

Lunch and Recess Aide Coordinators

Kitchen Lunch and Recess Aides



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Phone (516)292-2060 Fax: (516)292-0575

ENROLLMENT AND ADMISSIONS POLICY

ECS admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to ECS will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under NYS law for admission to a public school is qualified for admission to ECS. ECS shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to ECS, a child/student must be five years old by December 1 of the year he or she is in kindergarten, under 21 years of age, and must not possess a high school diploma. Admission to ECS will be limited to pupils within the grade levels to be served by ECS. As required in the new legislative provisions of the revised Charter Schools Act, ECS will maintain an explicit policy regarding the preferred enrollment of children from Hempstead Union Free School District where ECS will be located.

In its admission policies and procedures, ECS will refrain from the following: (1) Requiring parents to attend meetings or information workshops as a condition of enrolling students in ECS; (2) Having an unduly narrow enrollment period (e.g.: fewer than 30 days); (3) Limiting outreach or advertising to obscure media or community outlets; (4) Giving enrollment preference to children of members of the ECS Board or founders group; (5) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to ECS,



Evergreen Charter School
605 Peninsula Blvd., Hempstead, NY 11550
Phone (516)292-2060 Fax: (516)292-0575

ENROLLMENT AND ADMISSIONS POLICY

regardless of their virtue, as a condition of enrolling their children (correcting a child's homework, volunteering, etc.); (6) Mandating that students or parents agree with ECS mission or philosophy; (7) Giving preference to or unduly targeting students interested or talented in a particular ECS program; and (8) any other action in order for an applicant to either receive or submit an application for admission to that school.

If the number of timely submitted applications of eligible students for admission exceeds capacity, students shall be accepted for admission from among such applicants by a random selection process (lottery) pursuant to the requirements of this section. The lottery will be held in accordance with section 119.5 of the Commissioner's Regulations. Each year, Evergreen Charter School shall provide public notice of the date, time, and place of the lottery, consistent with Public Officers Law section 104.

All applications will be due by 11:59 pm on April 1st each year. Any applications submitted after the April 1st deadline will be considered wait list applications and automatically added to the end of the waiting list. Applications can be submitted through Evergreen's independent automated lottery system, or completed forms can be brought in person to our admissions office or they can be faxed to 516-226-8654 or sent via email to admissions@ecsl.org. Students who are not selected during the lottery process will be placed on a student waiting list. The lottery process used for student admission will also serve to place students in preferential order on grade-level waiting lists, corresponding to the number that a student's name was drawn.



Evergreen Charter School
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ENROLLMENT AND ADMISSIONS POLICY

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In its admission policies and procedures, ECS will refrain from the following: (1) Requiring parents to attend meetings or information workshops as a condition of enrolling students in ECS; (2) Having an unduly narrow enrollment period (e.g.: fewer than 30 days); (3) Limiting outreach or advertising to obscure media or community outlets; (4) Giving enrollment preference to children of members of the ECS Board or founders group; (5) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to ECS, regardless of their virtue, as a condition of enrolling their children (correcting a child's



Evergreen Charter School
605 Peninsula Blvd., Hempstead, NY 11550
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ENROLLMENT AND ADMISSIONS POLICY

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If the number of timely submitted applications of eligible students for admission exceeds capacity, students shall be accepted for admission from among such applicants by a random selection process (lottery) pursuant to the requirements of this section. The lottery will be held in accordance with section 119.5 of the Commissioner's Regulations. Each year, Evergreen Charter School shall provide public notice of the date, time, and place of the lottery, consistent with Public Officers Law section 104.

All applications will be due by 11:59 pm on April 1st each year. Any applications submitted after the April 1st deadline will be considered wait list applications and automatically added to the end of the waiting list. Applications can be submitted through Evergreen's independent automated lottery system, or completed forms can be brought in person to our admissions office or they can be faxed to 516-226-8654 or sent via email to admissions@ecsl.org. Students who are not selected during the lottery process will be placed on a student waiting list. The lottery process used for student admission will also serve to place students in preferential order on grade-level waiting lists, corresponding to the number that a student's name was drawn.

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FEE \$500.00

Certificate of Occupancy

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT

99 NICHOLS COURT
HEMPSTEAD, N.Y.

Nº 7225

Rec. No. 93451

Date JAN. 5, 2010

This certifies that the building located on Section 34 Block No. 380
Lots 256, 454, 455, 464, 467, 470 Street Address 605 Peninsula Blvd.
Location 41st Sycamore Ave. + Peninsula Blvd.
conforms substantially to the approved plans on file in this office. Permit No. 23868 Date JAN. 25, 2007

and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N.Y.

Zone Bus. C Occupancy Two story community center

This certificate issued to Circolo De La Hispanidad Owner of aforesaid Building
Address 26 West Park Ave. Long Beach, NY

Z.B. Case # 1477

By Order Board of Trustees
Village of Hempstead, N.Y.

Superintendent of Building Department

Date Dec 22 2009

INC. VILLAGE OF HEMPSTEAD
99 NICHOLS CT., HEMPSTEAD, N. Y. 11551

Nº 93451

GENERAL RECEIPT

Received From Circolo De La Hispanidad \$ 500.00
(Name)

26 West Park Ave Long Beach NY 11561
(Street) (Village)

Five Hundred Dollars

For Certificate of Occupancy

605 Peninsula Blvd

THIS IS NOT A PERMIT OR LICENSE

Fund	Code	Amount
AS6001		500.00

CLC
27268

Please make check payable to:
Inc. Village of Hempstead

Rec'd By

TRIPPLICATE

Fee \$5.00 *not* Certificate of Occupancy No 5968

VILLAGE OF HEMPSTEAD

99 NICHOLS COURT
HEMPSTEAD, N. Y.

*#150 Richardson St
428*

5-6-7-15-16-17 Date *Nov. 15, 1963*

This certifies that the building located on Lots *21 & 114* Block No. *393*

Map of *Sec 34* Location *W/1/2 Parcel 22, Villa Court*

conforms substantially to the approved plans on file in this office. Permit No. *12748* Date *Oct 10, 1962*

and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N. Y.

ZONE *Res B* OCCUPANCY *Class II School, Convent, Class III group*
This certificate issued to *St. Ladislaus Church*

Owner *Owner* of the aforesaid building.

Address *253 Kent Street,*

Hempstead, N. Y. By Order Board of Trustees Village of Hempstead, N. Y.

Owner - Builder - Architect *Edmund J. ...*

Building Inspector *F*



CHARLES E. RENFROE
Deputy Mayor

PERRY PETTUS
Trustee

LaMONT JOHNSON
Trustee

JEFFERY J. DANIELS
Trustee

PATRICIA PEREZ
Village Clerk

DEBRA URBANO-DISALVO, Esq.
Village Attorney

RAYMOND J. CALAME
Treasurer

June 11, 2018

RE: 114 Greenwich Street
SCHOOL aka 120 Greenwich Street
Hempstead, NY 11550
Sec. 34 Block 357 Lot 71

Dear Sir/Madam:

Please be advised that the 131' 0"x 57'8" building (school) at the above premises was built under Building Permit # 710, issued May 27, 1926 and according to our records a Certificate of Occupancy was not mandatory at that time.

Very truly yours,

Joseph Simone
Superintendent Bldg. Dept.

JS:aps

Fee \$2.00

Occupancy Certificate

No 4232

494 Fulton Ave

Bureau of Buildings
Village of Hempstead, N. Y.

DATE May 22 1942

This certifies that the building located on Lots

Block No.

Map of Albany Location 515 Fulton Ave 222 W. 10th St

conforms substantially to the approved plans on file in this office. Permit No. 6308 Date June 15 1948
and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N. Y.

ZONE

Residential

OCCUPANCY

are day, basement laundry
school, community center

This certificate issued to

Hempstead Corporation

of the aforesaid building.

Address

16 Centre St Hempstead N.Y.

OWNER - BUILDING DEPARTMENT

By Order Board of Trustees
Village of Hempstead, N. Y.

BUILDING INSPECTOR

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
State Office of Religious and Independent Schools - Room 1078 Education Building Annex
Albany, New York 12234

revised 11.12.2020

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

280201860947

School Name

EVERGREEN CHARTER SCHOOL

Facility/Building Name

Circulo de la Hispanidad

Street Address (NO PO Box Numbers)

605 PEN. SULA BLVD

City/Town/Village

HEMPSTEAD

Zip Code

11550

Name of Municipality Responsible for Local Code Enforcement

Village of HEMPSTEAD

INSTRUCTIONS

- Read the “*Manual for Nonpublic School Facility - Fire & Building Safety Inspections*” prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

☒ STUDENT INSTRUCTION

☐ OTHER STUDENT USE

Please Specify:

2. Is there a fire sprinkler system in this facility?

☒ YES ☐ NO

If 'yes', is the sprinkler alarm connected with the building alarm?

☐ YES ☐ NO

3. Is there a fire hydrant system for facility protection?

☐ YES ☐ NO

If YES, indicate ownership of system (select one):

_____ public owned
_____ school owned
_____ other (please specify)

4. Indicate the ownership of this facility

☒ LEASED

☐ OWNED

5. What is the current gross Square footage of this facility?

36,269

(to the nearest whole ten feet)

6. Fire and Emergency Drills

a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required ☒ YES ☐ NO

b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
Eight (8) drills are required to be evacuation drills.
Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	9/26/22	✓	
2	10/13/22		✓
3	10/27/22	✓	
4	11/4/22	✓	
5	11/7/22	✓	
6	11/23/22	✓	
7	12/6/22	✓	
8	12/12/22		✓
9	12/22/22		✓
10	6/5/23		✓
11	6/15/23	✓	
12	6/20/23	✓	

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

d. Average time to evacuate this facility was: 2 minutes 37 seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

✓ YES NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code

✓ YES NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

 YES ✓ NO

a. If YES, indicate: total number of fires

b. total number of injuries

c. _____ total cost of property damage

8. If the fire alarm system was activated since the last fire safety inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the NYS Fire Code?

_____ YES _____ NO

Part II: Nonpublic School Fire & Building Safety Non-Conformance Report Sheet

School Name Evergreen Charter School

Building Name K-1 Elementary School

Item #	Non-Conformance	Date Corrected
08A-2		
08B-2		
08C-2		
08D-2		
08E-2		
09A-2		
09B-2		
09C-1		
09D-1		
09F-2		
09G-2		
10A-2		
10B-2		
10C-1		
10D-1		
11A-2		
11B-1		
11C-2		
11D-2		
11E-1		
12A-1		
12B-3		
12C-2		
12D-2		
12E-1		
12F-1		
12G-1		
12H-1		
12I-1		
12J-1		
12K-1		
12L-1		
12M-1		
12N-1		
12O-2		
13A-2		
13B-2		

Item #	Non-Conformance	Date Corrected
14A-2		
14B-2		
14C-2		
14D-1		
14E-1		
15A-2		
15B-1		
15C-2		
15D-2		
15E-1		
16A-2	✓	1/24/23
16B-2		
16C-2		
16D-2		
17A-3		
17B-2		
17C-2		
17D-2		
17E-1		
17F-3		
17G-1		
17H-2		
17I-2		
17J-1		
17K-1		
17L-1		
18A-2		
18B-2		
18C-2		
18D-2		
19A-3		
19B-2		
19C-1		
19D-1		
19E-1		
19F-1		
19G-1		
19H-2		

Item #	Non-Conformance	Date Corrected
20A-1		
20B-1		
20C-1		
21A-3		
22A-3		
22B-3		
22C-3		
23A-1		
23B-1		
23C-1		
23D-2		
24A-3		
25A-1		
25B-1		
25C-1		
26A-3		

If any additional non-conformances are observed, check item 26A-3 and list the Code section below.

Inspector

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes ✓ No _____

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A: III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- ☐ Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located
- ☐ Inspection by a **fire corporation** whose territory includes the school building
- ☒ Inspection by the **county fire coordinator**, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- ☐ Inspection by a **fire inspector (Building Safety Inspector or Code Enforcement Official)** who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on 11/29/2023 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: K. Rabinowitz Title: Fire Marshal

Signature: [Signature] Date: 11/29/2023

Inspector's Organization: Nassau County Fire Marshal

Inspector's Telephone #: (516) 573-9935 Inspector's Email: KRabinowitz@nassaucounty.ny.gov

Inspector's Code Enforcement Certification # 1211-0325
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office: Nassau County Fire Marshal

Address: 1194 Prospect Ave
Westbury, NY 11590

Name of contact person: K. Rabinowitz Title: Fire Marshal

Telephone #: (516) 573-9935 Email address: KRabinowitz@nassaucounty.ny.gov

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: Lisel M. Knox Title: Director of Finance and Operations

Signature: [Signature] Telephone #: 516-226-8680

Email: lknox@ecsl.org

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
State Office of Religious and Independent Schools - Room 1078 Education Building Annex
Albany, New York 12234

revised 11.12.2020

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

2	8	0	2	0	1	8	6	0	9	4	7
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School Name

E	V	E	R	G	R	E	E	N		C	H	A	R	T	E	R		S	C	H	O	O	L		
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Facility/Building Name

L	O	R	E	T	T	O																			
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Street Address (NO PO Box Numbers)

1	2	0		G	R	E	E	N	W	I	C	H		S	T	R	E	E	T							
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City/Town/Village

Zip Code

H	E	M	P	S	T	E	A	D																	
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Name of Municipality Responsible for Local Code Enforcement

V	I	L	L	A	G	E		O	F		H	E	M	P	S	T	E	A	D							
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INSTRUCTIONS

- Read the “*Manual for Nonpublic School Facility - Fire & Building Safety Inspections*” prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

☒ STUDENT INSTRUCTION

☐ OTHER STUDENT USE

Please Specify:

2. Is there a fire sprinkler system in this facility?

☐ YES ☒ NO

If 'yes', is the sprinkler alarm connected with the building alarm?

☐ YES ☐ NO

3. Is there a fire hydrant system for facility protection?

☐ YES ☒ NO

If YES, indicate ownership of system (select one):

_____ public owned
_____ school owned
_____ other (please specify)

4. Indicate the ownership of this facility

☒ LEASED

☐ OWNED

5. What is the current gross Square footage of this facility?

27,172

(to the nearest whole ten feet)

6. Fire and Emergency Drills

a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required _____ YES _____ NO

b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31

Eight (8) drills are required to be evacuation drills.

Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	9/22/23	✓	
2	9/30/22	✓	
3	10/06/22	✓	
4	11/07/22	✓	
5	1/04/23	✓	
6	2/16/23	✓	
7	3/21/23	✓	
8	12/20/22		✓
9	12/23/22		✓
10	6/22/23		✓
11	6/27/23		✓
12	6/28/23		✓

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

n/a

d. Average time to evacuate this facility was: 2 minutes 37 seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

_____ YES _____ NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code

_____ YES _____ NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

_____ YES ✓ _____ NO

a. If YES, indicate: n/a total number of fires

b. n/a total number of injuries

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A: III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- ☐ Inspection by the fire department of the city, town, village or fire district in which the building is located
- ☐ Inspection by a fire corporation whose territory includes the school building
- ☒ Inspection by the county fire coordinator, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- ☐ Inspection by a fire inspector (Building Safety Inspector or Code Enforcement Official) who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on 10/2/2023 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: K. Rabinowitz Title: Fire Marshal

Signature: [Signature] Date: 10/2/2023

Inspector's Organization: Nassau County Fire Marshal

Inspector's Telephone #: (516) 573-9935 Inspector's Email: KRabinowitz@nassaucounty.ny.gov

Inspector's Code Enforcement Certification # 1211-0325
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office: Nassau County Fire Marshal

Address: 1194 Prospect Ave.
Westbury NY 11590

Name of contact person: K. Rabinowitz Title: Fire Marshal

Telephone #: (516) 573-9935 Email address: KRabinowitz@nassaucounty.ny.gov

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: Matthew Chuchul Title: Principal

Signature: [Signature] Telephone #: 516-399-1160

Email: mchuchul@ecsl.org

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
State Office of Religious and Independent Schools - Room 1078 Education Building Annex
Albany, New York 12234

revised 11.12.2020

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

280201860947

School Name

Evergreen Charter School

Facility/Building Name

Fulton

Street Address (NO PO Box Numbers)

34 Fulton Street

City/Town/Village

Hempstead

Zip Code

11550

Name of Municipality Responsible for Local Code Enforcement

Village of Hempstead

INSTRUCTIONS

- Read the “*Manual for Nonpublic School Facility - Fire & Building Safety Inspections*” prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

☒ STUDENT INSTRUCTION

☐ OTHER STUDENT USE

Please Specify:

2. Is there a fire sprinkler system in this facility?

☐ YES ☒ NO

If 'yes', is the sprinkler alarm connected with the building alarm?

☐ YES ☐ NO

3. Is there a fire hydrant system for facility protection?

☐ YES ☒ NO

If YES, indicate ownership of system (select one):

_____ public owned
_____ school owned
other (please specify)

4. Indicate the ownership of this facility

☒ LEASED

☐ OWNED

5. What is the current gross Square footage of this facility?

13, k

(to the nearest whole ten feet)

6. Fire and Emergency Drills

- a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required _____ YES _____ NO
- b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
Eight (8) drills are required to be evacuation drills.
Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	9.29.22	✓	
2	10.28.22	✓	
3	11.7.22	✓	
4	11.10.22	✓	
5	12.19.22	✓	
6	12.21.22	✓	
7	12.21.22		✓
8	12.22.22		✓
9	12.23.22		✓
10	9.27.23	✓	
11	10.30.23		✓
12	11.6.23		✓

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

d. Average time to evacuate this facility was: 2 minutes 15 seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

YES NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code

YES NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

YES NO

a. If YES, indicate: N/A total number of fires

b. N/A total number of injuries

c. N/A total cost of property damage

8. If the fire alarm system was activated since the last fire safety inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the NYS Fire Code?

 YES NO

Part II: Nonpublic School Fire & Building Safety Non-Conformance Report Sheet

School Name Evergreen

Building Name 94 Fulton

Item #	Non-Conformance	Date Corrected
08A-2		
08B-2		
08C-2		
08D-2		
08E-2		
09A-2		
09B-2		
09C-1		
09D-1		
09F-2		
09G-2		
10A-2		
10B-2		
10C-1		
10D-1		
11A-2		
11B-1		
11C-2		
11D-2		
11E-1		
12A-1		
12B-3		
12C-2		
12D-2		
12E-1		
12F-1		
12G-1		
12H-1		
12I-1		
12J-1	✓	11/28/20
12K-1	✓	11/29/20
12L-1		
12M-1		
12N-1		
12O-2		
13A-2		
13B-2		

Item #	Non-Conformance	Date Corrected
14A-2		
14B-2		
14C-2	✓	12/1/20
14D-1		
14E-1		
15A-2		
15B-1		
15C-2		
15D-2		
15E-1		
16A-2		
16B-2		
16C-2		
16D-2		
17A-3		
17B-2		
17C-2		
17D-2		
17E-1		
17F-3		
17G-1		
17H-2		
17I-2		
17J-1		
17K-1		
17L-1		
18A-2		
18B-2		
18C-2		
18D-2		
19A-3		
19B-2		
19C-1		
19D-1		
19E-1		
19F-1		
19G-1		
19H-2		

Item #	Non-Conformance	Date Corrected
20A-1		
20B-1		
20C-1		
21A-3		
22A-3		
22B-3		
22C-3		
23A-1		
23B-1		
23C-1		
23D-2		
24A-3		
25A-1		
25B-1		
25C-1		
26A-3		

If any additional non-conformances are observed, check item 26A-3 and list the Code section below.

Inspector

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes ☒ No ☐

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A; III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- ☐ Inspection by the fire department of the city, town, village or fire district in which the building is located
- ☐ Inspection by a fire corporation whose territory includes the school building
- ☒ Inspection by the county fire coordinator, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- ☐ Inspection by a fire inspector (Building Safety Inspector or Code Enforcement Official) who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on 12/1/23 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: K. Rabinowitz Title: Fire Marshal

Signature: [Signature] Date: 12/1/2023

Inspector's Organization: Nassau County Fire Marshal

Inspector's Telephone #: (516) 573-9935 Inspector's Email: Krabinowitz@nassaucountyny.gov

Inspector's Code Enforcement Certification # 1211-0325
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office: Nassau County Fire Marshal

Address: 1194 Prospect Ave.
Westbury NY 11590

Name of contact person: K. Rabinowitz Title: Fire Marshal

Telephone #: (516) 573-9935 Email address: Krabinowitz@nassaucountyny.gov

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: Trancess Echwarra Title: 12/1/23

Signature: [Signature] Telephone #: 516-292-5060 ext 303

Email: fechwarra@ecsi.org

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

2	8	0	2	0	1	8	6	0	9	4	7
---	---	---	---	---	---	---	---	---	---	---	---

School Name

E	V	E	R	G	R	E	E	N	C	H	A	R	T	E	R	S	C	H	O	O	L
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Facility/Building Name

F	R	O	N	T	S	T	R	E	E	T
---	---	---	---	---	---	---	---	---	---	---

Street Address (NO PO Box Numbers)

4	3	6	F	R	O	N	T	S	T	R	E	E	T
---	---	---	---	---	---	---	---	---	---	---	---	---	---

City/Town/Village

Zip Code

H	E	M	P	S	T	E	A	D	1	1	5	5	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---

Name of Municipality Responsible for Local Code Enforcement

T	O	W	N	O	F	H	E	M	P	S	T	E	A	D
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

INSTRUCTIONS

- Read the “*Manual for Nonpublic School Facility - Fire & Building Safety Inspections*” prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date _____

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

☒ STUDENT INSTRUCTION

☐ OTHER STUDENT USE

Please Specify: _____

2. Is there a fire sprinkler system in this facility?

☒ YES ☐ NO

If 'yes', is the sprinkler alarm connected with the building alarm?

☐ YES ☐ NO

3. Is there a fire hydrant system for facility protection?

☐ YES ☐ NO

If YES, indicate ownership of system (select one):

_____ public owned
_____ school owned
_____ other (please specify)

4. Indicate the ownership of this facility

☒ LEASED

☐ OWNED

5. What is the current gross Square footage of this facility?

(to the nearest whole ten feet)

6. Fire and Emergency Drills

- Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required _____ YES _____ NO
- Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
Eight (8) drills are required to be evacuation drills.
Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	9/30/22	2:52:19	12/20/22
2	10/6/22	2:58:63	12/23/22
3	11/7/22	2:07:96	6/21/23
4	01/4/23	2:22:24	6/28/23
5	02/16/23	2:43:98	
6	03/21/23	2:41:39	
7	06/5/23	2:14:15	
8	10/28/22		
9			
10			
11			
12			

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

d. Average time to evacuate this facility was: 2 minutes 37 seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

yes YES NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code

yes YES NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

 YES NO NO

a. If YES, indicate: total number of fires

b. total number of injuries

c. _____ total cost of property damage

8. If the fire alarm system was activated since the last fire safety inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the NYS Fire Code?

Yes YES _____ NO

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A; III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- ☒ Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located
- ☐ Inspection by a **fire corporation** whose territory includes the school building
- ☒ Inspection by the **county fire coordinator**, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- ☐ Inspection by a **fire inspector (Building Safety Inspector or Code Enforcement Official)** who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on 11/29/2022 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: K. Rabinowitz Title: Fire Marshal

Signature: [Signature] Date: 11/29/2023

Inspector's Organization: Nassau County Fire Marshal

Inspector's Telephone #: (516) 573-9935 Inspector's Email: Krabinowitz@nassaucounty.ny.gov

Inspector's Code Enforcement Certification # 1211-0325
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office: Nassau County Fire Marshal

Address: 1194 Prospect Ave

Westbury NY 11596

Name of contact person: K. Rabinowitz Title: Fire Marshal

Telephone #: (516) 573-9935 Email address: Krabinowitz@nassaucounty.ny.gov

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: Dr. Iltescu Title: Superintendent & Principal

Signature: [Signature] Telephone #: 516-226-8655

Email: ELITES@ecsl.org

Part II: Nonpublic School Fire & Building Safety Non-Conformance Report Sheet

School Name Evergreen Charter

Building Name Front Street

Item #	Non-Conformance	Date Corrected
08A-2		
08B-2		
08C-2		
08D-2		
08E-2		
09A-2		
09B-2		
09C-1		
09D-1		
09F-2		
09G-2		
10A-2		
10B-2		
10C-1		
10D-1		
11A-2		
11B-1		
11C-2		
11D-2		
11E-1		
12A-1		
12B-3		
12C-2		
12D-2		
12E-1		
12F-1		
12G-1		
12H-1		
12I-1		
12J-1		
12K-1	✓	10/2/23
12L-1		
12M-1		
12N-1		
12O-2		
13A-2		
13B-2		

Item #	Non-Conformance	Date Corrected
14A-2		
14B-2		
14C-2		
14D-1		
14E-1		
15A-2		
15B-1		
15C-2		
15D-2		
15E-1		
16A-2	✓	11/24/23
16B-2	✓	11/24/23
16C-2		
16D-2		
17A-3		
17B-2		
17C-2		
17D-2		
17E-1		
17F-3		
17G-1		
17H-2		
17I-2		
17J-1		
17K-1		
17L-1		
18A-2		
18B-2		
18C-2		
18D-2		
19A-3		
19B-2		
19C-1		
19D-1		
19E-1		
19F-1		
19G-1		
19H-2		

Item #	Non-Conformance	Date Corrected
20A-1		
20B-1		
20C-1		
21A-3		
22A-3		
22B-3		
22C-3		
23A-1		
23B-1		
23C-1		
23D-2		
24A-3		
25A-1		
25B-1		
25C-1		
26A-3		

If any additional non-conformances are observed, check item 26A-3 and list the Code section below.

Inspector

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes ☒ No ☐

Attachment N: Narrative Outlining Innovative Aspects of the Charter School

Evergreen Charter School's mission is to nurture the intellectual, physical and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life. Located in Hempstead, New York, Evergreen is a true community-based school that has fostered a welcoming, diverse, and vibrant environment for students and families over the past 15 years. Our school delivers consistently strong academic outcomes and unique opportunities for a high-need student population, guided by our key design elements:

- Second language instruction in Spanish for all grades;
- Integration of ecology throughout the curriculum and culture with the recurring theme of "reduce, reuse, recycle;"
- To foster healthy life choices within a child-centered, environmentally friendly school;
- Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction; and,
- Planning and instruction utilizing the workshop model of instruction.

Evergreen was established in partnership with Circulo de la Hispanidad (CDLH), a local non-profit organization which has supported Hempstead residents since 1985 as a collaborative community partner. CDLH operates under an independent Board of Directors to serve Hempstead's families. It has for decades provided families with support including a food pantry, domestic violence support services, HIV/AIDS, housing, youth and educational programming, recreational programming, and legal aid for immigration issues. Wanting to meet the educational needs of the Hempstead community, CDLH Executive Director Gil Bernardino spearheaded the formation of Evergreen and to this day serves as the President of the school's Board. Using a variety of strategies, Evergreen maintains strong ties with families and the broader Hempstead community – something in which the school's leadership takes great pride.

Evergreen Charter School has a positive, culturally responsive, student-centered environment that supports the intellectual, physical, and social development of all students. Part of what makes Evergreen so unique is its focus on promoting nutrition and health education to ensure student success and create an environmentally friendly school. Evergreen incorporates a variety of environmental education programs across grades K-12 to provide activities and tools for integrating environmental issues into the curriculum. Buildings incorporate hydroponics and facilities are designed to reduce energy consumption and environmental impact, modeling for students how to be stewards of the planet and its resources. Farm-to-table initiatives are emphasized by our International Executive Chef, and parent workshops are held to provide families with information on cooking and farmers markets to emphasize healthy meal choices. Nutrition facts, tips, and videos are incorporated into daily morning assemblies to promote healthy habits, and the school is also in the process of launching its own garden.

Evergreen welcomes diverse learners and celebrates Hispanic culture throughout instructional and school culture routines. Students are also taught an appreciation for all world cultures. Academically, Evergreen has delivered consistently strong student achievement in an area where quality options are not commonplace. Evergreen has now reached full K-12 expansion, this 2023-2024 school year.

Evergreen Charter School will finish construction on its new school facility this coming February 2025. This facility, over 85,000 square feet, has been designed and developed with input from its constituents to reflect Evergreen's values, mission and pledge. Evergreen is seeking Platinum Certification from the U.S. Green Building Council for its LEED (Leadership in Environment and Energy Design) facility. If successful,

it will be the first charter school in New York State to achieve this remarkable accomplishment, an inspiration to educators and communities for sustainable development and quality learning spaces.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

EVERGREEN CHARTER SCHOOL

BEDS Code

280201860947

2022-2023 Enrollment

966

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	HEMPSTEAD UFSD
Total Public School Enrollment of Resident Students attending Charter Schools:	35%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-12
Address:	605 PENINSULA BLVD, HEMPSTEAD, NY, 11550
Website:	https://ecsl.org
RIC:	NASSAU
Regents Region:	LONG ISLAND
Regent:	Roger Tilles
Active Date:	7/1/2009
Authorizer:	REGENTS
CEO:	DR. ELENA LITESCU
CEO Phone:	516-226-8680
CEO Email:	elitescu@ecsl.org
BOT President:	MR. GIL BERNARDINO
BOT President Phone:	516-431-1135
BOT President Email:	gbernardino@cdlh.org
Institution ID:	800000063984

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Jennifer Marshall
Performance Framework:	2019
Current Term:	07/01/22 - 06/30/25
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal
2022-2023	Check-in
2023-2024	Midterm

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

Confidence Interval

Response Rate

Survey Population

Total Responses

Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

EVERGREEN CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

Evergreen CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
K12	+/- 7.5	School 50-Helen Barrett Montgomery	+37	+29	.	.
		Mean	+37	+29	.	.
		Mean	+37	+29	.	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

EVERGREEN CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Evergreen CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	52%	27%	29%	50%	61%	40%	24%	59%
2017-2018	50%	50%	33%	50%	49%	24%	34%	49%
2018-2019	55%	52%	43%	55%	47%	19%	33%	46%
2021-2022	74%	38%	62%	75%	30%	8%	11%	30%
2022-2023	55%	35%	46%	54%	48%	23%	44%	46%

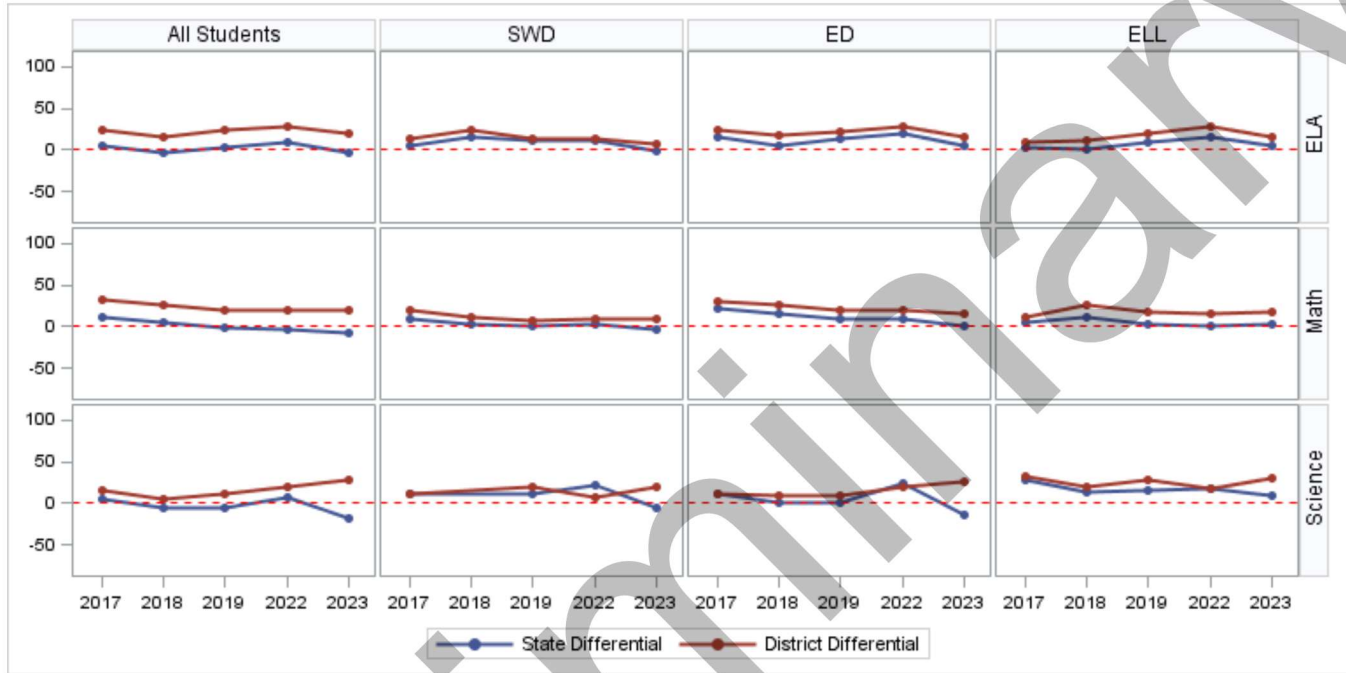
*See NOTES (2), (3), (7), and (8).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Evergreen CS and Hempstead UFSD



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Evergreen CS	Hempstead UFSD	District Differential	NYS	NYS Differential	Evergreen CS	Hempstead UFSD	District Differential	NYS	NYS Differential	Evergreen CS	Hempstead UFSD	District Differential	NYS	NYS Differential
All Students	2016-2017	44%	19%	+25	38%	+6	55%	22%	+33	44%	+11	92%	77%	+15	86%	+6
	2017-2018	41%	25%	+16	45%	-4	51%	24%	+27	47%	+4	83%	77%	+6	89%	-6
	2018-2019	49%	26%	+23	46%	+3	46%	26%	+20	47%	-1	69%	57%	+12	75%	-6
	2021-2022	56%	27%	+29	47%	+9	36%	16%	+20	39%	-3	77%	58%	+19	69%	+8
	2022-2023	45%	26%	+19	48%	-3	43%	24%	+19	51%	-8	29%	0%	+29	48%	-19
SWD	2016-2017	16%	3%	+13	11%	+5	26%	6%	20	16%	+10	80%	69%	+11	69%	+11
	2017-2018	32%	7%	+25	17%	+15	22%	10%	+12	19%	+3	.	.	.	.	.
	2018-2019	26%	12%	+14	15%	+11	19%	12%	+7	18%	+1	64%	44%	+20	52%	+12
	2021-2022	28%	15%	+13	16%	+12	17%	7%	+10	14%	+3	67%	59%	+8	46%	+21
	2022-2023	17%	9%	+8	19%	-2	19%	9%	+10	23%	-4	20%	0%	+20	25%	-5
ELL	2016-2017	16%	7%	+9	13%	+3	25%	14%	11	21%	+4	92%	60%	+32	64%	+28
	2017-2018	25%	14%	+11	25%	0	42%	15%	+27	30%	+12	88%	68%	+20	75%	+13
	2018-2019	34%	14%	+20	25%	+9	34%	16%	+18	31%	+3	74%	46%	+28	58%	+16
	2021-2022	44%	16%	+28	29%	+15	26%	11%	+15	25%	+1	68%	51%	+17	50%	+18
	2022-2023	33%	17%	+16	29%	+4	36%	19%	+17	34%	+2	31%	0%	+31	22%	+9
ED	2016-2017	44%	19%	+25	28%	+16	54%	23%	31	32%	+22	91%	80%	+11	80%	+11
	2017-2018	41%	24%	+17	35%	+6	51%	24%	+27	35%	+16	85%	76%	+9	84%	+1
	2018-2019	49%	27%	+22	36%	+13	46%	26%	+20	37%	+9	68%	59%	+9	67%	+1
	2021-2022	57%	28%	+29	37%	+20	37%	17%	+20	28%	+9	82%	62%	+20	59%	+23
	2022-2023	43%	27%	+16	38%	+5	40%	25%	+15	40%	0	26%	0%	+26	40%	-14

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	43%	21%	+22	43%	0	61%	29%	+32	49%	+12	.	.	.	.	.
	2018	34%	29%	+5	51%	-17	64%	33%	+31	54%	+10	.	.	.	.	.
	2019	72%	34%	+38	52%	20	64%	36%	+28	55%	+9	.	.	.	.	.
	2022	65%	21%	+44	46%	+19	47%	29%	+18	48%	-1	.	.	.	.	.
	2023	35%	24%	+11	45%	-10	43%	30%	+13	54%	-11	.	.	.	.	.
Grade 4	2017	58%	31%	+27	41%	17	53%	29%	+24	43%	+10	92%	77%	+15	86%	+6
	2018	42%	30%	+12	48%	-6	53%	26%	+27	48%	5	83%	77%	+6	89%	-6
	2019	50%	31%	+19	48%	2	52%	31%	+21	51%	+1	92%	73%	+19	86%	+6
	2022	58%	27%	+31	42%	+16	50%	22%	+28	43%	+7	91%	58%	+33	80%	+11
	2023	68%	23%	+45	49%	+19	62%	30%	+32	54%	+8	.	.	.	.	.
Grade 5	2017	34%	16%	+18	36%	-2	60%	21%	+39	43%	+17	.	.	.	.	.
	2018	33%	24%	+9	37%	-4	49%	30%	+19	44%	+5	.	.	.	.	.
	2019	21%	25%	-4	38%	-17	47%	28%	+19	46%	+1	.	.	.	.	.
	2022	37%	19%	+18	38%	-1	26%	11%	+15	37%	-11	.	.	.	.	.
	2023	57%	34%	+23	45%	+12	54%	24%	+30	50%	+4	.	.	.	.	.
Grade 6	2017	42%	5%	+37	33%	9	46%	7%	+39	40%	+6	.	.	.	.	.
	2018	42%	21%	+21	49%	-7	49%	11%	+38	44%	+5	.	.	.	.	.
	2019	28%	23%	+5	47%	-19	42%	15%	+27	47%	-5	.	.	.	.	.
	2022	78%	39%	+39	57%	+21	46%	14%	+32	39%	+7	.	.	.	.	.
	2023	30%	25%	+5	46%	-16	19%	23%	-4	48%	-29	.	.	.	.	.
Grade 7	2018	54%	16%	+38	40%	+14	40%	14%	+26	42%	-2	.	.	.	.	.
	2019	54%	14%	+40	40%	+14	35%	13%	+22	44%	-9	.	.	.	.	.
	2022	56%	22%	+34	48%	+8	25%	9%	+16	36%	-11	.	.	.	.	.
	2023	44%	16%	+28	48%	-4	44%	13%	+31	52%	-8	.	.	.	.	.
Grade 8	2019	66%	26%	+40	48%	+18	34%	.	+34	34%	0	45%	9%	+36	56%	-11
	2022	48%	32%	+16	50%	-2	.	.	.	.	.	.	.	.	.	.
	2023	41%	34%	+7	56%	-15	.	.	.	.	.	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2022	57%	19%	+38	20%	+37	14%	24%	-10	24%	-10	.	.	.	.	.
	2023	0%	15%	-15	19%	-19	17%	17%	0	29%	-12	.	.	.	.	.
Grade 4	2017	20%	3%	+17	13%	+7	20%	0%	+20	17%	+3	80%	69%	+11	69%	+11
	2018	.	.	.	.	.	20%	10%	+10	21%	-1	.	.	.	.	.
	2019	20%	17%	+3	18%	+2	40%	21%	+19	22%	+18	100%	64%	+36	69%	+31
	2022	18%	13%	+5	14%	+4	33%	8%	+25	18%	+15	75%	59%	+16	60%	+15
	2023	33%	9%	+24	21%	12	22%	20%	+2	27%	-5	.	.	.	.	.
Grade 5	2017	20%	3%	+17	9%	+11	40%	8%	+32	15%	+25	.	.	.	.	.
	2018	0%	0%	0	11%	-11	17%	8%	+9	17%	0	.	.	.	.	.
	2019	20%	9%	+11	11%	9	20%	8%	+12	17%	+3	.	.	.	.	.
	2022	0%	8%	-8	11%	-11	.	.	.	.	.	.	.	.	.	.
	2023	40%	13%	+27	17%	23	30%	5%	+25	22%	+8	.	.	.	.	.
Grade 6	2017	0%	0%	0	7%	-7	0%	4%	-4	11%	-11	.	.	.	.	.
	2019	0%	8%	-8	15%	-15	0%	5%	-5	15%	-15	.	.	.	.	.
	2022	40%	28%	+12	22%	+18	20%	5%	+15	11%	+9	.	.	.	.	.
Grade 7	2018	50%	2%	+48	12%	+38	17%	2%	+15	13%	+4	.	.	.	.	.
	2022	20%	5%	+15	16%	+4	.	.	.	10%	-10	.	.	.	.	.
	2023	14%	4%	+10	17%	-3	.	.	.	.	.	.	.	.	.	.
Grade 8	2019	33%	7%	+26	15%	+18	0%	0%	0	11%	-11	33%	6%	+27	29%	+4
	2023	0%	9%	-9	23%	-23	.	.	.	.	.	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	21%	12%	+9	19%	+2	42%	25%	+17	29%	+13	.	.	.	.	.
	2018	32%	18%	+14	33%	-1	58%	24%	+34	40%	+18	.	.	.	.	.
	2019	60%	21%	+39	33%	+27	60%	27%	+33	39%	+21	.	.	.	.	.
	2022	63%	15%	+48	33%	+30	38%	25%	+13	36%	+2	.	.	.	.	.
	2023	28%	17%	+11	29%	-1	35%	26%	+9	40%	-5	.	.	.	.	.
Grade 4	2017	27%	12%	+15	15%	+12	17%	15%	+2	20%	-3	92%	60%	+32	64%	+28
	2018	35%	18%	+17	30%	+5	48%	19%	+29	32%	+16	88%	68%	+20	75%	+13
	2019	47%	20%	+27	33%	14	43%	19%	+24	38%	+5	90%	61%	+29	73%	+17
	2022	42%	21%	+21	29%	+13	38%	16%	+22	31%	+7	82%	51%	+31	65%	+17
	2023	63%	17%	+46	36%	+27	58%	24%	+34	40%	18	.	.	.	.	.
Grade 5	2017	0%	2%	-2	9%	-9	14%	10%	+4	18%	-4	.	.	.	.	.
	2018	6%	16%	-10	20%	-14	31%	20%	+11	28%	+3	.	.	.	.	.
	2019	11%	15%	-4	20%	-9	28%	18%	+10	30%	-2	.	.	.	.	.
	2022	29%	13%	+16	22%	+7	19%	8%	+11	24%	-5	.	.	.	.	.
	2023	41%	31%	+10	30%	+11	43%	18%	+25	33%	10	.	.	.	.	.
Grade 6	2017	0%	1%	-1	6%	-6	0%	1%	-1	15%	-15	.	.	.	.	.
	2018	9%	9%	0	24%	-15	9%	4%	+5	23%	-14	.	.	.	.	.
	2019	0%	8%	-8	22%	-22	14%	5%	+9	26%	-12	.	.	.	.	.
	2022	50%	29%	+21	37%	+13	19%	7%	+12	21%	-2	.	.	.	.	.
	2023	7%	17%	-10	26%	-19	12%	17%	-5	30%	-18	.	.	.	.	.
Grade 7	2018	25%	3%	+22	15%	+10	25%	2%	+23	20%	+5	.	.	.	.	.
	2019	38%	3%	+35	14%	24	0%	4%	-4	21%	-21	.	.	.	.	.
	2022	42%	9%	+33	26%	+16	5%	2%	+3	18%	-13	.	.	.	.	.
	2023	0%	9%	-9	23%	-23	.	.	.	.	.	.	.	.	.	.
Grade 8	2019	22%	4%	+18	19%	+3	0%	0%	0	21%	-21	22%	7%	+15	27%	-5
	2022	18%	12%	+6	21%	-3	.	.	.	.	.	.	.	.	.	.
	2023	15%	15%	0	27%	-12	.	.	.	.	.	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2017	47%	21%	+26	32%	+15	62%	29%	33	37%	+25	.	.	.	.	.
	2018	34%	27%	+7	40%	-6	64%	33%	+31	43%	+21	.	.	.	.	.
	2019	72%	34%	+38	42%	+30	64%	36%	+28	44%	+20	.	.	.	.	.
	2022	62%	23%	+39	35%	+27	45%	31%	+14	36%	+9	.	.	.	.	.
	2023	34%	25%	+9	34%	0	42%	30%	+12	42%	+0	.	.	.	.	.
Grade 4	2017	55%	31%	+24	31%	+24	51%	29%	+22	32%	+19	91%	80%	+11	80%	+11
	2018	43%	30%	+13	38%	+5	54%	26%	+28	37%	+17	85%	76%	+9	84%	+1
	2019	50%	30%	+20	38%	+12	52%	30%	+22	40%	+12	92%	74%	+18	81%	+11
	2022	59%	27%	+32	30%	+29	53%	22%	+31	31%	+22	95%	62%	+33	72%	+23
	2023	65%	23%	+42	38%	+27	59%	31%	+28	42%	+17	.	.	.	.	.
Grade 5	2017	33%	18%	+15	25%	+8	60%	22%	+38	31%	+29	.	.	.	.	.
	2018	33%	24%	+9	27%	+6	49%	31%	+18	33%	+16	.	.	.	.	.
	2019	21%	26%	-5	28%	-7	47%	29%	+18	36%	+11	.	.	.	.	.
	2022	38%	19%	+19	27%	+11	25%	12%	+13	26%	-1	.	.	.	.	.
	2023	56%	34%	+22	36%	+20	50%	25%	+25	38%	+12	.	.	.	.	.
Grade 6	2017	39%	5%	+34	23%	+16	39%	6%	+33	28%	+11	.	.	.	.	.
	2018	42%	20%	+22	39%	+3	48%	12%	+36	32%	+16	.	.	.	.	.
	2019	28%	24%	+4	37%	-9	42%	15%	+27	36%	+6	.	.	.	.	.
	2022	83%	40%	+43	47%	+36	48%	14%	+34	27%	+21	.	.	.	.	.
	2023	28%	24%	+4	36%	-8	15%	24%	-9	37%	-22	.	.	.	.	.
Grade 7	2018	54%	17%	+37	31%	+23	40%	13%	+27	30%	+10	.	.	.	.	.
	2019	54%	14%	+40	31%	+23	35%	14%	+21	33%	+2	.	.	.	.	.
	2022	52%	23%	+29	39%	+13	23%	10%	+13	25%	-2	.	.	.	.	.
	2023	44%	18%	+26	39%	+5	41%	15%	+26	41%	0	.	.	.	.	.
Grade 8	2019	66%	27%	39	39%	+27	34%	0%	+34	29%	+5	45%	9%	+36	47%	-2
	2022	50%	34%	+16	42%	+8	.	.	.	.	.	.	.	.	.	.
	2023	37%	38%	-1	48%	-11	.	.	.	.	.	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

EVERGREEN CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Evergreen CS	NYS	Differential to NYS	Total Charter Tested	Evergreen CS	NYS	Differential to NYS	Total Charter Tested	Evergreen CS	NYS	Differential to NYS	Total Charter Tested	Evergreen CS	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	9	100%	100%	0	.	.	.	.	.	.	.	.	6	100%	100%	0
	2020-2021	37	62%	97%	-35	.	.	.	.	15	40%	98%	-58	27	56%	97%	-41
	2021-2022	69	74%	63%	11	10	80%	42%	+38	27	67%	46%	+21	55	69%	56%	13
	2022-2023	58	74%	57%	+17	.	.	.	.	20	50%	40%	+10	51	73%	50%	+23
Algebra II (Common Core)	2021-2022	8	100%	68%	+32	.	.	.	.	.	.	.	.	6	100%	54%	+46
	2022-2023	8	63%	64%	-1	.	.	.	.	.	.	.	.	5	60%	48%	+12
English Language Arts (Common Core)	2022-2023	41	56%	77%	-21	.	.	.	.	17	35%	40%	-5	34	50%	69%	-19
Geometry (Common Core)	2020-2021	6	100%	100%	0	.	.	.	.	.	.	.	.	.	.	.	.
	2021-2022	31	29%	57%	-28	.	.	.	.	13	8%	33%	-25	24	25%	44%	-19
	2022-2023	54	19%	53%	-34	9	11%	23%	-12	19	11%	25%	-14	45	20%	39%	-19
Global History	2021-2022	46	72%	81%	-9	.	.	.	.	17	47%	63%	-16	36	69%	74%	-5
	2022-2023	57	49%	74%	-25	11	36%	44%	-8	20	25%	48%	-23	49	47%	64%	-17
Living Environment	2020-2021	21	95%	98%	-3	.	.	.	.	.	.	.	.	13	100%	98%	+2
	2021-2022	73	45%	76%	-31	12	25%	53%	-28	31	26%	51%	-25	58	45%	67%	-22
	2022-2023	123	39%	66%	-27	10	20%	36%	-16	32	22%	36%	-14	100	37%	55%	-18
Physical Setting / Chemistry	2021-2022	17	18%	62%	-44	.	.	.	.	.	.	.	.	11	9%	49%	-40
	2022-2023	14	14%	65%	-51	.	.	.	.	.	.	.	.	11	18%	50%	-32
Physical Setting / Earth Science	2018-2019	23	65%	92%	-27	.	.	.	.	.	.	.	.	23	65%	79%	-14
	2019-2020	20	100%	100%	0	.	.	.	.	.	.	.	.	13	100%	100%	0
	2020-2021	50	90%	98%	-8	.	.	.	.	13	92%	99%	-7	36	89%	98%	-9
	2021-2022	34	79%	65%	+14	.	.	.	.	.	.	.	.	27	78%	52%	+26
	2022-2023	29	55%	60%	-5	8	63%	37%	+26	10	40%	31%	+9	24	63%	49%	+14
US History and Government	2022-2023	32	41%	82%	-41	.	.	.	.	15	20%	60%	-40	26	35%	74%	-39

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

High School Graduation Rates by Cohort

*See NOTES (2) and (3).

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

Evergreen CS	All Students			ELL			ED		
	Charter Total Cohort	Total On- Track	On-Track	Charter Total Cohort	Total On- Track	On-Track	Charter Total Cohort	Total On- Track	On-Track
2020	46	31	67%	20	10	50%	38	24	63%

*See NOTES (2), (3), and (9).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

EVERGREEN CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Evergreen CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	525	525	100%
2019-2020	600	592	99%
2020-2021	725	699	96%
2021-2022	850	825	97%
2022-2023	975	966	99%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2018-2019	9%	10%	-1	43%	42%	+1	100%	81%	+19
2019-2020	9%	11%	-2	43%	49%	-6	84%	69%	+15
2020-2021	11%	10%	+1	42%	48%	-6	87%	76%	+11
2021-2022	11%	11%	0	42%	52%	-10	83%	74%	+9
2022-2023	12%	11%	+1	42%	54%	-12	84%	68%	+16

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2018-2019	94%	84%	+10	91%	87%	+4	98%	88%	+10	94%	85%	9
2019-2020	87%	84%	+3	85%	88%	-3	89%	87%	2	87%	91%	-4
2020-2021	91%	85%	+6	94%	87%	+7	92%	84%	+8	91%	88%	+3
2021-2022	87%	81%	+6	85%	86%	-1	89%	83%	+6	88%	85%	+3
2022-2023	91%	80%	+11	91%	83%	+8	93%	81%	+12	92%	84%	+8

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.



Charter School Fiscal Accountability Summary

EVERGREEN CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

2018-19	2019-20	2020-21	2021-22	2022-23
K-8	K-8	K-9	K-10	K-11
K-12	K-12	K-12	K-12	K-12
525	600	725	850	975
1,100	1,100	1,100	1,100	1,100
525	592	699	825	966

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

2,661,914	597,124	2,280,718	2,285,500	3,679,375
330,757	1,833,457	2,230,611	4,031,197	5,189,585
182,684	268,157	336,474	599,759	658,558
51,844	132,236	92,515	175,776	91,502

Total Current Assets

3,227,199	2,830,974	4,940,318	7,092,232	9,619,020
-----------	-----------	-----------	-----------	-----------

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

2,098,057	3,285,980	3,964,453	7,929,992	24,728,023
75,000	75,000	75,000	100,000	59,745,050
-	-	110,000	-	-
-	-	-	-	20,073,596

Total Non - Current Assets

2,173,057	3,360,980	4,149,453	8,029,992	104,546,669
-----------	-----------	-----------	-----------	-------------

Total Assets

5,400,256	6,191,954	9,089,771	15,122,224	114,165,689
-----------	-----------	-----------	------------	-------------

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

819,240	1,038,905	1,483,612	1,852,605	2,245,765
-	-	-	-	-
-	-	-	-	-
-	-	-	-	6,070,254
-	-	1,102,514	-	1,037,599

Total Current Liabilities

819,240	1,038,905	2,586,126	1,852,605	9,353,618
---------	-----------	-----------	-----------	-----------

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	2,200,029	90,023,738

Total Long-Term Liabilities

-	-	-	2,200,029	90,023,738
---	---	---	-----------	------------

Total Liabilities

819,240	1,038,905	2,586,126	4,052,634	99,377,356
---------	-----------	-----------	-----------	------------

NET ASSETS

Unrestricted
Restricted

4,581,016	5,153,049	6,503,645	11,069,590	14,788,333
-	-	-	-	-

Total Net Assets

4,581,016	5,153,049	6,503,645	11,069,590	14,788,333
-----------	-----------	-----------	------------	------------

Total Liabilities and Net Assets

5,400,256	6,191,954	9,089,771	15,122,224	114,165,689
-----------	-----------	-----------	------------	-------------

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

10,329,292	11,630,043	13,916,199	17,493,893	23,695,250
-	-	-	-	-
-	-	-	-	-
403,368	256,514	531,431	2,469,930	-
-	-	364,305	867,584	-
496,075	492,418	51,061	47,976	67,541

Total Operating Revenue

11,228,735	12,378,975	14,862,996	20,879,383	23,762,791
------------	------------	------------	------------	------------

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

5,540,821	6,814,670	7,701,719	9,144,564	18,123,291
373,880	406,507	386,820	377,733	564,185
2,470,492	3,058,249	3,936,105	4,550,565	-

Total Program Services

8,385,193	10,279,426	12,024,644	14,072,862	18,687,476
-----------	------------	------------	------------	------------

Supporting Services

Management and General
Fundraising

1,407,146	1,527,516	1,487,756	2,240,576	2,280,966
-	-	-	-	-

Total Support Services

1,407,146	1,527,516	1,487,756	2,240,576	2,280,966
-----------	-----------	-----------	-----------	-----------

Total Expenses

9,792,339	11,806,942	13,512,400	16,313,438	20,968,442
-----------	------------	------------	------------	------------

Surplus/Deficit from Operations

1,436,396	572,033	1,350,596	4,565,945	2,794,349
-----------	---------	-----------	-----------	-----------

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

-	-	-	-	924,394
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Total Support and Other Revenue

-	-	-	-	924,394
---	---	---	---	---------

Change in Net Assets

1,436,396	572,033	1,350,596	4,565,945	3,718,743
-----------	---------	-----------	-----------	-----------

Net Assets - Beginning of Year

3,144,620	4,581,016	5,153,049	6,503,645	11,069,590
-----------	-----------	-----------	-----------	------------

Net Assets - End of Year

4,581,016	5,153,049	6,503,645	11,069,590	14,788,333
-----------	-----------	-----------	------------	------------

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

21,388	20,910	21,263	25,308	24,599
-	-	-	-	957

Total Revenue

21,388	20,910	21,263	25,308	25,556
--------	--------	--------	--------	--------

Expenses - Per Pupil

Program Services
Management and General, Fundraising

15,972	17,364	17,203	17,058	19,345
2,680	2,580	2,128	2,716	2,361

Total Expenses

18,652	19,944	19,331	19,774	21,706
--------	--------	--------	--------	--------

% of Program Services
% of Management and Other

85.6%	87.1%	89.0%	86.3%	89.1%
14.4%	12.9%	11.0%	13.7%	10.9%

% of Revenue Exceeding Expenses

14.7%	4.8%	10.0%	28.0%	17.7%
-------	------	-------	-------	-------

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: <1.0 - 0.9

2.82	2.43	2.55	3.00	2.11
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

2,407,959	1,792,069	2,354,192	5,239,627	265,402
3.9	2.7	1.9	3.8	1.0

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
----------------	----------------	----------------	----------------	------------------------

DEBT TO ASSET

Debt to Asset Ratio

0.2	0.2	0.3	0.3	0.9
-----	-----	-----	-----	-----

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
----------------	----------------	----------------	----------------	----------------

CASH POSITION

Days of Cash

99.2	18.5	61.6	51.1	64.0
------	------	------	------	------

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard
----------------	------------------------	----------------	------------------------	----------------

TOTAL MARGIN

Total Margin Ratio

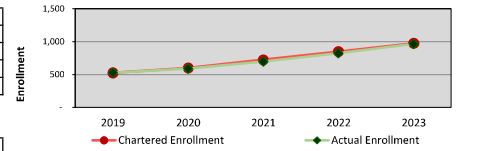
0.1	0.0	0.1	0.2	0.2
-----	-----	-----	-----	-----

BENCHMARK and FINDING:

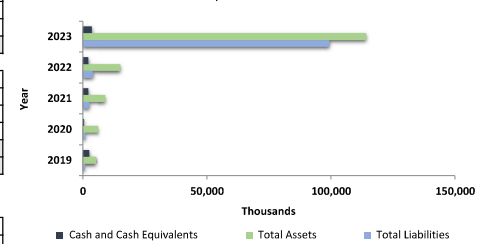
Ratio should be equal to or greater than 0.0

Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
----------------	----------------	----------------	----------------	----------------

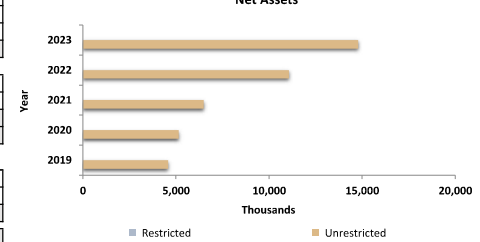
Chartered vs. Actual Enrollment



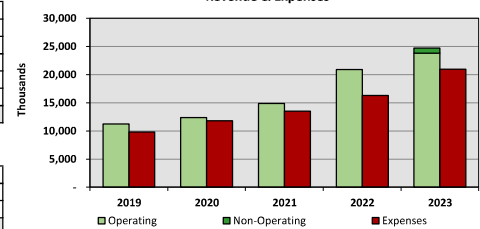
Cash, Assets and Liabilities



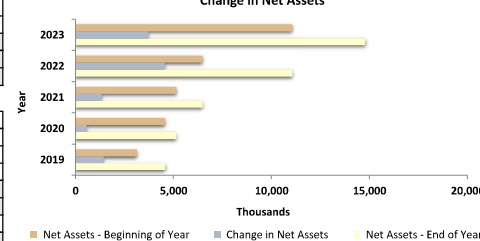
Net Assets



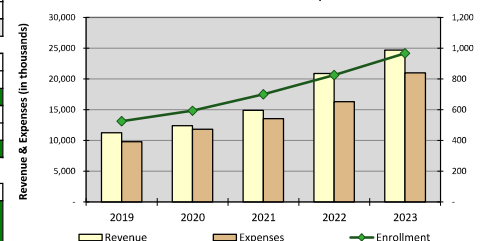
Revenue & Expenses



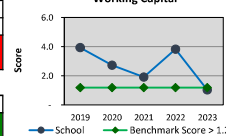
Change in Net Assets



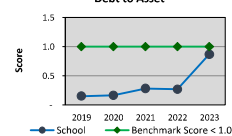
Enrollment vs. Revenue & Expenses



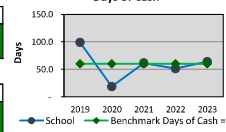
Working Capital



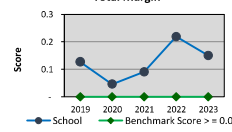
Debt to Asset



Days of Cash



Total Margin



Board of Trustees Cover Letter and Application for Charter Renewal Certification

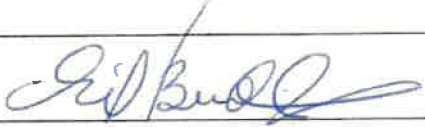
Please provide the following information:

1. Upload a cover letter from the school's board of trustees' chair (one page or less). The letter must be signed, dated, and approved by the board. The contents of the letter must demonstrate how the school has met the criteria for renewal as set forth in the Regents Oversight Plan and in the standards set forth in the school's 2015 or 2019 Charter School Performance Framework.
2. Complete the Application for Charter Renewal in the [Charter School Office portal](#).
3. Sign and certify the application.

Certification Statement:

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the 2015 or 2019 Charter School Performance Framework benchmarks during the next charter term.

Signature of Chair of Board of Trustees (or designated signatory)

*Electronic Signature of Chair of Board of Trustees (or designated signatory)	
Date	September 3, 2024
Print/Type Name	GIL BERNARDINO
Title (if designated signatory)	Board President
Date of Application Approval by Board of Trustees	September 3, 2024

***NOTE: NYSED permits the use of electronic signatures to execute most documents. Unless the school is using a system in compliance with the United States Electronic Signatures in Global and National Commerce (ESIGN) Act and the Uniform Electronic Transactions Act compliant system to apply the electronic signature (e.g., Adobe Acrobat certificate signature), schools wishing to make use of this option should sign documents by hand and then scan and send them to NYSED.**

EVERGREEN CHARTER SCHOOL

**Financial Statements
and
Supplementary Information
For the Years Ended
June 30, 2025
and
June 30, 2024**

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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	15-16
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One Battery Park Plaza
New York, NY 10004-1405
Tel: 212-661-7777

Independent Auditor's Report

To the Board of Trustees of
Evergreen Charter School

Opinion

We have audited the accompanying financial statements of Evergreen Charter School (the "School") which comprise the statement of financial position as of June 30, 2025 and June 30, 2024, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2025 and June 30, 2024, and the results of its activities and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2025 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Condon O'Meara McGinty & Donnelly LLP

October 30, 2025

EVERGREEN CHARTER SCHOOL

Statement of Financial Position

Assets

	June 30	
	2025	2024
Current assets		
Cash	\$ 8,389,989	\$ 6,329,956
Government contracts receivable	5,674,121	6,458,837
Other receivables	137,750	183,440
Prepaid expenses and security deposits	<u>476,720</u>	<u>568,293</u>
Total current assets	14,678,580	13,540,526
Restricted cash and cash equivalents	7,505,583	31,254,874
Property and equipment, net	86,185,600	61,354,672
Right-of-use asset – operating leases	<u>17,996,429</u>	<u>19,035,996</u>
Total assets	<u>\$126,366,192</u>	<u>\$125,186,068</u>

Liabilities and Net Assets

Current liabilities		
Contracts payable	\$ 2,379,130	\$ 8,060,764
Accounts payable and accrued expenses	2,716,201	2,172,336
Current portion of bonds payable	720,000	-
Current portion of operating leases payable	<u>1,102,933</u>	<u>1,039,567</u>
Total current liabilities	6,918,264	11,272,667
Bonds payable, net	70,512,735	71,110,238
Operating leases payable, net of current portion	<u>16,893,496</u>	<u>17,996,429</u>
Total liabilities	94,324,495	100,379,334
Net assets without donor restrictions	<u>32,041,697</u>	<u>24,806,734</u>
Total liabilities and net assets	<u>\$126,366,192</u>	<u>\$125,186,068</u>

See notes to financial statements.

EVERGREEN CHARTER SCHOOL

Statement of Activities

	Year Ended June 30	
	<u>2025</u>	<u>2024</u>
Support and revenue		
Public School Districts – student enrollment	\$ 29,342,731	\$25,972,717
Government contracts and grants	1,188,039	2,403,613
Other	<u>88,277</u>	<u>144,048</u>
Total support and revenue	<u>30,619,047</u>	<u>28,520,378</u>
Expenses		
Program services		
Regular education		
Elementary school	12,474,374	11,114,931
Middle school	4,000,137	3,380,811
High school	3,446,327	3,665,963
Special education	<u>517,816</u>	<u>470,840</u>
Total program services	20,438,654	18,632,545
Supporting activities		
Management and general	<u>4,080,576</u>	<u>2,563,235</u>
Total expenses	<u>24,519,230</u>	<u>21,195,780</u>
Increase in net assets without donor restrictions before interest income on restricted cash and cash equivalents	6,099,817	7,324,598
Interest income on restricted cash and cash equivalents	<u>1,135,146</u>	<u>2,693,803</u>
Increase in net assets without donor restrictions	7,234,963	10,018,401
Net assets without donor restrictions, beginning of year	<u>24,806,734</u>	<u>14,788,333</u>
Net assets without donor restrictions, end of year	<u>\$ 32,041,697</u>	<u>\$24,806,734</u>

See notes to financial statements.

EVERGREEN CHARTER SCHOOLS

**Statement of Functional Expenses
For the Years Ended June 30, 2025 and June 30, 2024**

	2025						
	Regular Education			Supporting Activities			Regular
	Elementary School	Middle School	High School	Special Education	Management and General	Total	Elementary School
Salaries and wages	\$ 6,635,139	\$ 2,299,694	\$ 1,882,427	\$ 432,264	\$ 2,651,154	\$ 13,900,678	\$ 5,581,385
Payroll taxes and fringe benefits	1,313,193	455,144	372,560	85,552	524,704	2,751,153	1,054,947
Professional fees	73,866	21,288	20,262	-	258,392	373,808	152,209
Contracted services	57,238	16,496	15,701	-	9,937	99,372	58,757
Equipment rental/lease	31,584	9,102	8,665	-	5,482	54,833	39,190
Food	550,236	157,946	150,221	-	-	858,403	554,211
Insurance	143,023	41,218	39,232	-	24,831	248,304	161,826
Library	235	67	64	-	-	366	8,641
Maintenance and repairs	293,017	84,446	80,376	-	50,871	508,710	254
Mobile classroom	200,102	-	-	-	-	200,102	38,671
Occupancy	1,424,817	410,624	397,143	-	247,364	2,479,948	1,923,494
Other	495,345	142,189	135,234	-	-	772,768	237,550
Supplies and materials	400,976	115,551	109,980	-	68,377	694,884	487,795
Staff development	158,448	45,483	43,257	-	-	247,188	170,098
Telephone	51,750	14,914	14,195	-	8,985	89,844	104,353
Transportation (student)	23,415	6,721	6,393	-	-	36,529	16,987
Travel	7,425	2,140	2,037	-	1,288	12,890	1,293
Utilities	148,886	42,908	40,840	-	25,848	258,482	137,473
Depreciation and amortization	465,679	134,206	127,740	-	80,846	808,471	385,797
Bond amortization	-	-	-	-	122,497	122,497	-
Total	\$12,474,374	\$ 4,000,137	\$ 3,446,327	\$ 517,816	\$ 4,080,576	\$24,519,230	\$ 11,114,931

See notes to financial statements.

EVERGREEN CHARTER SCHOOL

Statement of Cash Flows

	Year Ended	
	June 30	
	2025	2024
Cash flows from operating activities		
Increase in net assets without donor restrictions	\$ 7,234,963	\$10,018,401
Adjustments to reconcile increase in net assets without donor restrictions to net cash provided by operating activities		
Depreciation and amortization	808,471	734,062
Amortization of deferred bond costs	122,497	122,497
Amortization of right-of-use asset – operating leases	1,039,567	1,037,599
(Increase) decrease in assets		
Government contracts receivable	784,716	(1,269,252)
Other receivables	45,690	(91,938)
Prepaid expenses and security deposits	91,573	90,265
Increase (decrease) in liabilities		
Accounts payable and accrued expenses	543,865	(73,429)
Operating leases payable	<u>(1,039,567)</u>	<u>(1,037,599)</u>
Net cash provided by operating activities	<u>9,631,775</u>	<u>9,530,606</u>
Cash flows from investing activities		
Purchases of property and equipment	(25,639,399)	(37,360,711)
Change in contracts payable	<u>(5,681,634)</u>	<u>1,990,510</u>
Net cash (used in) investing activities	<u>(31,321,033)</u>	<u>(35,370,201)</u>
Net (decrease) in cash and cash equivalents	(21,689,258)	(25,839,595)
Cash and cash equivalents, beginning of year	<u>37,584,830</u>	<u>63,424,425</u>
Cash and cash equivalents, end of year	<u>\$15,895,572</u>	<u>\$37,584,830</u>
Consists of:		
Unrestricted	\$ 8,389,989	\$ 6,329,956
Restricted	<u>7,505,583</u>	<u>31,254,874</u>
Total	<u>\$15,895,572</u>	<u>\$37,584,830</u>
Supplemental disclosure of cash flow information:		
Cash paid for interest (capitalized)	<u>\$ 3,984,062</u>	<u>\$ 3,984,062</u>

See notes to financial statements.

EVERGREEN CHARTER SCHOOL

Notes to Financial Statements June 30, 2025 and June 30, 2024

Note 1 – Nature of organization and summary of significant accounting policies

Nature of organization

The Evergreen Charter School (the “School”) is a New York State nonprofit corporation. The School’s primary goal is to nurture the intellectual, physical and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life. The School’s charter with New York State currently expires in June 30, 2030.

In July 2022, Friends of Evergreen CS LLC (the “LLC”) was incorporated. The School is the sole member of the LLC and for tax purposes, the LLC will be treated as a disregarded entity. The LLC had no financial activity for the 2025 and 2024 fiscal years.

Basis of presentation

Net assets of the School are reported in each of the following two classes: (a) net assets without donor restrictions, and (b) net assets with donor restrictions.

Net assets of the restricted classes are created only by donor-imposed restrictions on their use. Donor-restricted contributions whose restrictions are met in the same accounting period are reported as contributions without donor restrictions.

As of June 30, 2025 and June 30, 2024, the School has no net assets with donor restrictions.

Cash equivalents

The School deems all highly liquid investments with original maturities of 90 days or less to be cash equivalents.

Allowance for credit losses

As of June 30, 2025 and June 30, 2024, the School’s management has determined that there are no potentially uncollectible receivables and thus, an allowance for credit losses is not necessary. Such estimate is based on management’s experience, the aging of the receivables, subsequent receipts and current and anticipated future economic conditions. The School did not have any bad debt write-offs in 2025 and 2024.

Property and equipment

Property and equipment are recorded at cost. The School capitalizes property and equipment expenditures over \$1,000. Leasehold improvements are being amortized using the straight-line method over a ten year period which is the lesser of the estimated useful life or lease term. Furniture and equipment is being depreciated using the straight-line method over estimated useful lives of five years.

EVERGREEN CHARTER SCHOOL

Notes to Financial Statements (continued) June 30, 2025 and June 30, 2024

Note 1 – Nature of organization and summary of significant accounting policies (continued)

Deferred financing costs

Deferred financing costs are being amortized over the term of the related debt.

Revenue recognition

The School is funded through various government grants and through tuition based upon a per pupil allocation from public school districts in which the students are registered.

Public School Districts – student enrollment represents tuition as is recorded as revenue in the respective school year. The School receives contract and grants from government agencies. The School recognizes government contract and grant revenue as expenses are incurred to a maximum of the contract and grant awards.

Reimbursements under government contracts are subject to audit by the various government agencies. The effects of any potential audit disallowances for these contracts have not been recognized in these financial statements. Management is of the opinion that any potential disallowances will not be material to the accompanying financial statements.

Total revenue recognized over time and at a point in time is as follows for the years ended June 30, 2025 and June 30, 2024:

	<u>2025</u>	<u>2024</u>
Revenue recognized over time	\$29,342,731	\$25,972,717
Revenue recognized at a point in time	<u>1,276,316</u>	<u>2,547,661</u>
Total	<u>\$30,619,047</u>	<u>\$28,520,378</u>

Contributed nonfinancial assets

A number of volunteers have donated their time to the School. While these contributed services are important in assisting the School in carrying out its operations, these volunteer services have not been recorded in the accompanying statement of activities because they do not meet the revenue recognition criteria for recording such services.

Functional expenses and allocations

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated between the program services and supporting activities benefited. Expenses attributable to more than one functional category are allocated based on time and effort.

EVERGREEN CHARTER SCHOOL

Notes to Financial Statements (continued) June 30, 2025 and June 30, 2024

Note 1 – Nature of organization and summary of significant accounting policies (continued)

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements. Actual results could differ from these estimates.

Concentrations of credit risk

The School's financial instruments that are potentially exposed to concentrations of credit risk consist primarily of cash, cash equivalents and receivables. At times during the year, the School's bank accounts were in excess of the FDIC insurance limit. The School places its cash and cash equivalents with what it believes to be quality financial institutions. The School has not experienced any losses in such accounts to date. The School's receivables consist of amounts due from public schools, government grants and other miscellaneous receivables. The School's management monitors its cash and the collectability of its receivables. As a result, the School believes no significant concentrations of credit risk exist with respect to its cash, cash equivalents and receivables.

Subsequent events

The School has evaluated events and transactions for potential recognition or disclosure through October 30, 2025, which is the date the financial statements were available to be issued.

In October 2025, the School entered into a Residential Contract of Sale for the purchase of two properties adjacent to the new secondary school for \$1.15 million with the intention of converting the properties to parking lots. Closing on the sale is expected to occur in November 2025.

Note 2 – Liquidity and availability of financial assets

The School's working capital and cash flows vary due to timing of payments received from public school districts, government grants and other revenue items.

The following is a summary of the School's financial assets as of June 30, 2025 and June 30, 2024 that are available to pay general expenditures within one year of the statement of financial position date:

	<u>2025</u>	<u>2024</u>
Cash – unrestricted	\$ 8,389,989	\$ 6,329,956
Government contracts receivable	5,674,121	6,458,837
Other receivables	<u>137,750</u>	<u>183,440</u>
Total	<u>\$14,201,860</u>	<u>\$12,972,233</u>

EVERGREEN CHARTER SCHOOL

Notes to Financial Statements (continued) June 30, 2025 and June 30, 2024

Note 3 – Government contracts and other receivables

The following is a summary of the School's government contracts and other receivables for the years ended June 30, 2025 and June 30, 2024:

	<u>2025</u>	<u>2024</u>
Government contracts receivable, beginning of year	\$ 6,458,837	\$ 5,189,585
Government contracts receivable, end of year	\$ 5,674,121	\$ 6,458,837
Other receivables, beginning of year	\$ 183,440	\$ 91,502
Other receivables, end of year	\$ 137,750	\$ 183,440

Note 4 – Restricted cash

Escrow account

In accordance with New York State Board of Education Regulations (the "Regulations"), the School established an escrow account in order to be able to cover certain expenses in the case of insolvency of the School. At June 30, 2025 and June 30, 2024, the School had \$100,000 set aside in accordance with the Regulations.

Bond reserves

As part of its December 2022 bond financing (see note 6), the School was required to establish escrow accounts representing debt service reserves and for unspent project funds. The balances in the bond reserves at June 30, 2025 and June 30, 2024 were \$7,280,583 and \$31,054,874.

Repair fund

In accordance with the School's Community Center lease (note 8), the School is required to deposit \$25,000 annually to a Repair Fund (the "Fund") upon commencement of the lease. The Fund acts as security for the full and faithful performance by the School for all repair, maintenance and replacement obligations. The balance in the Fund at June 30, 2025 and June 30, 2024 was \$125,000 and \$100,000, respectively.

Note 5 – Property and equipment

A summary of the property and equipment as of June 30, 2025 and June 30, 2024 is as follows:

	<u>2025</u>	<u>2024</u>
Land	\$ 3,171,535	\$ 3,171,535
Buildings	2,048,877	2,048,877
Leasehold improvements	2,223,756	2,139,542
Furniture and equipment	5,311,122	3,556,388
Construction in progress	<u>77,765,180</u>	<u>53,964,729</u>
Sub-total	90,520,470	64,881,071
Less: accumulated depreciation and amortization	<u>4,334,870</u>	<u>3,526,399</u>
Total	<u>\$ 86,185,600</u>	<u>\$ 61,354,672</u>

EVERGREEN CHARTER SCHOOL

Notes to Financial Statements (continued) June 30, 2025 and June 30, 2024

Note 5 – Property and equipment (continued)

During May 2021, the School entered into an agreement of sale for the purchase of a new property for a total cost of \$2,200,000. The School closed on the sale in October 2021 at a total cost of \$2,186,927. The property is being used for the expansion of the secondary school and its recreational and educational activities. During December 2022, the School obtained financing through the issuance of bonds in order to construct a new secondary school. As of June 30, 2025, the School had incurred total construction costs of \$77,765,180, which are recorded as construction in progress.

Note 6 – Bonds payable

During December 2022, in connection with the construction of the new secondary school, the Town of Hempstead Local Development Corporation issued Education Revenue Bonds, Series 2022A for \$74,525,000 and Taxable Education Bonds, Series 2022B for \$520,000 (collectively the “Bonds”). The Bonds were issued pursuant to a loan agreement between the Town of Hempstead Local Development Corporation and the School.

The Bonds were issued bearing interest at annual rates in the range of 5.0% - 7.0%. Interest payments are due semi-annually beginning in June 2023. Bond maturities are scheduled to begin in June 2026 through maturity in June 2057. The Bonds contain certain financial covenants as outlined in the agreement. The Bonds are secured by mortgage liens on and security interests in the property, a collateral assignment of all the School’s leases and rents, as well as a collateral assignment of all of the School's respective rights, titles and interests in all contracts and permits, as defined in the agreement. The proceeds of the Bonds are to be used for the construction of the new secondary school, the funding of debt service reserves, the payment of closing costs and the repayment of the loan taken out to purchase the property.

As of June 30, 2025, the future minimum annual payments under the bonds are as follows:

<u>Fiscal Year</u>	<u>Amount</u>
2026	\$ 720,000
2027	1,015,000
2028	1,070,000
2029	1,120,000
2030	1,750,000
2031 and thereafter	<u>69,370,000</u>
Sub-total	75,045,000
Less: current portion	720,000
Less: unamortized bond costs	<u>3,812,265</u>
Long-term portion	<u>\$ 70,512,735</u>

EVERGREEN CHARTER SCHOOL**Notes to Financial Statements (continued)**
June 30, 2025 and June 30, 2024**Note 7 – Construction contracts**

In connection with the construction of the new secondary school, as of June 30, 2025, the School has entered into various contracts, including change orders, totaling approximately \$62.7 million. As of June 30, 2025, work completed under the contracts totaled approximately \$61.4 million with \$2.4 million unpaid at June 30, 2025. The unpaid amount is reflected as contracts payable on the statement of financial position. The School expects the secondary school to be completed in fiscal 2026.

Note 8 – Operating leases**Community Center lease**

In April 2019, the School entered into a lease agreement with Círculo Real Property Holding Corporation (the “Corporation”), a related party, to rent space at its Community Center. The lease commenced on the date of the closing of the Agency’s Town of Hempstead Local Development Corporation Revenue Bonds Series 2019 (the “Bonds”), which was August 2019, and terminates and expires on the date that none of the Bonds remain outstanding and no Bonds or other debt issued to refund any of the Bonds remain outstanding (“Refunding Bonds”).

The lease requires payments in an amount equal to the principal and interest payments due on the Bonds and redemption premium, if any, due on the Bonds and any principal and interest payments and redemption premium, if any, due on any Refunding Bonds. The lease payments also will include any amounts required to restore any debt service reserve fund for the Bonds or any Refunding Bonds to its required funding level as noted in the Bond documents, any amounts required to restore the Repair Fund, any Bonds Trustee fees and expenses, any TOHLDC fees and expenses imposed under the Bond documents and all other sums, cost, expenses, charges or other payments that the School assumes, agrees or is obligated to pay pursuant to any provision of the lease or under the Bond documents. The lease requires the School to deposit \$25,000 with the Bond Trustee upon the commencement of the lease and annually for the next nine years for security for the full and faithful performance by the School for all repair, maintenance and replacement obligations. The School is also subject to certain financial covenants as defined in the lease. The lease agreement also contains certain restrictive borrowing covenants.

Church leases

In April 2022, the School entered into a lease for additional space with a church, which expired on June 30, 2024. The School is currently operating under the lease terms on a month-to-month basis.

In December 2021, the School entered into two leases for additional space with a church, both commencing on July 1, 2022 and expiring June 30, 2028. The leases require monthly payments of \$8,807 and \$38,811 in 2026, with annual increases of 3% per year thereafter.

In May 2022, the School entered into a lease for additional space with another church commencing on September 1, 2023 which expired on August 31, 2024. The School is currently operating under the lease terms on a month-to-month basis.

EVERGREEN CHARTER SCHOOL

Notes to Financial Statements (continued) June 30, 2025 and June 30, 2024

Note 8 – Operating leases (continued)

As of June 30, 2025, the future minimum annual payments under the lease agreements are as follows:

<u>Fiscal Year</u>	<u>Community Center</u>	<u>Church</u>	<u>Total</u>
2026	\$ 1,199,190	\$ 571,417	\$ 1,770,607
2027	1,202,973	588,559	1,791,532
2028	1,195,372	606,217	1,801,589
2029	1,201,540	-	1,201,540
2030	1,196,016	-	1,196,016
2031 and thereafter	<u>17,390,608</u>	<u>-</u>	<u>17,390,608</u>
Total	<u>\$23,385,699</u>	<u>\$ 1,766,193</u>	<u>25,151,892</u>
Less: discount to present value			<u>7,155,463</u>
Operating leases payable			<u>17,996,429</u>
Less: current portion			<u>1,102,933</u>
Long-term portion			<u>\$16,893,496</u>

Rental expense (operating lease cost) for the 2025 and 2024 fiscal years was approximately \$2,451,000 and \$2,410,000, respectively. The average remaining term of the leases as of June 30, 2025 is 18.34 years.

Note 9 – Retirement plan

The School sponsors a 403(b) plan that covers all eligible employees. An eligible employee can defer a portion of his/her compensation not to exceed limits set by the Internal Revenue Code for a 403(b) plan. For fiscal years ended 2025 and 2024, the School contributed approximately \$277,000 and \$211,000 to the plan, respectively.

Note 10 – Related party transactions

The Chair, Vice Chair and a member of the Board of Trustees of the School are the Executive Director, Chief Director of Services and Operations and a staff employee, respectively, of Circulo de la Hispanidad, Inc. (the “Agency”), a not-for-profit organization who is the sole member of the Circulo Real Property Holding Corporation. The School is responsible for substantially all building expenses. In addition, the School entered into a lease agreement with the Corporation to rent space (see note 8).

EVERGREEN CHARTER SCHOOL**Notes to Financial Statements (continued)**
June 30, 2025 and June 30, 2024**Note 11 – Legal proceedings**

The School is currently involved in litigation arising in the ordinary course of business. The School intends to defend itself vigorously and, in the opinion of management, the disposition of such matters will not have a material effect on the School's financial statements.

Note 12 – Tax status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the "Code"). In addition, the School has been determined by the Internal Revenue Service to be a publicly supported organization and not a private foundation within the meaning of Section 509(a)(1) of the Code.

**Independent Auditor's Report on Internal Control
Over Financial Reporting
and on Compliance and Other Matters Based
on an Audit of Financial Statements
Performed in Accordance
With *Government Auditing Standards***



One Battery Park Plaza
New York, NY 10004-1405
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To the Board of Trustees of
Evergreen Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Evergreen Charter School (the "School"), which comprise the statement of financial position as of June 30, 2025 and June 30, 2024, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Condon O'Meara McGinty & Donnelly LLP

October 30, 2025

EVERGREEN CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2025

Section I – Summary of Auditor’s Results

Financial Statements

Type of auditor’s report issued:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

_____ yes √ no

Significant deficiency(ies) identified

not considered to be material weaknesses?

_____ yes √ none reported

Noncompliance material to financial
statements noted?

_____ yes √ no