

AHSI NEWS & EVENTS

FALL CONVENING WRAP UP

The Fall Convening, held October 14-16, in Houston, Texas was a great success! Thank you to all who joined us!

We were energized by the perspectives of our AHSI Place-based Partnership leaders from Indianapolis, Nashville, and Newark; a thought-provoking keynote address about non-cognitive variables affecting students' successful transition to postsecondary education; outstanding presentations of programs and resources from across the network and beyond; and a lively "Let's Make an AHSI Deal," Pick-Me-Up that revealed show-stopping talent among our members!!

We were inspired by our colleagues from the Association for the Advancement of Mexican Americans -- AAMA's history and legacy live on in a thriving Latino community; a highly interactive and well orchestrated visit to George I. Sanchez Charter High School, even as they recovered from Hurricane Ike; a visit from Mayor Bill White who welcomed us and affirmed the contributions of high quality alternative schools; and a presentation from Kazi whose powerful message about Life is an inspiring tribute that helps us affirm why we are committed to encouraging young people to fulfill their dreams.

We were informed and challenged by our capacity building efforts with data, high school to career and college transition, math and quantitative reasoning, policy and place-based partnerships, and principal training and support! We recapped your responses to the AHSI Network Survey and AHSI Work Group Surveys and began considering "so what" together. We learned about extensive progress with work groups and acknowledged the need to figure out how this work becomes better integrated within every network. We heard about the new AHSI web site and how it will enable us to communicate more effectively with one another and others beyond AHSI.

All convening materials are available online at www.IBackup.com. To access and download these materials:

Visit www.IBackup.com

Enter Username: ahsi

Enter Password: ahs111

Select Convenings folder

Select 2008 Fall Convening – Houston, TX folder

EARLY COLLEGE HIGH SCHOOL INITIATIVE (ECHSI) FALL FORUM HIGHLIGHTS

On October 29-30, 2008, the Early College High School Initiative (ECHSI) hosted its Fall Forum in Boston, MA.

The ECHSI Fall Forum created an outstanding opportunity for our colleagues from Gateway to College who participate in ECHSI and AHSI, as well as the AHSI Director, to engage in an intense agenda focused on the theme, "Moving Forward: Lessons Learned and Future Forecasting." The ECHSI Forum achieved its goals, namely (1) analyzing data

from the ECHSI Student Information System (SIS) and Integrated Survey, (2) crafting five key messages and devising strategies for engaging state and national leaders in policy and advocacy using SIS and other data sources, and (3) engaging intermediaries in a peer-to-peer format for solving challenges related to the ECHSI Core Principles (comparable to our AHSI Distinguishers). The forum was well attended and instructive for AHSI as we deepen our capacity for using data as a tool for providing evidence of success and as we partner with ECHSI to figure out how to effectively communicate our messages to policy makers and other key audiences.

One highlight of this gathering was the Mini-Peer Review Process for sharing challenges, strategies, and successes. Well in advance of the ECHSI Fall Forum, intermediaries were invited to identify a challenge related to implementing one of the five Early College Core Principles. ECHSI facilitators from Jobs for the Future (JFF) provided intermediaries with guidelines for the mini-peer review session, including a format for describing the challenge in writing and providing relevant background materials and resources. JFF paired intermediaries who had identified similar challenges, and representatives of both organizations were given a briefing packet to review prior to the gathering. During the ECHSI Fall Forum, intermediaries met in pairs for a three-hour session moderated by a JFF staff member using a step-by-step, timed format. Each organization had one and one-half hours to discuss its key question and receive just-in-time advice from the peer. Discussions were candid, thoughtful, and insightful. Every intermediary was able to tap its own expertise and delve deeply into the context and circumstances of a peer organization to share ideas and suggestions. Participants found the session highly valuable, though additional time might have made the opportunity even more rewarding. It will be exciting to explore how AHSI might adopt this strategy!

CONGRATULATIONS to Leslie Haynes, JFF, and all our ECHSI colleagues on an outstanding Fall Forum! We look forward to continuing to learn from one another!

MATH / QUANTITATIVE REASONING WORK GROUP UPDATE

Creating & Sustaining a Culture of Numeracy in Our Schools (concept paper): We continue to look for appropriate avenues to share and discuss the contents of this paper and implications in our schools. On October 29th, Gateway to College hosted a Brown Bag Seminar on Numeracy with this paper provided as a pre-read and serving as the impetus for discussion. On November 13th, this paper again provided the basis for discussion at a How-to Session on Numeracy at the U.S. Department of Labor's Multiple Education Pathways Learning Exchange event in Washington D.C. We continue to explore other forums for getting this message out to the public and encourage all intermediaries to utilize the paper both internally and externally. The most recent draft (v8) can be found on www.ibackup.com ; Username: AHSI ; Password: ahs111.

Mixed-Intermediary Numeracy Teams (MINT):

A revised draft process and observation tool for Mixed-Intermediary Numeracy Teams (MINT) will be sent out to workgroup members prior to our December 3rd workgroup conference call. We will continue to refine this process and tool as well as firm up details for our first MINT site visit to take place at a Big Picture school (Mapleton Early College – Denver, CO) in February 2009. Discussions are also underway for the second MINT site visit to take place at a Diploma Plus school on the East Coast in late March/early April 2009. These full day MINT site visits will include up to 2 representatives from all interested AHSI intermediaries and will replace the Math/QR mini-convening originally scheduled for February 2009.

Next Math/QR Workgroup Call:

Wednesday, December 3rd from 3:00pm to 4:30pm (EST)

Call In: 1-866-750-2872

Passcode: 6590582

AHSI NEWS FROM THE NETWORK

SEE FOREVER / MAYA ANGELOU PUBLIC CHARTER SCHOLARS TAKE PART IN A CALL TO ACTION FOR JUVENILE JUSTICE

On Thursday, November 6, 2008, a town hall meeting that included scholars from See Forever's Oak Hill Academy was held at Georgetown Law School. The meeting was moderated by Professor Charles Ogletree from Harvard Law School and discussed a bi-partisan juvenile justice plan of action with the new administration. You can watch the Town Hall Meeting online at

<http://www.law.georgetown.edu/webcast/eventDetail.cfm?eventID=656>.

STREET SCHOOL NETWORK IN EGYPT

In addition to an increasing amount of national recognition and visibility, the StreetSchool Network is going to get some international exposure in November at the 2008-2009 Five Star Conferences in Egypt for school administrators and teachers, the sixth annual such conferences offered by CITA (the Commission for International and Trans-Regional Accreditation). The theme for the conferences is "Reaching for the Stars through Learning, Teaching, and Leading". As a result of the StreetSchool Network's relationship with CITA as a sponsoring corporation for accreditation, Todd Goble, Vice President of Education for the StreetSchools, has been asked by CITA Executive Director, Dr. Randy Sinisi, to be a presenter at two Five Star Conferences, one being held on November 15 in Cairo at the New Generation International School, and one being held on November 22, at the El Quds International School in Alexandria.

Mr. Goble has been asked to speak on the exciting work that the StreetSchools has done with economic literacy, through the Ele:Vate Initiative. He will be presenting at three one hour seminars in Cairo and two three-hour seminars in Alexandria entitled: "Economics Everywhere: Building Understanding, Engagement, and Achievement". Educators across the world are looking for ways to increase student engagement and achievement. In a unique instructional approach called Infusionomics, economic concepts and the economic way of thinking are infused in the existing curriculum, bringing relevance to the subject matter, encouraging good decision making, and increasing student engagement and achievement, all without displacing curriculum with an additional course. Participants in these seminars will examine this instructional method, learn about the Keystone Economic Principles, and participate in activities that reinforce these principles and core economic concepts.

In the week between the two conferences, Mr. Goble will be a part of a three member CITA accreditation team that will do a four day accreditation visit at the City International School, a preK-12 school in Cairo, using the CITA standards that are used by CITA trans-regionally in the United States, and the same standards that are a part of the CITA/StreetSchool accreditation process for the StreetSchool Network. The StreetSchool Network is honored to be part of the CITA Alliance, accrediting more than 32,000 schools in 100 countries, touching over 17 million students. It now finds itself engaged in promoting quality schools, continuous improvement, and student success worldwide. For more information regarding CITA, see www.citaschools.org. For more information regarding Ele:Vate and Infusionomics, see www.infusionomics.com.

GATEWAY TO COLLEGE WELCOMES NEW STAFF

Gateway to College National Network has recently hired three new staff members. Michael Wildfeuer is the National Network's new finance director. He has 30 years of experience as a finance director for nonprofits in Pennsylvania and is very excited about

joining Gateway to College. You can reach Michael at mwildfeuer@gatewaytocollege.org or 503-802-6312. Shannon Mouzon, a recent graduate of Brandeis University, is the new program assistant and will be providing a broad range of support. You can reach Shannon at smouzon@gatewaytocollege.org or 503-788-6243. Niles Voyer-McGiver has accepted a one-year position as program intern, where he will assist with evaluation, updating the National Network's web site, and much more. You can reach Niles at nvm@gatewaytocollege.org or 503-802-6313.



Michael, Shannon, and Niles began working for the National Network office on October 20, 2008.

COMMUNITIES IN SCHOOLS PERFORMANCE LEARNING CENTERS® HOLD NETWORK-WIDE MOCK ELECTION

Earlier this month 27 Performance Learning Centers (PLCs) in Georgia, North Carolina and Washington participated in a network-wide mock presidential election. The election focused on the recent campaigns of Senators Barack Obama and John McCain.

The mock election was a cross-curricular, school-wide academic service learning project at Catoosa County PLC in Georgia that grew from student work to a network-wide PLC Election Day and webcast of the results. Students at Catoosa PLC were divided into roles and duties that were election-related and supported coursework. These duties dealt with subjects such as the Electoral College (math, government), domestic lobbyists (U.S. history), international lobbyists (world history, foreign language), science and health lobbyists (science), journalists and pundits (language arts, journalism), the Blogosphere (computer applications), campaign workers (electives, vocational), candidates and their handlers (interested student leaders), and voters (everyone).

After weeks of work, the project culminated in a network-wide PLC election day where all PLCs were invited to vote, monitor results on the blog, and watch a webcast from Catoosa PLC. PLC and CIS students and staff were invited to vote on-line through a system created by CIS National for the event. Electoral votes were determined by the populations of each PLC district.

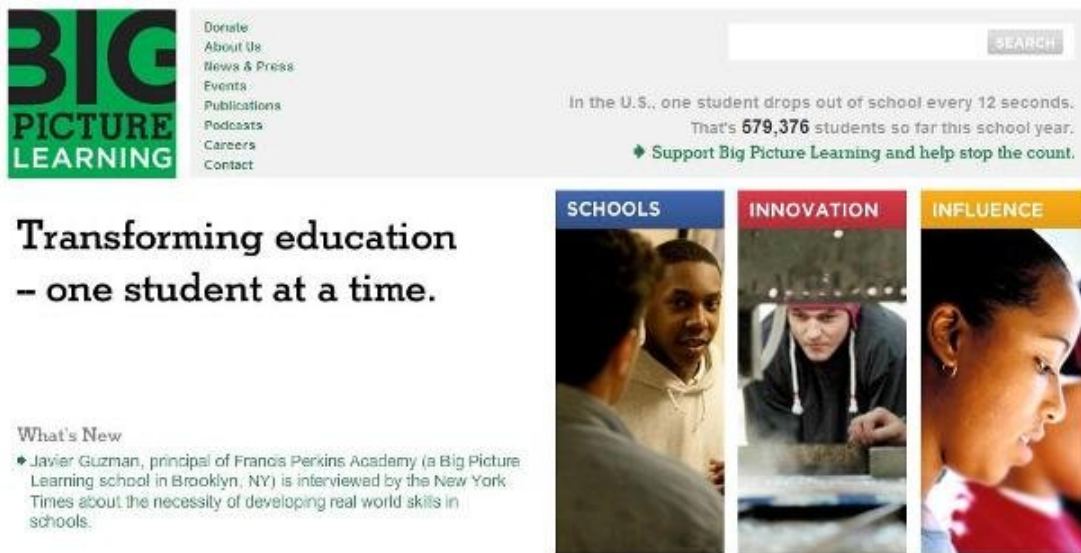
Barack Obama was elected by the PLC network with 64% of the popular vote and 151 electoral votes. John McCain received 32% of the popular vote and 37 electoral votes. The students gained a better understanding of the presidential election, the role of the Electoral College, and how their involvement in civic life can make a difference.

Along with participating in the network-wide mock election, many other PLCs participated in election-related activities such as voter registration drives, “first vote” celebrations, neighborhood canvassing, and information campaigns. Seven African-American males from Dougherty County PLC in Georgia will be attending the Presidential Inauguration in January. The students were nominated by their teachers and are currently working to raise their own funds for the trip.

PLCs are small, non-traditional high schools geared toward students who are not succeeding in the traditional school setting. They help students to graduate and prepare for college and other post-secondary options.

BIG PICTURE LEARNING LAUNCHES NEW WEBSITE

Announcing the new www.bigpicture.org! Celebrating our re-emergence as Big Picture Learning, this redesigned website expands upon Big Picture’s new three-pronged approach to reimagining education: starting and supporting schools, designing and refining innovation in learning environments, and influencing policy and the public conversation around education. With user-friendly new features such as an interactive map of schools, downloadable materials and guides, multiple RSS feeds, and digital interest forms for potential staff, www.bigpicture.org is truly a site to behold!



POLICY AND PLACE-BASED PARTNERSHIPS

NATIONAL LEAGUE OF CITIES UPDATE

The AHSI network made a significant contribution to the success of last weeks’ U. S. Department of Labor Multiple Education Pathways Learning Exchange. The outgoing Assistant Secretary of Labor referred to it as an opportunity to help frame the role of the federal government in supporting multiple pathways. The Indianapolis-AHSI Partnership had a high profile role as one of three cities (alongside New York and Brockton, Mass.) building multiple pathways. Numerous representatives of AHSI network partners were among the 300 participants; most took leadership roles in a variety of sessions. All three AHSI Place-Based Partnership sites, including Nashville and Newark, sent representatives, as did other cities with which AHSI and NLC are playing supportive roles, among them Omaha, Portland, and Denver.

Elliot Washor joined NLC staff in multiple conversations with municipal officials at last week's annual National League of Cities conference, the Congress of Cities in Orlando, FL. Elliot joined the mayors of Denver, Colorado; Springfield, Illinois; and Burleson, Texas (outside Ft Worth) for a spirited discussion on city-school collaboration to advance the role of alternatives and to support young people with regard to the non-cognitive variables that raise the chances of college success.

In parallel with the regular sessions of the Congress of Cities, NLC and AHSI hosted the first ever Mayors-Superintendents Roundtable on Improving High Schools in partnership with the influential Council of the Great City Schools. The Roundtable drew teams of Mayors and Superintendents from Milwaukee, Providence, Omaha, Charleston SC, and Nashville, along with Superintendent Eugene White from Indianapolis Public Schools. Discussions were wide ranging; one session, for instance, focused on the role of city-school collaboration in broadening effective alternatives for high school. Overall the roundtable created a venue for cross-city sharing of promising practices, laid the foundation for future discussions on city-schools collaboration, and deepened working relationships among the participants.

As the space shuttle left earth nearby, the Congress of Cities provided a launching pad for a new challenge by a leadership group of mayors to other municipal leaders around the country to set bold, specific targets for child and family well-being. Twenty-six prominent mayors (including Karl Dean of Nashville and Cory Booker of Newark) have launched this new initiative to promote city leadership and action on behalf of young people and their families. The Mayors' Action Challenge for Children and Families (www.mayorsforkids.org<<http://emailrpts.delivra.com/t/7796946/315818178/50369739/0/>>) calls on mayors from across the nation to set at least one bold, measurable, locally-defined goal in each of the following areas to ensure that every child has:

- o Opportunities to learn and grow;
- o A safe neighborhood to call home;
- o A healthy lifestyle and environment; and
- o A financially fit family in which to thrive.

NEW OPPORTUNITIES

U.S. DEPARTMENT OF LABOR ANNOUNCES \$17.3 MILLION YOUTHFUL OFFENDER GRANT COMPETITION (NOVEMBER 17, 2008)

On Monday, the U.S. Department of Labor announced a three-category, \$17.3 million competition that invites localities to develop strategies for assisting all groups of young offenders returning from correctional facilities in making smooth transitions back to school and community life. The application deadline is December 18, 2008.

"This competition offers communities an opportunity to design and execute strategies to set straight life paths for young offenders returning home," said Deputy Assistant Secretary of Labor for Employment and Training Brent R. Orrell. "Award-winning projects will be equipped with a diverse toolkit to deliver employment, educational, mentoring and civic-minded services to young people with a second chance to become productive citizens."

Each year, juvenile courts in the United States handle about 1.6 million delinquency cases, and an estimated 144,000 youth are placed in juvenile correctional facilities.

Youth exiting the juvenile justice system have high probabilities of relapsing as they tend to return to high-crime areas. These grants will be targeted toward serving young people

who have never been involved with the adult criminal system as they are released from the juvenile justice system.

Successful applicants will be chosen in three categories. “Youth Offender Planning Grants” will be provided to selected county and city governments to design plans for helping returning youth offenders. The second category, “Juvenile Offender Re-entry Grants,” will allow state and local juvenile justice agencies to work together to implement strategies for assisting all youth returning home from correctional facilities. Finally, a “Juvenile Offender Re-entry Grant” will be awarded to one organization to implement a model program for returning juvenile offenders in four cities.

This solicitation for grant applications appears in the Federal Register for November 17, 2008, and can be accessed online at http://www.doleta.gov/grants/find_grants.cfm or www.grants.gov. The deadline for applications is December 18, 2008. For more information on Labor Department employment and other programs serving youth, visit www.doleta.gov/youth_services.

NYC CHARTER PLANNING TEAMS SEEKING FOUNDING BOARD MEMBERS

Charter school board experiences are very rewarding – especially when you become involved at the ground level. You are able to see the fruits of your labor and are rewarded in ways you might never imagine. Four charter planning teams are currently recruiting NYC-based prospective candidates for their founding boards. Each charter team’s needs are outlined here, and a one-page description of each school is included as an appendix to this newsletter. If you, your friends and/or colleagues are interested in any of the teams please contact Leslie Talbot at Leslie@TalbotConsulting.com or 212-864-6762.

Dr. Muriel Petioni Charter School

- o Experienced education professional with knowledge of middle school curricula and operations
- o CPA/CFO/corporate finance professional with at least 8 years of experience
- o Corporate professional from a science, pharmaceutical, technology/engineering or medical firm
- o Medical professional with at least 10 years experience in practice and research

High School for Recording Arts New York Charter School

- o Experienced charter education professional with knowledge of high school curricula and operations
- o Experienced PR professional with at least 8 years of corporate media/advertising experience

St. George Community Charter School

- o Experienced charter education professional with knowledge of elementary and middle school curricula and operations
- o CPA/CFO/corporate finance professional with at least 8 years of experience
- o Corporate contract attorney with at least 8 years of experience
- o Corporate professional from a science, pharmaceutical, technology/engineering or medical firm
- o Professional performing or visual artist

World Stars Charter School

- o Experienced charter education professional with knowledge of elementary school curricula and operations
- o CPA/CFO/corporate finance professional with at least 8 years of experience
- o Corporate contract attorney with at least 8 years of experience
- o Professional performing or visual artist

- o Experienced professional affiliated with the United Nations, World Bank, US AID, or a foundation supporting international programs

IF YOU WOULD LIKE TO SUBMIT INFORMATION FOR THE NEXT AHSI NEWSLETTER, please forward it by email to Lauren Smock-Randall (Lsmock-randall@bigpicture.org)

AHSI Network Team members (in alphabetical order) for 2008-2009:

- Shaunette Byers, High School to College Coordinator (sbyers@bigpicture.org)
- Marjorie Cohen, Senior Program Associate, NLC Institute for Youth, Education, and Families (Cohen@nlc.org)
- Shezwae Fleming, Director, National College Transition Network, BP(sfleming@bigpicture.org) (High School-to-College Transition)
- Nicodemus Ford, AHSI Coach -- joining from Big Picture in mid-March, (nford@bigpicture.org)
- Talmira Hill, AHSI Director/NLC Team Member (talmirahill@aol.com)
- Audrey Hutchinson, Program Director, Education and Afterschool Initiatives, NLC Institute for Youth, Education, and Families (Hutchinson@nlc.org)
- Lisa Leith, AHSI Coach -- joining from NASS at end of February, (Lisa.ahsi@gmail.com)
- Charlie Mojkowski, Senior Associate, BP/AHSI Consultant (cmojkowski@mac.com)
- Andrew Moore, Senior Fellow, NLC Institute for Youth, Education, and Families (Moore@nlc.org)
- Jill Olson-Crowley, National Director, Conference & Connections, BP (JOlson-Crowley@bigpicture.org)
- Tim Scheidt, Director, Math/Quantitative Reasoning, BP (Math/Quantitative Reasoning) (tscheidt@bigpicture.org)
- Sam Seidel, AHSI Annual Reviews & Partnerships (sseidel@bigpicture.org)
- Lauren Smock-Randall, AHSI Network Support Coordinator (Lsmock-randall@bigpicture.org)
- Elliot Washor, Co-Founder & Co-Director, BP & The Met (ewashor@gmail.com)

Many sincere thanks!

The AHSI Network Team

NYC CHARTER PLANNING TEAMS – SCHOOL DESCRIPTIONS

Dr. Muriel Petioni Charter School
For Scholarship, Health & Leadership
(in development, planned opening September 2009, Central Harlem)

Mission

To nurture all human intelligence to help students and staff achieve their full intellectual and social potential. The Dr. Muriel Petioni Charter School will accomplish this by creating a student-centered, cooperative learning environment that will champion student achievement, advance postsecondary education, promote healthy life choices and encourage community leadership.

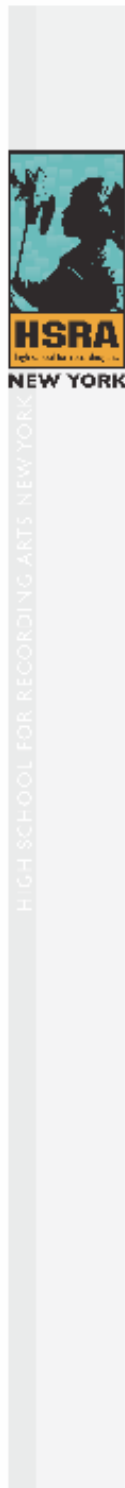
Three pillars support the foundation of the Dr. Petioni CS:

1. Scholarship: rigorous academic scholarship delivered through a variety of engaging pedagogies including differentiated instruction, project- and performance-based learning activities based on a standards-aligned curriculum and assessment program
2. Health: health education, fitness, career awareness, healthy life choices and health-related referral services, and increased knowledge, understanding and practice of preventive health measures
3. Leadership: leadership development focused on citizenship, service learning and community leadership developed through curriculum and practice

Education Program

Guided by Dr. Muriel Petioni's pioneering spirit and steadfast commitment to excellence, the Dr. Petioni CS's approach to learning will be engaging, collaborative, experiential and performance-based. The program will:

- Have an extended day filled with exciting and diverse opportunities for learning
- Provide a safe and nurturing environment to support students' creative and intellectual capacities
- Hold students and staff accountable to the highest academic standards
- Involve students in project-based learning activities
- Incorporate technology into daily instruction and student work
- Provide mentoring and job shadowing experiences
- Include secondary school preparation and placement
- Offer a parenting program focused on physical and mental health prevention
- Provide opportunities for leadership



High School for Recording Arts New York Charter School

HSRA NY CS Mission

The mission of the High School for Recording Arts New York Charter School (HSRA NY CS) is to help youth achieve a high school diploma by gaining knowledge and skills for postsecondary education and employment through exploration and operation of the music business and other creative endeavors. HSRA NY CS accomplishes this by providing a small community that:

- Is culturally sensitive
- Offers alternative educational programming
- Provides a personalized standards-driven, project-based model
- Recruits and retains diverse student and staff populations
- Maintains a drug-free learning environment
- Is adult-supervised with student-directed learning
- Offers positive mentoring
- Provides a safe space
- Offers job training

HSRA NY CS Vision and Model

The HSRA NY CS vision is fourfold:

1. To create a *school culture* that is attractive, engaging and supportive of the interests and needs of young people.
2. To create a *small learning community* wherein students acquire new knowledge and skills (in accordance with New York State Learning Standards) presented in context that is both relevant and rigorous as preparation for postsecondary education and 21st century employment.
3. To use the *HSRA Studio Program* as a hook to re-engage young people (both those with a history of school failure and those who have achieved grade level status) in school and steer them towards a pathway of life-long learning.
4. To provide students with *mentoring and intern experiences* to build life and employment skills needed for postsecondary education and work.

The HSRA NY CS is an open-schools concept wherein students and teachers (called advisors) are organized along an advisory system with a 20 to 1 (student to advisor) ratio. The HSRA NY CS education program exemplifies a true student-centered, standards-driven, project-based learning model where project content is largely student-generated. Student outreach will target at-risk adolescents who have previously dropped out of school.

HSRA NY CS Educational Philosophy

The HSRA NY CS educational philosophy reflects small learning community principles, to:

- Establish a values-based environment emphasizing individual and group commitment to family, community, education and respect
- Build a nurturing environment that supports student-centered learning
- Recruit, retain, development and sustain talented staff committed to sharing experience, knowledge and power
- Provide highly visible and consistent forums that empower student voices

Additional Details

HSRA NY CS has a planned opening of September, 2010 and will be located in downtown Brooklyn, NY. For more information, please visit our website at www.hsra.org. For media and development, please contact Tony Simmons at tonyv@studio-4.com or 612-803-9540.

WWW.HSRA.ORG



ST. GEORGE COMMUNITY CHARTER SCHOOL

(Proposed K-8 Staten Island Public Charter School)

A collaborative learning community focused on academic achievement, social responsibility, the arts, and the natural environment.

MISSION STATEMENT

The St. George Community Charter School (SGCCS) will provide a rigorous, creatively rich academic program that stresses the value of diversity, cooperation between people of different backgrounds, and respect for the environment. The arts-infused curriculum will focus on social responsibility and natural science and model a k-8 collaborative learning community grounded in close on-going relationships between the school, its students, parents, teachers and the local Staten Island community. Our students will become independent thinkers and effective communicators, able to build bridges between people, cultures and communities.

We believe the following elements are essential to creating a climate for success at SGCCS:

- A rigorous academic curriculum coupled with high expectations of all students, including eventual college enrollment.
- A focus on social responsibility, including the development of social/emotional competencies; a respect and caring for oneself, for others and for the environment; as well as a commitment to a peaceful, welcoming school environment that encourages responsible decision-making, volunteerism, and conservation of resources.
- A commitment to building community by improving communication, working cooperatively, and collaborating with community groups and institutions.
- A belief in the importance of parent involvement in all aspects of school life, evidenced by open dialogue between parents and teachers and the active encouragement of parents to become involved in the academic and social life of the school. SGCCS will offer a unique education program that extends beyond the classroom walls to give children first hand, real-world experiences by drawing upon the richness and diversity of our local community and the larger city beyond. Closer to home, Staten Island offers a multitude of human and natural resources, providing our students with a broad variety of strategies, tools and opportunities for achieving academic excellence and building community.

If you would like to stay abreast of the progress of our application visit our web blog, at <http://stgeorgecommunitycharterschool.blogspot.com>

K-8 PROGRAM HIGHLIGHTS

The Arts. Making the visual and performing arts part of the curriculum will:

- support an academic curriculum that accommodates a broad range of learning styles, needs and preferences
- bring the school community together through music, dance and other performing and visual art forms, building bridges between people and cultures

Natural Science curriculum will place special emphasis on Staten Island's unique topography, plant life and coastal habitats.

Spanish-language instruction beginning in kindergarten, including vocabulary, literature and culture.

Team Teaching. Teachers will work in teams composed of classroom teachers and learning specialists—teams prepared to meet the instructional needs of all students.

ENROLLMENT PLAN

The St. George Community Charter School will offer two classes per grade, of no more than 28 students each, in grades k-8. Anticipated opening day is September 8, 2009, with 100 students:

Kindergarten, 2 classes; first and second grades, 1 class each. Our enrollment will increase to approximately 300 students in grades K to 6 during our first five years. The St. George Community Charter School (SGCCS) is open to all NYC students with a preference given to CSD 31. SGCCS will not discriminate against any student based on race, disability, gender, national origin, religion, ancestry, athletic ability or intellectual aptitude or achievement. SGCCS will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and 2854(2) of the NYS Education Law, governing admission to a charter school.

For more information or to be added to our email list please contact: stgeorgecharter@gmail.com

World Stars Charter School

World Stars Charter School Mission

World Stars Charter School will discover and nurture students' talents and help them grow. Students will achieve high academic levels through inquiry-based instruction, problem-solving, pursuit of ethical values and development of strong verbal and written communication. Using music as a catalyst for learning, World Stars Charter School students will become ambassadors promoting understanding, peace, tolerance and good relations within their communities and beyond.

World Stars CS Core Values and Culture

The following items (still in draft form) are the basis for the World Stars CS core values and culture:

- ethical behavior
- strong sense of community
- student responsibility and organization
- to discover, cultivate and nurture the talents and creativity of each child
- help our students develop a sense of world citizenship and serve as representatives of America abroad
- to establish close contact with parents, and their involvement and participation in school life (e.g. promote strong parent engagement and develop a parent component)
- require active participation of our students in community events and happenings (e.g. include service learning in school's education program)
- ensure that students feel as safe and happy in school as in their own homes
- employ inquiry-based instructional methods
- promote problem-solving in all school work
- use music as a catalyst for learning and a tool for instruction
- provide opportunities for music performance to build students' self-confidence
- promote music as an expression of self, culture and country
- focus on international relations and building cultural bridges
- focus on developing students as future international leaders
- provide students with international experience through musical performances
- help students acquire life lessons through musical performances
- build cross-cultural relations and develop (good feelings) through performances
- promote acceptance, enjoyment and curiosity

World Stars Educational Philosophy

World Stars Charter School students receive a strong foundation in life skills. The education program will focus on connections to the real world, and develop strong standards-driven skills in five core subject areas: math, music, science, literacy and social studies. World Stars CS encourages achievement of high academic standards, basic skills for a 21st century global environment, and fun performances on stage. Our school community respects different viewpoints, welcome new methods of engagement and instruction, and to further continuing progress and creativity. World Stars CS encourages our teachers, parents and students to become active developers and participants in their own learning and technological skills. Our goals are to help students achieve personal growth, ethical and meaningful relations, happy lives and an awareness of their station in the world.

For more information, please contact Leslie@TalbotConsulting.com.