

Application: The Bronx Charter Schools for Better Learning 1

Vanessa Trezza - [REDACTED]
Annual Reports

Summary

ID: 0000000153

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed Jul 13 2020

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BRONX CHARTER SCHOOL FOR BETTER LEARNING 321100860855

a1. Popular School Name

BBL

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #11 - BRONX

d. DATE OF INITIAL CHARTER

2/2003

e. DATE FIRST OPENED FOR INSTRUCTION

9/2003

h. SCHOOL WEB ADDRESS (URL)

<https://www.bronxbetterlearning.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

555

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

555

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	Yes, 2 sites
--	--------------

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	3740 Baychester ave - Bronx NY 10466	[REDACTED]	NYC CSD 11	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Shubert Jacobs			
Operational Leader	Nicole Tennant			
Compliance Contact	Shubert Jacobs			
Complaint Contact	Shubert Jacobs			
DASA Coordinator	Daniel Tamulonis			
Phone Contact for After Hours Emergencies	Shubert Jacobs			

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No	N/A	Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.


Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	2545 Gunther Ave Bronx, NY 10469		NYC CSD 11	K-5	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Anne Clarke-Raysor			
Operational Leader	Nicole Tennant			
Compliance Contact	Anne Clarke-Raysor			
Complaint Contact	Shubert Jacobs			
DASA Coordinator	Daniel Tamulonis			
Phone Contact for After Hours Emergencies	Anne Clarke-Raysor			

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	N/A	No		No		Yes

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Vanessa Trezza
Position	Assistant Principal
Phone/Extension	[REDACTED]
Email	[REDACTED]

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 13 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 13 2020

[Instructions](#)

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

BRONX CHARTER SCHOOL FOR BETTER LEARNING 321100860855

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/profile.php?instid=800000056593>

Entry 3 Progress Toward Goals

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

In Progress Last edited: Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

BBL1 2019-20-Accountability-Plan-Progress-Report-Final

Filename: BBL1 2019 20 Accountability Plan Progr S3fwRYp.pdf **Size:** 484.4 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**
- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

N.Meyerberg1

Filename: N.Meyerberg.pdf **Size:** 100.9 kB

N.Meryerberg2

Filename: Scan0816.pdf **Size:** 391.7 kB

M.Henry

Filename: M.Henry.pdf **Size:** 162.7 kB

V.Zimmerman Disclosure of Financial Interest Form

Filename: Disclosure of Financial Interest Form. VZ.pdf **Size:** 1.7 MB

B.Bernhardt

Filename: B.Bernhardt BBL Financial Disclosure 2020.pdf **Size:** 151.4 kB

Kelly, Kimberly - Financial Disclosure Form - 2020

Filename: Kelly Kimberly Financial Disclosure jznhPfp.pdf **Size:** 794.3 kB

D.Thomas BBL Disclosure

Filename: BBL Disclosure .pdf **Size:** 1.8 MB

M.Maye 2020 financial interest - MM

Filename: 2020 financial interest MM.pdf **Size:** 79.6 kB

R.Bata

Filename: Scan 2020 7 14 11.40.49.pdf **Size:** 867.3 kB

M.Waldmann

Filename: M.WaldmannFinancialDisclosure2020 2.pdf **Size:** 110.2 kB

J.Pagan

Entry 8 BOT Membership Table

Completed Jul 14 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

BRONX CHARTER SCHOOL FOR BETTER LEARNING 321100860855

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Robert Bata [REDACTED]	Trustee/Member	Fundraising/Development Policy/Governance	Yes	3	07/01/2017	06/30/2020	6

			strategicPI anning					
2	William Bernhard t [REDACTED]	Secretary	TeacherE mployeme ntCompla intEducat ion	Yes	6	07/01/20 17	06/30/20 20	11
3	Dean Thomas [REDACTED]	Trustee/M ember	Pol cy/Go vernance Fundraisi ng/Audit	Yes	1	07/01/20 17	06/30/20 20	6
4	Marilyn Maye [REDACTED]	Treasurer	F nance/A uditEduc ationStra tegicPlan ningTeac herEmplo yment	Yes	6	07/01/20 17	06/30/20 20	11
5	Neal Meyerber g [REDACTED]	Trustee/M ember	Strategic Planning	Yes	2	07/01/20 18	06/30/20 21	9
6	Victor Zimmerm an	Trustee/M ember	Complain g ReviewFu ndraising /Develop mentFian ance/Aud it	Yes	2	07/01/20 18	06/30/20 20	10
7	Jem Pagan [REDACTED]	Trustee/M ember	Fundraisi ng/Devel opment	Yes	1	07/01/20 18	06/30/20 21	5 or less

8	Marlon Henry [REDACTED]	Parent Rep	Complain g ReviewTe acherEm ployment Educatio n	Yes	1	07/01/20 16	06/30/20 22	9
9	Kimberly Kelly [REDACTED]	Chair	Complain t ReviewPo licy/Gove rnanceStr ategicPla nningFina nce/Audit TeacherE mployme nt	Yes	6	07/01/20 16	06/30/20 22	11

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Marvin Waldman [REDACTED]	Vice Chair	Fundraising/Development Policy/Governance Strategic Planning	Yes	6	07/01/2016	06/30/2022	11
11								
12								
13								
14								
15								

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	10
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2019-2020

11

4. Number of Board meetings scheduled for 2020-2021

11

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 13 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[September 26, 2019 - Board Minutes \(1\)](#)

Filename: September 26 2019 Board Minutes 1.pdf **Size:** 212.8 kB

[October 31, 2019 - Board Minutes \(1\)](#)

Filename: October 31 2019 Board Minutes 1.pdf **Size:** 255.9 kB

[August 29, 2019 - Board Minutes \(1\)](#)

Filename: August 29 2019 Board Minutes 1.pdf **Size:** 257.9 kB

[Nov 2019-June 2020 Board MinutesBOT minutes 2019-2020](#)

Filename: Nov 2019 June 2020 Board MinutesBOT mi Hw2ttoh.pdf **Size:** 837.7 kB

Entry 10 Enrollment & Retention

Completed Jul 15 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

BRONX CHARTER SCHOOL FOR BETTER LEARNING 321100860855

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in	Describe Recruitment Plans in
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	2019-2020	2020-2021
Economically Disadvantaged	<p>This year, we continued our initiative by having information sessions in local day care centers and preschools, whose population is predominantly economically disadvantaged, to establish and maintain a relationship with the parents and staff of these centers and expand the community's awareness of our school.</p>	<p>We will continue our recruitment outreach plan, as done this year. Additionally, we will expand our recruitment team thus expanding our outreach to new neighborhoods. Furthermore, we will partner with afterschool programs that have free or reduced rates to continue our engagement with the local community and encourage new families from economically disadvantaged households to apply.</p>
English Language Learners/Multilingual Learners	<p>We continued our recruitment of ELL students by:</p> <ul style="list-style-type: none"> -hosting information sessions in community centers, churches, and UPKs in targeted neighborhoods in the Bronx -distributing flyers through local businesses and apartment houses. <p>We also provided our application in Spanish, which is the alternative language of the community. We also ran multiple advertisements in local news publications of diverse languages.</p>	<p>We will continue our recruitment outreach plan, as done this year. Additionally, we will expand our recruitment committee to include more multilingual members to help expand our outreach and encourage more English Language Learners and Multilingual families to apply to our school.</p>
	<p>We make a clear statement in all communications sent to families that all students are encouraged to apply for the enrollment lottery, including students currently on or being evaluated for IEPs. During our outreach, we explain to potential parents the systems we have in place to guarantee their child is going to</p>	<p>We will continue our recruitment outreach plan, as done this year. Additionally, we will partner with the Committee on Special Education to inform current and prospective families of students with disabilities about the services we offer that meet the needs of all students. We will continue to communicate that our school is an inclusive</p>

Students with Disabilities	receive the full services required by their IEPs. This includes, but is not limited to, learning specialists, outside providers for speech and occupational therapy, and small group instruction. We also offer opportunities for potential parents to speak with our Director of Support services to provide an understanding of how services will be provided for their student.	environment that meets the needs of all our students, including those with Individual Education Plans and we welcome students with many types of learning needs. Finally, our instruction remains rooted in the philosophy that all students already come with everything they need in order to learn and this message continues to be spread in our communication with prospective parents of students with disabilities.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>We offered a comprehensive Student Support program, which is staffed to provide services for the needs of our student population (e.g. guidance counselors, behavior consultants). We maintained a small-school environment with a "warm/strict" school culture that offers students explicit instruction in positive character development, and clear and consistent behavioral expectations. We maintained frequent communication with parents about their child's development. We have also expanded our guidance department to further support the emotional and social needs of all our students.</p>	<p>Our retention rate of economically disadvantaged students continues to remain in good standing and therefore we will continue our retention efforts, as done this year.</p>
	<p>We have appointed an ELL coordinator to ensure that the needs of all ELL students are</p>	

<p>English Language Learners/Multilingual Learners</p>	<p>met. We ensured the academic needs of ELL students are met with support from our Academic Leaders and ELL teacher. We ensured that in addition to ELL requirements, ELL students received adequate academic support from their classroom teachers. We continued to provide parents/guardians of ELL students avenues to provide feedback and express concerns through our conferences and Annual Parent Survey.</p>	<p>Our retention rate of ELL students continues to remain in good standing and therefore we will continue our retention efforts, as done this year. Additionally, we will create a new position "Student Support Coordinator" to streamline and augment our ELL services.</p>
<p>Students with Disabilities</p>	<p>Our school continues to develop strategies to meet the needs of its special education students. The guidance department has expanded in order to provide social and emotional support to students with behavioral challenges. In addition, we continue to partner with the community agencies that provide related services to our students. This school continued to engage parents in understanding their student's IEPs and advocate on their behalf. IEP meetings were held on a yearly basis and we continued to meet the needs of all students with IEPs.</p>	<p>Our retention rate of students with disabilities continues to remain in good standing and therefore we will continue our retention efforts, as done this year. Additionally, we will create a new position "Student Support Coordinator" to streamline and augment our intervention program.</p>

Entry 12 Percent of Uncertified Teachers

Completed Jul 15 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: BRONX CHARTER SCHOOL FOR BETTER LEARNING 321100860855

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	2.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	2

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	42

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	4



Thank you.

Entry 13 Organization Chart

Completed Jul 13 2020

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[BBL org chart](#)

Filename: BBL org chart.pdf Size: 335.6 kB

Entry 14 School Calendar

Completed Sep 15 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[2020-2021 School Calendar One-Pager DRAFT](#)

Filename: 2020 2021 School Calendar One Pager DR 1Z66Cm1.pdf Size: 152.7 kB

[2020-2021 School Calendar \(1\)](#)

Filename: 2020 2021 School Calendar 1.pdf Size: 181.8 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: **The Bronx Charter Schools for Better Learning 1**

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.bronxbetterlearning.org/apps/pages/index.jsp?uREC_ID=756048&type=d&pREC_ID=1604267
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.bronxbetterlearning.org/apps/pages/index.jsp?uREC_ID=756204&type=d&pREC_ID=1163289
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.bronxbetterlearning.org/apps/pages/index.jsp?uREC_ID=756204&type=d&pREC_ID=1163289

	uREC ID=756204&type=d&pREC ID=1163289
3. Link to NYS School Report Card	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=772802&type=d&pREC ID=1980323
4. Most Recent Lottery Notice Announcing Lottery	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756285&type=d&pREC ID=1163316
5. Authorizer-Approved DASA Policy	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756166&type=d&pREC ID=1176251
6. District-wide Safety Plan	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756048&type=d&pREC ID=1991085
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756166&type=d&pREC ID=1176251
7. Authorizer-Approved FOIL Policy	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756048&type=d&pREC ID=1987876
8. Subject matter list of FOIL records	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756048&type=d&pREC ID=1987876
9. Link to School Reopening Plan	https://www.bronxbetterlearning.org/apps/pages/in dex.jsp? uREC ID=756048&type=d&pREC ID=1980311

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 15 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: The Bronx Charter Schools for Better Learning 1

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	555	555	555

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Part

Title															cipa ting Stud ents
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

**The Bronx Charter School
for Better Learning 1**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

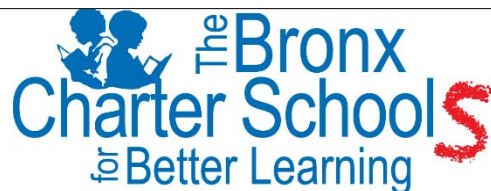
Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Thomas Howard, Jr., Ed.D.

3740 Baychester Ave – Annex Bronx NY 10466


www.bronxbetterlearning.org



2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Thomas Howard, Jr., Executive Director, and Vanessa Asencio-Trezza, Assistant Principal, prepared this 2019-20 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Kimberly Kelly	Board Chairperson, Complaint Review Policy/Governance Committee, Strategic Planning Committee, Finance/Audit Committee
Marvin Waldman	Vice-Chairperson, Fundraising/Development Committee, Policy/Governance Committee, Strategic Planning Committee
Marilyn Maye	Treasurer, Finance/Audit Committee, Strategic Planning Committee, Education Committee
William Bernhardt	Secretary, Teacher Employment Committee, Education Committee, Complaint Committee, Strategic Planning Committee
Robert Bata	Fundraising/Development Committee, Policy/Governance Committee, Strategic Planning Committee
Victor Zimmerman	Complaint Review Committee, Fundraising/Development Committee, Finance/Audit Committee
Dean Thomas	Policy/Governance Committee, Fundraising/Development Committee
Neal Myerberg	Fundraising/Development Committee, Strategic Planning Committee
Jem Pagan	Fundraising/Development Committee
Marlon Henry	Parent Representative, Complaint Review Committee, Teacher Employment Committee, Education Committee

Dr. Thomas Howard, Jr. has served as the Executive Director since March 2020.

SCHOOL OVERVIEW

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning 1 (BBL1) on February 23, 2003; it was subsequently approved by the Board of Regents on March 25, 2003. BBL 1 opened in the fall of 2003 with an enrollment of 50 students in Grade 1. One grade was added each year thereafter and enrolled 285 students in Grades 1-5 in the fall of 2007, the final year of its original charter term. On January 15, 2008, the State University Trustees granted BBL 1 a full-term charter renewal for 5 years, authorizing the school to provide instruction in Grades K-5 through the 2012-2013 school year. BBL 1 added a Kindergarten program in the fall of 2008 and served 345 students in grades K-5. In 2010-11 the school enrolled 386 students in those same grades. On March 4, 2013, the State University Trustees granted another full five-year renewal of the charter for Bronx Charter School for Better Learning. Additionally, on June 4, 2014, the State University Trustees approved a five-year charter for the replication of BBL1 and, in turn, the opening of Bronx Better Learning 2 (BBL 2) for September 2015. Since September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters, i.e., BBL1 and BBL2. BBL 1 had an enrollment of 545 students for the 2018-2019 school year.

BBL 1 was originally located in a facility leased from the Bronx Bethany Church of the Nazarene at 971 East 227th Street in the Bronx, NY. Following the first year of operation, BBL 1 reached a shared space agreement with the New York City Department of Education, through which BBL 1 received permission to locate in the annex portion of P.S. 111 (Seton Falls Elementary School) at 3740 Baychester Avenue in the Bronx, NY. The school used 3 classrooms and an office in the main building of P.S. 111 for the first time in 2008-09, to accommodate its growth in enrollment. Its new Kindergarten classes were situated there in 2008-2009, replaced by 5th grade in 2009-2010. Beginning September 2014, BBL 1 occupied three additional classrooms in the main building and added another two classrooms for the 2015-16 school year. Currently, its Kindergarten, 1st Grade and some 2nd Grade classes situate in the main P.S. 111 building.

The mission of the Bronx Charter School for Better Learning is as follows:

The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to high academic achievement.

To fulfill its mission, the school's teachers endeavor to practice *the subordination of teaching to learning*, an instructional approach that does not dominate learning, but rather is guided by it. Implementing the approach involves: getting students actively and mentally engaged in lessons;

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

assisting students to go beyond rote memorization, wherever the subject matter allows, and to develop criteria for understanding; recognizing every child’s high intellectual capacity and, thereby, welcoming errors in students’ work as guides to help them harness that capacity; promoting students’ use of what they know to master new content; and encouraging student initiative and self-sufficiency.

In 2015, BBL1 was recognized by the Commissioner Elia and the Board of Regents as a 2014-15 “High progress Reward School”. The award celebrates BBL1’s success in closing the gap between historically low and high performing students in the state. In 2018 and again in 2019, BBL1 was recognized as a Recognition School by the New York State Department of Education for having high academic achievement and student growth.

BBL1:

- is not test-prep driven; as noted, the instructional approach is constructivist: we know children “construct” their knowledge, understanding and skills, so our teaching is guided by their learning and does not dominate it;
- does not have extended school days
- does not incorporate an extended school year;
- backfills at all grade levels; and
- welcomes and actively recruits students eligible for free and reduced lunch, eligible for special education services and/or eligible for support as English Language Learners (ELLs).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	100	101	93	73	65	66								
2016-17	101	101	100	94	65	63								
2017-18	78	102	101	100	94	62								
2018-19	78	78	102	101	95	92								
2019-20	100	98	75	75	102	101								

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Goal 1: English Language Arts

Students will become proficient readers and writers of the English Language.

BACKGROUND

The Bronx Charter School for Better Learning 1 (BBL 1) continues its focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

During the 2019-20 school year, BBL 1 maintained its strong commitment to ensuring a quality ELA program for all of its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

- a. Continuing with a new initiative, with the implementation of an ELA Curriculum Committee, to create a still more cohesive, rigorous, and integrated literacy curriculum across grades K-5.
- b. Continuing to edit and revise our 3rd, 4th and 5th grade ELA curriculum, primarily to increase rigor and to transition away from skill based instruction to one that is theme based, focusing on the underlying mental functionings that are called upon for the range of reading skills that ensure high achievement;
- c. Continuing to emphasize the consistent application of Bronx Better Learning's pedagogical approach, the *subordination of teaching to learning*;
- d. Continuing to incorporate, as part of its ELA class sessions, the use of Reader's Workshop and Writer's Workshop;
- e. Continuing to foster a joy of reading through the Growing Great Readers program;
- f. Continuing to support increased reading proficiency through the STAR program;
- g. Providing technology resources and computer based non-fiction resources with *Achieve 3000*, a web-based, adaptive, differentiated instruction resource;
- h. Continuing to make available to all students access to an extensive classroom library and school library;

- i. Continuing to closely monitor each student’s progress through the use of regularly scheduled interim assessments and the scheduling of a monthly “Data Day”:
- j. Continuing to provide supplemental support to students identified as not progressing as expected;
- k. Maintaining a Director of Professional Development to oversee and coordinate teacher development, including our Fellowship program, which incorporates a Master’s degree program with SUNY Albany, designed specifically to promote teachers’ capacity to practice well our unique pedagogy, the *Subordination of Teaching to Learning*;
- l. Elevating high performing teachers to the position of Academic Leaders, assigned to further support teacher development at each grade level;
- m. Continuing to provide professional development, through our in-house professional development specialists and outside consultants, to both teachers and assistants, further ensuring each person’s readiness to support the needs of all of our students;
- n. Continuing to utilize writing rubrics that are aligned with the State’s Learning Standards; and
- o. Increasing feedback to teachers and assistants on their instructional approach through a higher frequency of classroom observations and “walkthroughs” by administrators.

In March 2020, BBL 1 transitioned to a fully on-line teaching and learning model, as per Governor Cuomo’s Executive Order. During the COVID-19 school closure, our English Language Arts goal remained essentially unchanged; however; we did create an “Educational Continuity Plan” to address the unique challenge of teaching and learning online. BBL’s revised English Language Arts instructional plans, developed weekly and shared with families, addressed three general categories of instructional interventions during the COVID-19 closure.

- 1) Interactive Instruction: Regularly scheduled, synchronous learning via various videoconferencing systems and online chats, directly between students and teachers, in both large and small groups.
- 2) Assignments Using Established Interactive Learning Systems and Apps: These resources included a wide range of programs and systems that supported learning and practice, often including adaptive responses to students’ performance, with built-in mechanisms to track student participation times and progress, along with the capability to report on that information.
- 3) Posted Assignments: Daily asynchronous learning through teacher prepared written assignments, worksheets, writing prompts, website visits, and special projects.

METHOD 1

The school administered two benchmarks to students in grades 3-5 to assess and evaluate student achievement in ELA during the 2019-2020 school year.

The assessment was an internally developed assessment aligned with the New York State standards. In collaboration with Educational Vistas Inc., the BBL Assessment Team and Academic Leaders offered benchmark testing in November and January of the 2019-2020 school year. Those

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

benchmarks were administered and evaluated in a traditional testing environment and proctored by classroom teachers.

The table below summarizes the performance of our 3-5th grades on the 2019-2020 ELA Benchmark exams and compares scores from the same 2018-2019 ELA Benchmark exam given in January of 2019.

2019 20 BBL ELA Benchmark Exam Performance and Comparison in Grades 3 5

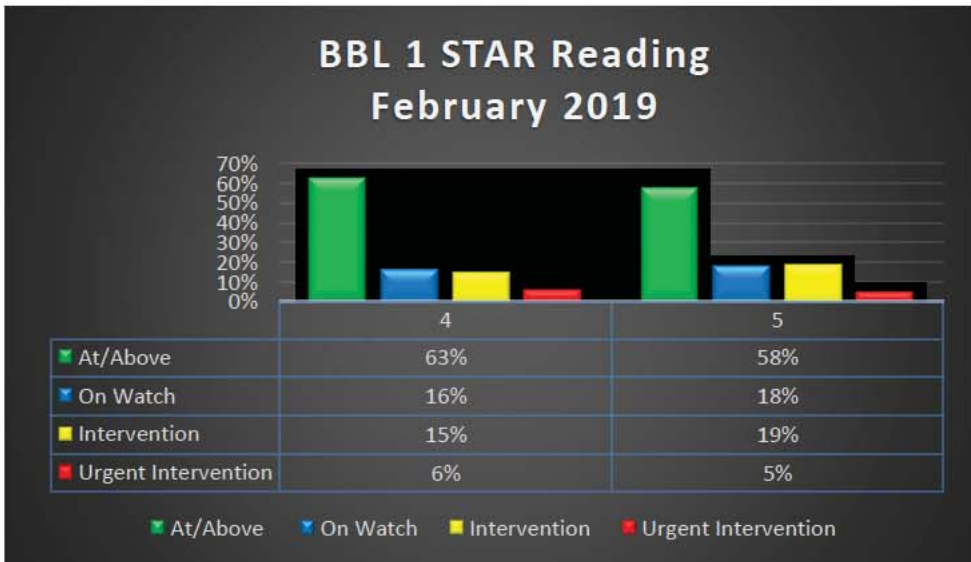
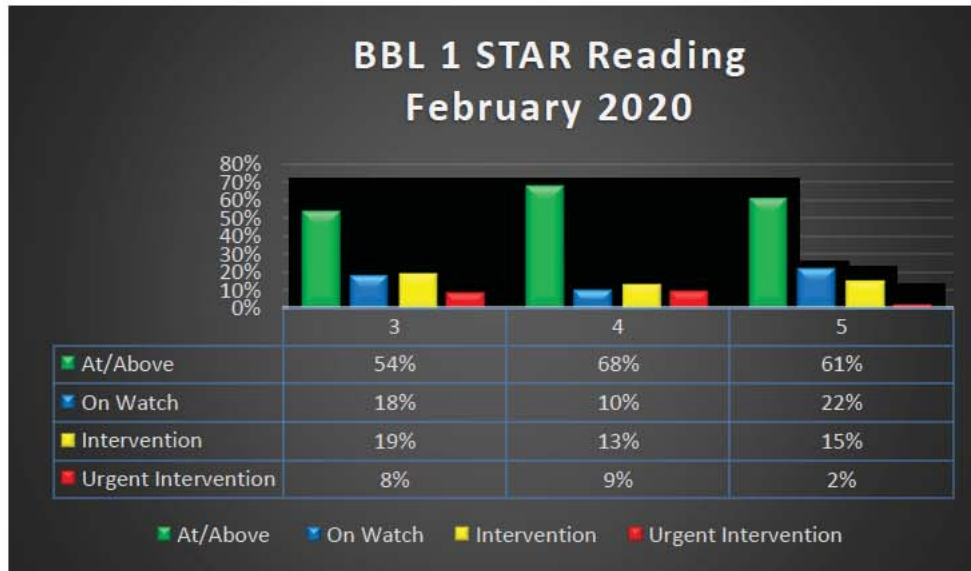
Grade	2019-2020 ELA A2 Practice Test <i>November 2019</i>		2019-2020 ELA A3 Practice Test <i>January 2020</i>		2018-2019 ELA A3 Practice Test <i>January 2019</i>		2018-2019 NYS ELA State Scores <i>March 2019</i>
	3	BBL1	9.9%	BBL1	25%	BBL1	11.2%
4	BBL1	19.4%	BBL1	28.6%	BBL1	39%	71%
5	BBL1	41.5%	BBL1	46.2%	BBL1	45.6%	58%
Avg. Totals	BBL1	23.6%	BBL1	33.3%	BBL1	31.9%	61%

RESULTS AND EVALUATION

As summarized in the table, above, on the 2019-20 ELA Benchmark exams, 23.6% of all students scored at or above proficiency in November. In January 2020, 33.3% of all students scored at or above proficiency, for an increase of ten percentage points. Furthermore, in January 2020, 46.2% of 5th grade students, 28.6% of 4th grade students and 25% of 3rd grade students performed at that level. Given those data, and based on last year's trends, we estimate that BBL students, overall, would have matched or exceeded our 2018-19's NY State ELA exam scores on the 2019-2020 exam, should it have been administered. We feel confident in that estimate, given the deliberately highly conservative benchmark we set for ourselves on the Ed Vista exams and the relationship of our students' performance on those exams and their actual performance on the state assessments. In fact, our internally imposed "passing rate" for students on the Ed Vista exam administered in January 2019 (31.9% overall) associates with a nearly doubled overall actual percentage of 61% of our students achieving a level 3 or 4 on the state ELA assessment just two months later.

METHOD 2

Our second assessment, STAR, is given to students in grades 3-5 on a monthly basis. That computer based, adaptive assessment provides insight to how our students are growing in each of the ELA standards. The first chart below presents the final STAR assessment data gathered in February, before schools were closed for COVID-19. The second chart shows a comparative analysis of the results of the same assessment, given at the same time the previous year, to students in the 4th and 5th grades. Third grade only started taking the STAR assessment in 2020, so there are no comparative data for that grade.



RESULTS AND EVALUATION

As of February 2020, 54% of our 3rd grade students were meeting or exceeding expectations. In 4th grade, 68% of our students were meeting or exceeding expectations. In 5th grade, 61% of our students were meeting or exceeding expectations. Those passing rates on the STAR assessment compare favorable with the results of the same assessment data we collected during the 2018-19 school year for the two grades for which we have comparative data. We therefore estimate with confidence that BBL 1 students, overall, would have matched or exceeded our high 2018-19 NY State ELA exam scores on the 2019-2020 exam, should it have been administered.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Our English Language Arts Goal Students is for all students to become proficient readers and writers of the English Language. We maintain that we have met that goal. As shown above, our yearly assessments support the assertion that our students continue to improve in English Language Arts on a consistent basis in all grades. Still, we remain committed to providing a rigorous, high quality education that promotes independence, autonomy and success, even amidst the COVID-19 pandemic. To that end, below is our action plan for continued success.

ACTION PLAN

As highlighted in our action plan, below, we continue to closely review and enhance our newly revamped ELA curriculum, along with a number of ancillary actions that have proven successful.

The BBL Board of Trustees affirms its commitment to ensure the continued improvement of student performance in ELA, including working with the Executive Director to provide all needed resources.

As we prepare for another unprecedented year, with at least part of our school year taking place remotely, we have already planned and initiated the following steps, in order further to boost student achievement.

1. In 2019-2020, our ELA Curriculum Committee, composed of experienced ELA teachers, professional development specialists and administration, streamlined and further improved our ELA program. The committee integrated the reading, writing, and Words in Color ELA curriculums (K-5), aligned the K-5 ELA curriculums with social studies/science curriculums, and, created and organized resources for teachers. For the 2020-2021 year we have created a new position, ELA Curriculum Coordinator. We are confident that this position will further support our work to integrate the social studies and ELA curriculum, train teachers to execute our integrated curriculum in a way that aligns with our pedagogy, the Subordination of Teaching to Learning, and further align the K-2 curriculum with the 3-5 curriculum.
2. In the wake of today's social unrest, BBL has establish a new workgroup. The team, led by one of our principals, will engage social injustice issues through the lens of the humanities,

looking at culture, philosophy, history, and community. The group, under the name of the Bronx Humanities Committee for Better Learning, will engage issue-driven conversations, and consider curriculum topics, with help from our Professional Development Department. The new workgroup will consist of delegates from both BBL 1 and BBL 2, including management, professional development, teachers, teacher assistants, and guidance staff. That structure provides a range of voices to inform and respond positively to the moment and drive curriculum decisions that will have a direct impact on our students' engagement with literacy and social studies.

3. Our purpose throughout has been to increase the rigor of the content and the academic challenges we present, significantly "raising the bar" with regard to vocabulary development, sophistication in handling complex texts and improving students' accuracy, clarity and cohesiveness in their writing. This year, we will continue our efforts to improve our ELA curriculum in grades K-5 by:

- 3.1 Continuing to plan and integrate the reading, writing, and Words in Color ELA curriculums (K-5): An integrated reading, writing and Words in Color ELA curriculum provides a comprehensive, broader perspective for teaching and learning. Rather than teaching reading, writing and Words in Color in isolated lessons, the integrated units will feature all three aspects of our literacy program. This provides a vehicle for students to develop literacy skills, tackle advanced vocabulary by using Words in Color, analyze renowned authors' techniques and artistry and, write their own high-level texts as a comprehensive learning experience.

- 3.2 Promoting a culture of readers by leveraging our Growing Great Readers (GGR) program. This year, GGR will align with our new Humanities Committee goals by providing appropriate, rigorous, and diverse literature to all our students. The summer months allowed BBL to promote sustained reading and embrace the English Language Arts as a targeted area. As a result, BBL created a summer reading initiative that put a new book and e-book in the hands of every student. The titles selected focused on cultural diversity.

4. Increased Early Grade Emphasis on Vocabulary Development and Reading Comprehension: While our core program for early literacy – Words in Color – is designed to support students' capacity to write and to understand what they read as well as their spoken language allows, we have determined that our ELA instruction can continue to improve in Kindergarten through 2nd grade by adjusting the following:

- 4.1 Our K – 2 teachers will incorporate, much more extensively in their lessons, work with students in the Primers and Worksheets that are part of the Words in Color program, but which have remained, until the past school year, less a central component than intended. Doing so will prepare students better to meet the increased challenges and expectations awaiting them in 3rd grade and beyond.

- 4.2 Our primary grade teachers will reflect in their plans an increased emphasis on “academic” vocabulary.
5. Administrative Support: The continued availability of an Assistant Principal will increase support and feedback for teachers. A refined evaluation schedule includes regularly scheduled “classroom walkthroughs,” with written feedback to teachers targeting student engagement, lesson development, and differentiation.
 6. Assignment of the Academic Leaders: We have assigned a larger cadre of Academic Leaders, most notably in our primary grades, where they will function as constant, on-site coaches for less experienced staff, whom they will mentor on a daily basis.
 7. Planning Meetings: 2nd and 3rd grade teachers will meet at least once every month to discuss differentiation and targeted challenges. Their purpose will be to better prepare the 2nd grade students for 3rd grade.
 8. Lesson Planning Review: Academic Leaders at all grade levels will closely monitor lesson planning to ensure that teachers provide sufficient attention and time to both reading and writing.
 9. Active involvement of our Guidance Department: With the increase of staff in our guidance department, we have been able to create in-house behavior interventions for Tier 2 students and have seen the impact/effect on the classroom climate. They will continue to conduct group and individual sessions to help students deal with testing and other anxiety, peer pressure and conflicts, and other academically related challenges. This year, in response to the trauma that COVID-19 and the current social unrest has created for our students, our school aims to be a Trauma Informed institution. All teachers have gone through Trauma Informed Care training by our guidance department. Further, our guidance department is scheduled to conduct weekly social and emotional lessons (SEL) in each class and integrate the SEL curriculum with our literacy curriculum.
 10. Parent Resource Center: This year, our commitment to partner with parents has grown through the creation of our Parent Resource Center. Located on our website, that webpage provides parents with information and resources for all school topics, including, technology trainings, training in our pedagogy, videos for supporting their children in academics and emotional learning, as well lists of community resources. We will continue to update the Parent Resource Center every quarter with pertinent information.

11. Student Support: Our administrative team will review and expand academic support, as necessary, to better meet the needs of underperforming students.
12. Review of Interim Assessments: Our assessment team will review both the schedule and method for monitoring student progress throughout the school year, ensuring an accurate alignment with our revised ELA curriculum and the implementation of assessment criteria that are sufficiently rigorous. The Assessment team will also research programs to assess students remotely, should our schools have to shut down again due to COVID-19.
13. Finally, our expanded Technology Committee will work with management, Professional Development, and our Academic Leaders to ensure tech equity. We have significantly increased our technology capability, given that technology is now a cornerstone of education during these unprecedented times. The Technology Committee has taken the following steps to boost student achievement, especially during remote instruction:
 - 13.1 Provided each student in grades 3-5 with a Google Classroom account and each student in grades PreK-2 with a SeeSaw account.
 - 13.2 Collaborated with our Professional Development team to create online versions of our curriculum tools and documents, including Words in Color Charts and Primers.
 - 13.3 Distributed Ipads to all students who requested a device and will provide WiFi for students without internet access.
 - 13.4 Augmented our online subscriptions to ensure engagement with a multitude of online resources for literacy, vocabulary development, reading comprehension, and writing skills.
 - 13.5 Hosted numerous training sessions for both parents and staff to ensure everyone is ready to engage with the technology platforms used by BBL.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

BBL maintains a focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy all students sustain a personal sense of their own innate abilities.

BBL 1 demonstrates a strong commitment to those school-wide priorities, to ensure the delivery of a challenging and meaningful instructional program in mathematics for all of its students by:

- Reviewing the mathematics curriculum to ensure that the pacing of the instructional program effectively supports student learning of the full scope of the Learning Standards;
- Maintaining a strong commitment to the Bronx Better Learning’s pedagogical approach, the subordination of teaching to learning;
- Consistently applying the use of manipulatives, primarily Cuisenaire rods, even in the earliest stages, so students develop models for thinking mathematically;
- Providing supplemental support to students identified as not progressing as expected;
- Continuing to provide professional development, through our in-house professional development specialists, to both teachers and assistants to bolster each person’s readiness to meet the needs of all of our students;
- Increasing feedback to teachers and assistants on their instructional approach through more frequent classroom visits by the principals;
- Emphasizing our students’ development of two overarching capacities, i.e., becoming swift and accurate in computation skills and increasing their ability to focus on problem solving activities that involve practice and real world application of those skills; and
- Ensuring that instructional decisions are made based on specific student performance data. As with ELA, teachers utilize both formative and summative assessments, along with real-time, moment-to-moment analysis of how students are responding to instruction.

When the schools were closed in March, as a result of the Governor’s executive order, BBL 1 was prepared to meet our students’ educational needs via synchronous and asynchronous learning. Teachers developed a schedule to meet with whole class groups, small groups and individual students to provide instruction that was aligned with the NYS standards. Teachers also identified several online mathematics tools to support student learning and comprehension of key mathematical concepts. Those tools included: Geometry Pad, Math Playground, Labadabadoo, and Brainingcamp. The tools allowed both teachers and students to manipulate Cuisenaire rods, fraction tiles, geometric shapes, counters, and coins on their screens to work through mathematical

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

problems. That capability was critical to the smooth transition from in-person to remote learning, because students were still able to learn through the physical exploration and manipulation of objects. Furthermore, teachers engaged their students through the screen to maintain a connection with them and with the mathematical concepts learned.

METHOD

While still in the physical school building, teachers gave in-class, teacher-made quizzes and tests as formative assessments and summative practice tests using released questions from the NYS assessments from previous years.

Once we went remote in March 2020, teachers continued to assess student progress through observation, discussion, classwork, online apps (assignments for asynchronous learning), and teacher-created assessments. The teachers used Edmodo and Google Classroom as vehicles for students to complete and submit assessments. Those assessments gave the teachers information to continue planning to meet the individual academic learning needs of their students.

Our benchmark assessment was an internally developed assessment aligned with the New York State standards. In collaboration with Educational Vistas Inc., the BBL Assessment Team and Academic Leaders offered benchmark testing in February of the 2019-2020 school year. The benchmarks were administered and evaluated in a traditional testing environment and proctored by classroom teachers.

The table below summarizes the performance of our 3-5th grades on our February 2017-2019, February 2018-2019 and February 2019-2020 Ed Vista Math Benchmark exams. It compares our benchmark results with actual state math assessment passing rates for the first two of those years, and then includes estimations of how our students would have performed on a 2019-2020 assessment, had it been administered.

Math Practice Test Comparisons: Ed Vista vs. Actual & Estimated BBL Passing Rates on State Assessments

Math A3 Feb Practice	2017-2018	2018-2019	2019-2020
BBL1 Grade 3	Ed Vista: 61% On StateTest: 74%	Ed Vista: 53% On StateTest: 65%	Ed Vista: 51% <i>State Estimation: 61%</i>
BBL1 Grade 4	Ed Vista: 72% On StateTest: 74%	Ed Vista: 73% On StateTest: 80%	Ed Vista: 66.3% <i>State Estimation: 72%</i>
BBL1 Grade 5	Ed Vista: 46% On StateTest: 66%	Ed Vista: 43.3% On StateTest: 77%	Ed Vista: 54.3% <i>State Estimation: 80%</i>

RESULTS AND EVALUATION

As summarized in the table, above, on the 2019-20 ELA Benchmark exam, 51% of third grade, 66.3% of fourth grade and 54.3% of fifth grade students scored at or above proficiency. Third grade Ed Vista passing rates slipped by 2% between 2017-2018 and 2018-2019 and, in fourth grade, by a more significant 6.7% between those two years, leading us to estimate that there would have been a drop in the passing rates in those two grades if a state math exam had actually been administered in 2018-2019, though predictably still relatively high compared to district and statewide peers. Our fifth graders, on the other hand, demonstrated a full 10% improvement in our most recent Ed Vista passing rate, compared to the previous year, pointing to an estimated jump in state passing rates, possibly high enough to produce an overall passing rate for BBL 1 in math that would have been equal to or maybe even higher than our noteworthy overall passing rate in 2018-2019.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Our Mathematics goal is for students to demonstrate competency in the understanding and application of mathematical computation and problem solving. We maintain that we have met that goal. Still,, we remain committed to providing a rigorous, high quality education that promotes independence, autonomy and success, even amidst the COVID-19 pandemic. To that end, below is our action plan for continued success in mathematics.

ACTION PLAN

By starting the 2020-2021 school year remotely and planning to transition to a hybrid model, BBL 1 is focused on supporting student learning through various media. Throughout the spring of 2020, teachers honed their skills using the online tools in math lessons and committed time in the summer to solidifying their ability to utilize those tools during remote instruction. Teachers will continue to assess student knowledge and skills through online assessments. We will continue to analyze individual student test results on our practice exams to plan effectively and to map our instruction this year. While have already planned the following targeted steps, those analyses will lead to additional adjustments in our mathematics program:

1. **Instructional Alignment:** Our mathematics professional development staff, as well as the Academic Leaders, along with our teachers, will continue to review our informal assessments and in-class assignments to reflect the structure of the assessment questions of the NYS Mathematics exam. Through weekly grade-level planning, professional development staff, AL's and teachers will adapt the curriculum to ensure students' familiarity of the nature of the assessment when tested, especially in 3rd grade, which once again will include a cohort of students who will be taking this assessment for the first time.
2. **Instructional Rigor:** The mathematics program will continue to focus on ensuring that students demonstrate competence in their understanding and application of mathematical computation and problem solving. The Academic Leaders have several years' experience with the mathematics curriculum. Their expertise will support the teachers' professional

development, curriculum planning, the facilitation of common planning meetings, one-on-one targeted coaching with the teachers around our approach and the use of manipulatives in the classroom.

3. Data Driven Decision Making:

- a. We will give two benchmark exams and one NYS practice assessment to help monitor student progress and to identify where the instructional program requires modification to better support student learning.
- b. NYS assessment-like groupings will be created and incorporated into daily math lessons to allow teachers an additional opportunity to monitor student progress and adjust instruction as necessary.
- c. Weekend homework will be given with NYS assessment-like questions added to give students additional opportunities to practice skills assessed on the NYS Mathematics exam. We also assign “break packets” for the long vacations in December, February and April to ensure consistent focus on mathematics.
- d. We will conduct a formal midterm assessment for both 3rd through 5th grades to assess how they are achieving the curricular and instructional goals. We will assess them in January using EdVista.

4. Continued Adult Supervision: That level of staffing will maintain a favorable student to adult ratio, and will allow our teachers to create smaller groups during instruction and more individualized instruction, even while teaching remotely.

5. Student Support: Students who are “at-risk” will be identified early in the school year to ensure that they receive the support services needed. Given that we will start the year remotely, we will begin our academic support program the second full week of school. This will give our support teachers an opportunity to assess any gaps in learning due to the COVID-19 school closure and provide targeted instruction in areas where students are struggling and/or underperforming.

- a. Special Education instructional options: Students who are identified as being in need of special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETTS).
- b. English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.

6. Professional Development: The mathematics professional development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through regularly scheduled professional development sessions after school hours, as well as in-class support to ensure the application of the school’s pedagogy throughout each class.

7. Home-School Connection: Much of our connections to families in the upcoming school year will take place virtually but will follow the similar structures to in-person, allowing for parents to learn and ask questions regarding our approach. To build more support for mathematics at home, we will continue to use parent teacher conferences to review individual scores with parents, virtual “Coffee and Conversation” sessions to go over overall progress of each grade, and we will also have two virtual Curriculum Nights in the beginning of the year – one in September for all parents and one in October for parents new to our school. Our primary purpose will be to increase parents’ comfort with and willingness to rely on manipulatives to bolster students’ deep understanding of basic mathematical concepts.

8. Administrative Support: The Principals will make frequent visits into the classrooms to ensure continuity in the instructional program across the grades, as well as to ensure instructional rigor.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Bronx Better Learning 1 continues its focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

Our science staffing and curriculum remained virtually unchanged during the COVID-19 school closing. While all our classes were conducted remotely, our science lessons continued to focus on our four priorities listed above. We successfully adapted our Science 21 lessons to meet the needs of our students, allowing them to participate in science experiments and the scientific method all while doing so virtually.

The Bronx Charter School for Better Learning continues to promote student mastery of the State’s standards in science by:

- a. Continuing to implement the Bronx Better Learning’s pedagogical approach, the subordination of teaching to learning, incorporating techniques and materials that foster students’ active participation in lessons;

- b. Continuing to implement lessons that emphasize hands-on experimentation and make use of BOCES prepared science kits (Science 21 Program) that complement the school's core pedagogy;
- c. Continuing to incorporate a problem solving approach that presents students with "real life" problems and working in groups, which analyze data/information to come up with solutions to the problems, all of which leads students to a deeper appreciation of cause and effect relationships; and
- d. Continuing to provide supplemental support to students who are not progressing as expected.
- e. Leveraging technology and online platforms to ensure a rich and rigorous science curriculum while students work remotely from home.

METHOD

During the 2019-2020 school year, BBL administered internally developed assessments that were aligned to state standards. Those assessments included teacher made tests and quizzes, anecdotal evidence based on student engagement with curriculum, and problem-based learning projects. Furthermore, science teachers collaborated with our ELA teachers on essential questions to further integrate writing into science. Online programs such as Kidblog, IXL and BrainPop were used to progress monitor student growth in vocabulary acquisition and science concepts.

RESULTS AND EVALUATION

Based on last year's trends, progress noted by teachers on internal exams, anecdotal evidence based on student engagement with curriculum, and problem-based learning projects, we can predict that BBL students would have outperformed last year's NY State Science exam scores on the 2019-2020 exam, should it have been administered.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Our science goal is for students to demonstrate competency in the understanding and application of scientific reasoning. We believe that our efforts to meet this goal have proven effective. As shown above, our work in the science department continues to focus on academic rigor, the scientific method and problem-based learning projects. This approach, coupled with the success of our students on past state science exams prove that we continue to provide a sound and enriching science education for all our students. We remain committed to providing a rigorous, high quality education that promotes independence, autonomy and success, even amidst the COVID-19 pandemic. To that end, below is our action plan for continued success in science.

ACTION PLAN

While student performance in Science continues to be laudable, Bronx Better Learning will refine and improve its program through:

1. Instructional Rigor: The science program will continue to focus on facilitating the development of effective analytical skills for all students through:
 - a. Academic Leaders, who have been placed at each grade level to ensure consistent delivery of a rigorous and meaningful instructional program, including facilitating the ongoing process of collaborative planning, the review of weekly lesson plans and aligning of the overall instructional program with the high expectations articulated through the common core standards.
 - b. Science Curriculum Coordinator: A Science Curriculum Coordinator has been appointed and continues to facilitate instructional planning and curriculum refinement.
 - c. Data Driven Decision Making: Frequently scheduled interim assessments will help monitor student progress and identify where the instructional program requires modification to better support student learning.

2. Focus on At-Risk Students: The science program continues to support students identified as being at-risk and with special needs through:
 - a. Experienced Teachers: The Academic Leaders, who represent some of BBL's most experienced and effective teachers, will serve as the support teachers for the at-risk students, with the in-house professional development specialists working directly with them and their students to ensure the precision of each student's instructional program.
 - b. Special Education Instructional Options: Students identified in need of special education support services will continue to have access to a variety of services, including cooperative teaching intervention (CTI) classes, SETSS provided as either push-in or pull-out services, and related services, e.g., speech, occupational therapy and counseling.
 - c. English Language Learner (ELL) Program/Support: The ELL Coordinator's schedule ensures the effective delivery of needed support for students identified as ELL.

3. Professional Development: The science program will ensure that all teachers are effectively prepared to provide students with the highest quality of instruction through:
 - a. Weekly Institutes: The in-house Professional Development Specialists and the Academic Leaders have arranged a weekly Institute schedule that will focus on the continued application of the school's pedagogy throughout the school.
 - b. In-Class Support: Professional development will continue to push-in to the classrooms to provide teachers and assistants with direct feedback on instructional practices and to provide examples that illustrate in "real situations" the effectiveness of the school's approach.
 - c. Technology Training: The Technology department and Professional development department will continue to partner to ensure that teachers are prepared to

leverage online platforms and online problem based learning opportunities in science.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Bronx Better Learning 1 is in good standing. The school has met this measure and achieved the goal.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Students are tracked through the Automate The Schools (ATS) student information system. Students are registered in BBL and then entered into ATS. Parents advise BBL’s administration or teachers that their child(ren) will not be returning. At that time, the BBL staff member receiving the information will inquire as to the reason the student will not be returning to BBL. Students are tracked individually through class lists.

RESULTS

In 2018-2019 our school enrollment was 545. We had 92 students graduate that same year. 433 students returned to BBL in September 2020. Our retention rate percentage is 96%

2019 20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
545	92	433	96%

EVALUATION

In 2019 -2020 BBL 1 exceeded the retention rate measure by 6 percentage points.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	94%
2018-19	97%
2019-20	96%

<p style="text-align: center;">Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</p>
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Name: Neal P. Myerberg

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board member

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **No**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

None

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>NONE <i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.” **NONE**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

Signature

7/14/20
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None." **NONE**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

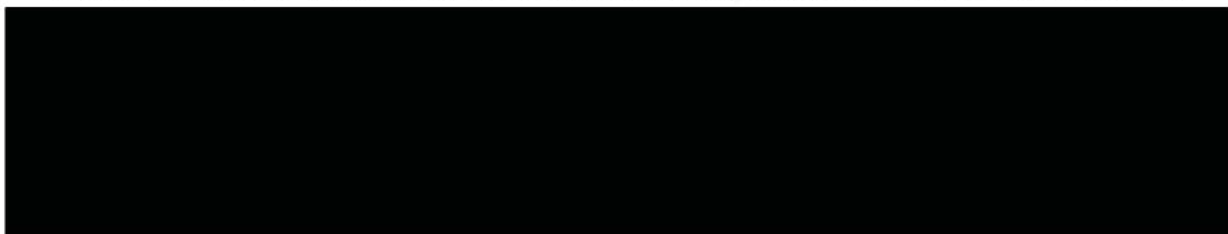


Signature

7/14/20

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Marlon Henry

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Parent Representative

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation. N/A

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? Yes

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

I have a daughter who is moving on to second grade and as the Parent Representative I am the liaison with the PTA and the Boards of Trustees. My input gives the BOT as source with information coming directly from the PTA

and its member which ultimately assist in coordinating the efforts of everyone to continue to enhance a cohesive learning environment.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation. N/A

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. N/A

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc. **None**

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
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Please write "None" if applicable. Do not leave this space blank.

	NONE		
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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">NONE</p>				

Signature 

Date JULY 15, 2020

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: VICTOR L ZIMMERMAN

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

DIRECTOR

2. Are you an employee of any school operated by the education corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

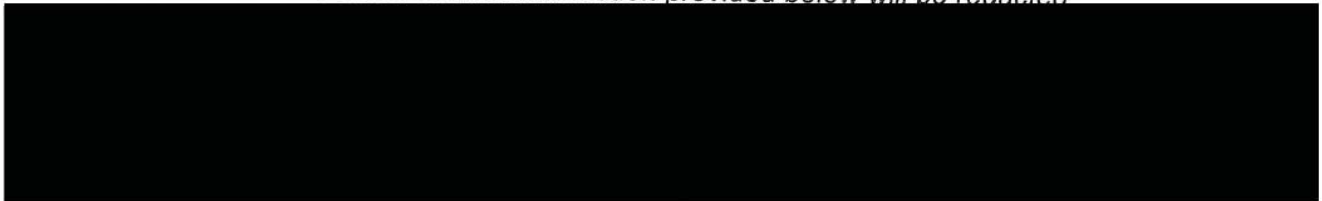
Kurt [Signature]

Signature

7/29/2020

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: William Bernhardt

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board, Secretary

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

William Bernhardt



Signature

Date July 28, 2020

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Please write “None” if applicable. Do not leave this space blank.

Business Address:

E-mail Address:

Home Telephone:

Home Address:

last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Kimberly T. Kelly

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chairperson, Board of Trustees

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

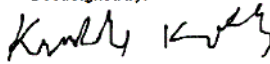
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

DocuSigned by:

 A95D3D7EB9F7427...

7/27/2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Deans Thomas

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board member

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

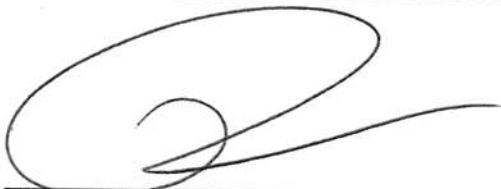
None

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



Signature

7/20/2020

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:



**Disclosure of Financial Interest by a Current or Proposed Board
of Trustees Member**

Trustee Name: *Marilyn Maye*

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Bronx Charter School for Better Learning 1 and Bronx Charter School for Better Learning 2

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
 Yes **No**

If **Yes**, for each school, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related by blood, marriage, or legal adoption / guardianship, to any student currently enrolled in the school?

Yes **No**

If **Yes**, for each school, please describe the nature of your relationship and how this person could benefit from your participation

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

Yes **No**

If **Yes**, for each school, please describe the nature of your relationship and how this person could benefit from your participation

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Dec 1, 2010-Feb 21, 2013	Employee	Did not vote or participate in discussion on employment matters.	Richard Maye, Son
Sep 1, 2009 - Jun 30, 2010	Employee	Did not vote or participate	Richard Maye, Son

Sep 1, 2005 - June 30, 2007	Employee	Did not vote or participate	Richard Maye, Son
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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

Richard Maye

Signature

7/18/2020

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

ROBERT C. BATA

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Bronx Charter Schools for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee, member of Development and Strategy Committee.

2. Are you an employee of any school operated by the education corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em; font-family: cursive;">None</p>				



 Signature

7/14/20

 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Marvin Waldman_____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).
Vice Chairperson

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc. **NONE**

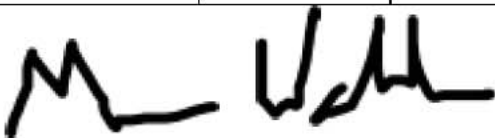
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
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Please write “None” if applicable. Do not leave this space blank.

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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**" NONE

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



Signature

7.20.20
Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Jem Pagan FORTHCOMING

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Bronx Charter School for Better Learning

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___ **Yes** ___ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

Signature

Date July 28, 2020

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Please write “None” if applicable. Do not leave this space blank.

Business Address:

E-mail Address:

Home Telephone:

Home Address:

last revised 06/8/2020

Bronx Charter School for Better Learning
Minutes
Board of Trustees Meeting

Date: September 26, 2019
Time: 5:05 PM
Place: 3740 Baychester Avenue – Annex

Trustees Present: Kimberly Kelly
Marvin Waldman
Marilyn Maye – via Zoom
William Bernhardt
Marlon Henry
Neal Myerberg
Jem Pagan – via Zoom
Victor Zimmerman
Dean Thomas – via Zoom

Trustees Absent: Robert Bata

Others: Members of DRG

Administration and Staff: Shubert Jacobs
Anne Clarke-Raysor
Marcia Constable (Recording Minutes)

A motion was made to accept the minutes of the August 29, 2019 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its August 2019 meeting:

Motion: William Bernhardt
In favor: 8 Opposed: 0

Seconded: Neal Myerberg
Abstentions:

Executive Director's Monthly Report:

Mr. Jacobs reported the following to the Board:

1. Enrollment:

BBL 1: Projected Enrollment for 2019-20

Pre-K: 18

555: BBL 1 is 553 and will reach 555 by month end (K-5 Enrollment)

62: Special Education

BBL 2: Projected Enrollment for 2019-20

380: BBL 2 is at 365 (K-4 Enrollment)

37: Special Education

Out-of-School Suspensions since Last Report:

- BBL 1: None
- BBL 2: First Grader, because of disruptive behavior

2. Instruction (Classroom Schedules/Collaborative Planning/Curriculum Development/Student Support/Student Performance Assessments/ Professional Development)

1. Readiness to start the 2019-20 School Year: Both BBL1 and BBL2 had successful school openings on September 5. We hosted our Back-to-School night on September 12 and began our new school/home communication online platform initiative, Parent Portal.
2. 97% of students on honor roll at BBL 1 received level 4s on the 2018-2019 state test.
3. Instructional Materials: Incoming Kindergarten students are becoming familiar with the Cuisenaire rods and Words in Color charts promoting language and community development – see Attachments.

3. Personnel:

1. New Hires: The Board was asked to approve the hiring of two Instructional Assistants.
2. Resignation: The Board was asked to accept the resignation of a teacher.
3. Stipend Assignments: The Board was asked to approve 4 additional stipend assignments: Assistant Enrichment Coordinator; Student Council; Aim High Coordinator; SOAR – 4th Grade.
4. Director of Compliance/Accountability Job Description: The Board discussed the proposed job description and asked that it be held until the September Board meeting for further consideration. October 12 was given as a deadline to conclude discussions on the Job Description. Marilyn and Jem were appointed to work on this project.
5. Update on Search for Executive Director: DRG Search Firm is continuing to identify possible ED candidates for the Board's consideration. The firm gave an update to the Board on the progress it has made to identify a new Executive Director. Kimberly Kelly continues to be the contact person for DRG.

4. Facility Issues:

BBL 1:

Facilities:

Items Addressed

- A/C Units checked, parts needed
- Replaced the floor tiles in 2 bathrooms
- Perimeter walls painted

Outstanding Items:

- Front door of Annex needs further maintenance
- Repair light fixtures in halls
- Light fixtures in bathrooms
- A/C to be repaired in Room 15

Fire Drills/Emergency Drills:

<u>Date</u>	<u>Time to Evacuate</u>
9.17.19	1 min. 30 sec.
9.20.19	1 min. 20 sec.

Health/Safety Issues:

- Health Department visited Pre-K on 9.18.19 – need follow up on immunizations for staff working with 5-year old students. There is a new health requirement: all staff who serve students age 4 thru 5 will need to be immunized.

Addressed since last report:

- None

Pending:

- None

BBL 2:

Facilities

Addressed Since Last Report:

- Facilities continue to be well maintained. Light bulbs were replaced speedily
- All rooms have A/C units
- Assistant Principal and PD office was moved to Conference Room
- Storage items were moved to new storage closet
- Staff room was renamed as MPR 1 to be used for meetings
- Old storage room, renamed MPR 2, houses the copy machine and staff refrigerators
- Wiring was completed and Smartboard was installed in the staff room (MPR 1)
- All Smartboards have been installed

Pending Issues:

- Ballast replacement
- Bathroom tiles replacement

Emergency Drills:

	<u>Date</u>	<u>Time to Evacuate</u>
Fire:	9.17.19	4 minutes
Lockdown:	9.18.19	

Health and Safety Issues:

The office staff are checking online immunization status to ensure we are above 95%
The office staff are checking online lunch applications

Addressed since last report:

- None

Pending:

- None

5. Fiscal Matters:

1. Monthly Financial Report: Copies of the reports were included in the Board packet.
2. Development Committee: The Development Committee met prior to the Board meeting on September 26 at 4:00 pm to continue its discussion on the possible restructuring of the development /fundraising for the schools. The Committee provided a report to the Board during the Board Meeting.

6. Governance/Policy:

1. BBL 2 completed the Charter School monitoring; monitoring took place on September 19 and 20. A summary debrief was included in the Board packet. A final report will be given by CSI in the upcoming months.
2. Continued discussion regarding Board Committees was led by Kimberly Kelly, Board Chair. There were no changes in role assignments.

7. Other Items/Executive Session Items:

1. **DRG Search:** The Board meeting went into Executive Session to present its first update on the progress of the search for a new Executive Director.

Attachments:

- Current Board Committees
- Board Contact Information
- Board Goals (DRAFT)
- 2019-2020 School Calendar
- Revised Job Description for Director of Accountability and Data Analysis
- Resumes: Matthew Raysor, Jaemz Walker
- Development Committee Minutes: August 2019
- September STAR reading report
- Letter from Kindergarten
- Paternity Leave Request – Jonathan Carter
- Resignation Letter – Adina Cooper

Action Items:

- 1. The Bronx Charter School for Better Learning Board of Trustees hereby approves the hiring of the following individuals at an annual salary as stated, with a starting date of September 1, 2019, subject to receipt, where warranted, of a criminal history check and Employment Eligibility Verification to the receipt of application certification:**

Matthew Raysor	Teacher Assistant	\$27,132.32
Jaemz Walker	Teacher Assistant	\$27.132.32

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

- 2. The Bronx Charter School for Better Learning Board of Trustees accepts the resignation the Ms. Adina Cooper, Teacher, effective September 27, 2019.**

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

- 3. The Bronx Charter School for Better Learning Board of Trustees hereby approves the following appointments, with stipend, effective September 30, 2019:**

Mercedes Davis	Assistant Enrichment Coordinator	\$5.000
Antwan Knox	Aim High Coordinator	\$2,000
Courtney Waldman	SOAR Coordinator, 4th Grade	\$2,500
Karlene Buckle	Student Council Coordinator	\$2,500

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

- 4. The Bronx Charter School for Better Learning Board of Trustees hereby approves the following contracted consultants for the 2019-20 school year:**

Yanique Griffiths	Vision Project	\$16,000.00 annually
Paulus Brown	Cleaner	\$17.00 per hour

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

5. The Bronx Charter School for Better Learning Board of Trustees hereby approves the appointment of the following member to the ELA Curriculum Review Committee:

Doris Fleming

\$6,000.00

Motion: W. Bernhardt

Second: N. Myerberg

Abstentions: 0

6. The Bronx Charter School for Better Learning Board of Trustees hereby approves paternity leave for the following in the 2019-2020 school year:

Jonathan Carter

Teacher

(October 7-11)

The Board adjourned at 7:42 PM by unanimous consent.

Motion: N. Myerberg

Second: W. Bernhardt

Respectfully submitted,

Marcia Constable

Marcia Constable
Office Manager

Bronx Charter School for Better Learning
Minutes
Board of Trustees Meeting

Date: October 31, 2019
Time: 5:05 PM
Place: 3740 Baychester Avenue – Annex

Trustees Present: Marvin Waldman
Marilyn Maye
William Bernhardt (5:10 pm)
Robert Bata
Neal Myerberg – via Zoom
Kimberly Kelly -- Zoom
Dean Thomas -- via Zoom

Trustees Absent: Jem Pagan
Victor Zimmerman
Marlon Henry

**Administration
and Staff:** Shubert Jacobs
Anne Clarke-Raysor
Marcia Constable (Recording Minutes)

A motion was made to accept the minutes of the September 26, 2019 meeting:

The Bronx Charter School for Better Learning Board of Trustees hereby approved the attached minutes of its September 26, 2019 meeting:

Motion: Marvin Waldman
In favor: 6 Opposed: 0

Seconded: William Bernhardt
Abstentions: 0

Executive Director's Monthly Report:

Mr. Jacobs reported the following to the Board:

1. Enrollment:

BBL 1: Projected Enrollment for 2019-20

Pre-K: 18

K-5: 554

Special Education: 62

BBL 2: Projected Enrollment for 2019-20

380: BBL 2 was at 375 (K-4 Enrollment)

Special Education: 37

Out-of-School Suspensions since Last Report:

5

2. Instruction (Classroom Schedules/Collaborative Planning/Curriculum Development/Student Support/Student Performance Assessments/Professional Development)

1. The school year is off to a strong start. Teachers are making a concerted effort to involve parents and families in the academic lives of their students. Both schools had well-attended parent event events; each school had over 30 parents in attendance. These events were designed to offer information about state testing, curriculum and materials (rods and Words in Color trainings.) Additionally, this week our parent involvement mornings are kicking off with a slew of creative activities for families to enjoy with their students.

2. Our guidance team has been proactive in creating a safe, happy and fun school culture across the campuses. This week each school hosted the “Box Out Bully” assembly. Box Out Bullying is a national touring organization that specializes in combining research-based bullying prevention with dynamic live theater. Our students laughed, danced, sang and discussed the importance of taking care of one another. These conversations will continue in our social/emotional classroom sessions with the guidance teams and teachers.

3. As we round out the end of the first marking period, students will be engaged with benchmark testing in both ELA and math. Over the next few weeks our teachers will analyze results and use the data to focus our instruction and create targeted groups. In November, results and plans for each student will be discussed during parent conferences.

4. The original contract duration of our Pre-K Program contract was from July 1, 2014 through June 30, 2017. It has been extended/renewed three times since then. We are now in the last year of these extensions, 2019-20. An RFP specific to charter schools has been released and we are working on completing it. If granted, the anticipated contract term will be through 2022, with one- or two-year extension/s given at the NYC Department of Education’s discretion. Meanwhile, all NYC Pre-K for All Programs located within charter schools are subject to new requirements as a result of the ruling on the *DeVera v. Elia* case (see attached Guidance Memo). Charter schools operating a Pre-K for All Program in NYC now have the option of following the guidelines set forth in their contract and maintaining the oversight of the DOE, or going their own way, with much of the oversight provided by the authorizer while still meeting the requirements based on State, Federal, and local regulations. The DOE has requested that we decide whether we wish to continue with their oversight or adopt our own practices. We have decided that for this year and for the next contract that we will continue with the support services offered by the NYC DOE. The participants in this decision included the following:

- Shubert Jacobs, interim Executive Director;
- Ted Swartz, Director of Professional Development;
- Nicole Tennant, Business Manager
- Daniel Tamulonis, Pre-K Program Coordinator
- Jennifer Velez, Pre-K Lead Teacher

We also had input from the Charter School Institute’s attorney, Ralph Rossi, who had no guidance on this issue, allowing us to make the decision as a school.

3. Personnel:

1. **Changes in Salary:** The Board is asked to approve an amendment to Dr. Aderemi Ogundiran’s salary, as noted in the Action Items. The Board is also asked to approve an amendment to Ms. Casey Huffield’s salary as noted in the Action Items.
2. **Stipend Assignments:** The Board was asked to approve additional stipend assignments for (2) teachers and (1) assistant, as noted in the action items.

3. Director of Compliance/Accountability Job Description: Tabled until further notice.
4. Update on Search for Executive Director: DRG Search Firm is in its second phase of interview to identify possible ED candidates for the Board's consideration. The firm shared its first report at the September 2019 Board Meeting.

4. Facilities Issues

BBL 1:

Addressed since last report:	Front door of Annex complete Light fixtures fixed
Pending:	AC in room 15, awaiting arrival of additional parts Phones in rooms 312 and 327 need repairs, awaiting on DOE response

BBL 2:

Addressed since last report:	None
Pending:	Hallway doors – need to stay closed per FDNY Lights – faulty ballast. Ballasts continue to burn out, head custodian reports new burnouts to DOE contractor, custodian gave permission for our electrician to look at this issue Boys bathrooms – replace toilet paper holders, bathroom tiles in adult bathrooms need replacing, DOE representatives inspected the bathrooms in the spring, date when work would begin was uncertain

5. Emergency Drills

BBL 1:

Fire drills:

10.4.19 – 1 min. 25 sec.

10.16.19 – 1 min. 21 sec.

10.23.19 – 1 min. 16 sec.

Lockdown drills:

10.3.19

10.25.19

BBL 2:

Fire drills:

10.10.19 – 4 mins.

10.11.19 – 4 mins.

10.25.19 – 4 mins.

Lockdown drills:

None

6. Health & Safety

Both campuses are working towards 100% immunization rates.

7. Fiscal Matters:

1. Monthly Financial Report:
2. Audit: The Finance Committee met with the auditor on October 21 to discuss the audit results, which were reported to be clean.
3. Development Committee: The Development Committee met on September 26 to discuss short and long-term plans for the year, developing stronger public-funding partnerships and hiring a grant-writer.

8. Development

Lion Builder Program: We began soliciting funds on July 1, 2019. Since then BBL has raised \$7,649.40 (this amount is through October 29th) and we are expecting, for the rest of the school year to raise an additional \$7,520.52. Please note that the above amounts only include periodic contributions not individual donors.

Grant Writing Services: Denny has met with 11 Grant Writers – some of which, it was determined, were not a good fit. Others have been asked to send preliminary proposals based on conversations he had with them and he has received a few that he has sent to the Development Committee by email. He will continue to reach out to Grant Writers so as to make sure the Board has options.

Details of these meetings and what has been learned has been shared with the Development Committee.

Bronx Borough President's Office (BBP): In January, I submitted a request to the BBP's Office to fund technology upgrades through the Reso-A program, and we were notified two weeks ago

that we had been awarded \$100,000. Kevin Williams is working with leadership from both schools to decide what upgrades are needed.

9. Governance/Policy:

-

10. Other Items/Executive Session Items:

Information regarding the death of two former students sparked a discussion led by Dean Thomas on mental health for students and stress relief. Mr. Jacobs responded by recounting the various ways this subject is being handled in both schools by the Guidance Department on both campuses. Counselors in each classroom provide a high level of support for all students through quick interventions. The Guidance Department also offers Workshops for the community, as evidenced by the one planned for November 12. Dean also mentioned that the Government would support initiatives which are proactive; for example, if yoga were incorporated, financial support was available.

In light of recent school shootings, the issue of safety was brought up and Mr. Jacobs explained that BRT teams had been established and a Safety Plan was in place to address this matter. He did mention that installing a better camera system to enhance our present system was on the table.

Action Items:

- 1. The Bronx Charter School for Better Learning Board of Trustees hereby approved the salary adjustment of Dr. Aderemi Ogundiran to \$163,919 for increased responsibility as Supervisor of the ELL program, effective October 15, 2019.**

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

- 2. The Bronx Charter School for Better Learning Board of Trustees hereby approved the following appointments, with stipend, effective October 30, 2019:**

Antwan Knox	Aim High Coordinator	\$2,000
Courtney Waldman	Sustainability Coordinator, BBL 1	\$2,500
Jackelyn Aguirre	Sustainability Coordinator, BBL 2	\$2,500

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

- 3. The Bronx Charter School for Better Learning Board of Trustees hereby approved the salary adjustment for Casey Huffield to \$56,650.65, effective September 1, 2019 for having obtained her Masters of Science degree.**

Yanique Griffiths	Vision Project	\$16,000.00 annually
Paulus Brown	Cleaner	\$17.00 per hour

Motion: W. Bernhardt
Abstentions: 0

Second: N. Myerberg

The Board adjourned at 6:42 PM by unanimous consent.

Motion: M. Maye

Second: W. Bernhardt

Respectfully submitted

Marcia Constable

Marcia Constable
Office Manager

Bronx Charter School for Better Learning
Minutes
Board of Trustees Meeting

Date: August 29, 2019
Time: 5:30 PM
Place: 3740 Baychester Avenue – Annex

Trustees Present: Kimberly Kelly
Marvin Waldman – via Zoom
Marilyn Maye
William Bernhardt – via Zoom
Marlon Henry
Neal Myerberg
Jem Pagan
Victor Zimmerman

Trustees Absent: Robert Bata
Dean Thomas

**Administration
and Staff:** Kevin Brennan
Shubert Jacobs
Anne Clarke-Raysor
Nicole Tennant

A motion was made to accept the minutes of the June 20, 2019 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its June 20, 2019 meeting:

Motion: V. Zimmerman
In favor: 8 Opposed: 0

Seconded: M. Waldman
Abstentions:

Executive Director's Monthly Report:

Dr. Brennan reported the following to the Board:

1. Enrollment:

BBL 1: Projected Enrollment for 2019-20

PreK: 18

555: K-5 Enrollment

61: Special Education

BBL 2: Projected Enrollment for 2019-20

387: K-5 Enrollment

35: Special Education

Out-of-School Suspensions since Last Report:

- None

2. Instruction (Classroom Schedules/Collaborative Planning/Curriculum Development/Student Support/Student Performance Assessments/ Professional Development)

1. NYS Assessments in ELA and Mathematics: We are pleased to report that our students continue to excel on the New York State ELA, mathematics and science assessments. We are especially pleased with the performance of the third graders at BBL2 who were the first class at BBL2 to take the exams. Across the board, our students continue to outperform students in the district, the Bronx, the city and the state. The specific scores are included in the summary report attached to this packet.
2. Readiness to Start the 2019-20 School Year: Both BBL1 and BBL2 are ready to open. Students have been coming throughout the summer to complete the necessary paperwork.

Staff positions have been filled, buildings cleaned and supplies ordered. Both Principals will provide a more extensive report on our readiness to begin the new school year at the Board meeting. Our first day of school is Wednesday, September 4th.

3. Student Retention Rate: Following the last Education Committee meeting in June, the Committee asked to know the student retention rate for each school. Per the request, here is the current student retention rate:

BBL1: 93%

BBL2: 91%

3. Personnel:

1. New Hires: The Board was asked to approve the hiring of several teachers, support personnel and assistants.
2. Resignation: The Board was asked to accept the resignation of a teacher and a teacher assistant.
3. Changes in Employment Contracts: The Board was asked to move an individual from the position of teacher to a position of instructional assistant.
4. Stipend Assignments: The Board was asked to approve an additional stipend assignment.
5. Director of Compliance/Accountability Job Description: The Board discussed the proposed job description and asked that it be held until the September Board meeting for further consideration.
6. Approval of Contracted Consultants: The Board was asked to approve the contracts for two contracted consultants.
7. Update on Search for Executive Director: DRG Search Firm is continuing to identify possible ED candidates for the Board's consideration. At this point, DRG has reported to Dr. Brennan that the search is going slowly due to the summer/vacation time. A more extensive outreach will be conducted by DRG shortly. With Dr. Brennan resigning, the Board appointed Kimberly Kelly as the contact person with DRG and Neal Myerberg as the back up contact.

4. Facility Issues:

BBL 1:

Facilities:

Items Addressed

- Replaced partitions in rooms 331 and 315
- All floors and classrooms cleaned and waxed
- Replaced the floor tiles in 3 bathrooms
- Painted hallways, bathrooms and classrooms

Outstanding Items:

- AC to be repaired in room 15
- Repair and paint of Annex outside walls
- Replace downspouts from roof

Fire Drills/Emergency Drills:

<u>Date</u>	<u>Time to Evacuate</u>
- None	

Health/Safety Issues:

- None

Addressed since last report:

- None

Pending:

- None

BBL 2:

Facilities

Addressed Since Last Report:

- Moved location of 2nd grade to the previous Music/Art room, previous MPR and previous Breakfast room
- Received one room according to schedule – it is now the Music/Art Room
- Gained another room earlier than expected from Pelham Gardens MS – it is now the MPR – will house PD staff and pull-out support
- 4 new air conditioners installed
- Added more electrical lines to room 342 (staff room) to accommodate new air conditioner, 3 refrigerators, copier, microwave and toaster oven
- Moved time clock to a new location in the Main Office due to mailbox expansion to include new staff through 5th grade
- All classrooms were painted by DOE custodians
- Door frames of new rooms we acquired were painted blue, as well as exit door next to MPR
- Two new smartboards were ordered – will be installed in the Art/Music room and the MPR

Pending Issues:

- Lights – faulty ballasts – custodian gave permission for our electrician to take a look at this issue
- Bathroom tiles in adult bathrooms need to be replaced – DOE representative inspected the bathrooms in the spring – was unable to give me a date when work would begin

Fire Drills/Emergency Drills:

<u>Date</u>	<u>Time to Evacuate</u>
-------------	-------------------------

- None

Health and Safety

- None

Addressed since last report:

- None

Pending:

- None

5. Fiscal Matters:

1. **Monthly Financial Report:** The July monthly financial reports were reviewed by the Finance Committee prior to the Board meeting. Copies of the reports were included in the Board packet.
2. **Development Committee:** The Development Committee met prior to the Board meeting to discuss the possible restructuring of development/fundraising for the schools. The Development Committee shared its conclusions, i.e., targeting to fundraising and foundations, grants and corporate money. The committee also decided that there is a need to bring in a professional fundraising consultant to assist in planning for future fundraising activities. The committee will reconvene on September 26, 2019 at 4 pm.

6. Governance/Policy:

1. **Board Candidate:** The Board was informed that JR Allen, previously approved for a seat on the Board of Trustees has decided to decline the position due to health issues.

7. Other Items/Executive Session Items:

Attachments:

- Evaluation of Executive Director
- Board Terms
- Board Contact Information
- Board Committees
- Code of Ethics
- By Laws
- Conflict of Interest
- Board Goals (DRAFT)
- NYS Assessments: Student Performance Summary
- Director of Accountability/Compliance Job Description
- Resumes:
 - Casey Huffield
 - Krystal Nugent
 - Naomi Legerme
 - MaryKate Petz
- Development Committee Minutes: June 20, 2019
- Education Committee Minutes: June 28, 2019

Action Items:

- 1. The Bronx Charter School for Better Learning Board of Trustees approved the hiring of the following individuals with the noted salaries and starting dates and subject to receipt, where warranted, criminal history check and Employment Eligibility Verification to the receipt of applicable certification:**

Casey Huffield	Teacher	\$52,194.98
Christina Dormevil	Teacher	\$63,063.66
Caren Barnaby	Teacher	\$66,216.92
Megan Esposito	Guidance Counselor	\$56,650.65
Naomi Legerme	Guidance Counselor	\$56,650.65
Krystal Nugent	Teaching Fellow	\$48,300.00
Marykate Petz	Teaching Fellow	\$48,300.00
Charity Ralph	Instructional Assistant	\$27,132.32
Allison Vargas	Instructional Assistant	\$24,488.93
Revae Bell	Instructional Assistant	\$29,913.36
Jennifer Robles	Instructional Assistant	\$29,913.36
Lynard Smith	Instructional Assistant	\$27,132.32
Marquis Harris	Instructional Assistant	\$27,132.32
Ja-Zhoun Laing	Instructional Assistant	\$28,488.93
Tanequa Canady	Instructional Assistant	\$30,511.25
Nieka St. John	Teaching Assistant	\$33,638.71
Amri Rodriguez	Teaching Assistant	\$28,499.52
Keisha Evans	Teaching Assistant	\$33,638.71
Chloe Nunez	Instructional Assistant	\$27,132.32

Motion: V. Zimmerman

In favor: 8

Opposed: 0

Second: M. Waldman

Abstentions:

- 2. The Bronx Charter School for Better Learning Board of Trustees accepted the resignation from the following individuals:**

Carneke Gibbs	Teacher Assistant	Effective June 30, 2019
Samantha Miceli	Teacher	Effective August 22, 2019

Motion: V. Zimmerman

In favor: 8

Opposed: 0

Second: M. Waldman

Abstentions:

3. **The Bronx Charter School for Better Learning Board of Trustees approved the approves the movement of Alaina Gostomski from the position of teacher to the position of Instructional Assistant effective September 1, 2019 at an annual salary of \$29,913.36**

Motion: V. Zimmerman

In favor: 8

Opposed: 0

Second: M. Waldman

Abstentions:

4. **The Bronx Charter School for Better Learning Board of Trustees hereby approved the appointment with stipend for Claire Punzalan as the Coordinating Teacher for the third grade at BBL2, effective September 1, 2019**

Motion: V. Zimmerman

In favor: 8

Opposed: 0

Second: M. Waldman

Abstentions:

5. **The Bronx Charter School for Better Learning Board of Trustees hereby approved contracted consultants for the 2019-20 school year:**

Jay Carter Theatre Experience

Jordan T. Thevenow-Harris

Drama Enrichment Program

Educational App Design

Motion: V. Zimmerman

In favor: 8

Opposed: 0

Second: M. Waldman

Abstentions:

The Board adjourned at 7:20 PM by unanimous consent.

Respectfully submitted,



Nicole Tennant

Finance & Operations Manager



Bronx Charter School for Better Learning

Minutes

Board of Trustees Meeting

Date: Thursday, November 21, 2019

Time: 5:05 PM

Place: 3740 Baychester Avenue – Annex

Trustees Present: Marlon Henry

Kimberly Kelly – via Zoom

Neal Myerberg – via Zoom

William Bernhardt – via Zoom

Marvin Waldman – via Zoom (5:10)

Victor Zimmerman – via Zoom

Trustees Absent: Jem Pagan

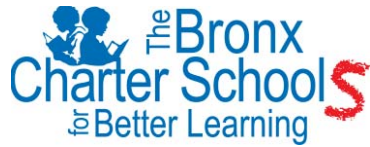
Marilyn Maye

Dean Thomas

Robert Bata

Administration

And Staff: Shubert Jacobs



Anne Clarke-Raysor

Vanessa Trezza (Recording Minutes)

A motion was made to accept minutes of the October 31, 2019 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its October 31, 2019 meeting:

Motion: Marlon Henry Seconded: William Bernhardt

In favor: 6 Opposed: 0 Abstentions: 0

Executive Director's Monthly Report:

Mr. Jacobs reported the following to the Board:

I. Enrollment



BBL 1: Projected Enrollment for 2019-20

- Pre-K: 18
- K-5: 553
- Special Education: 64

BBL 2: Projected Enrollment for 2019-20

K-4: 378

- Special Education: 39

Out-of-School Suspensions since last report:

- 1

II. Instruction (Classroom Schedules/ Collaborative Planning/ Curriculum Development/ Student Support/ Student Performance Assessments/ Professional Development)

1. F & P

It was reported that the first formal F&P testing is complete, including Kindergarten. Overall, data showed that most percentages are on par or above where students were last year. F&P results will be used for guided reading groupings.

2. STAR

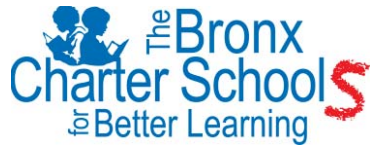
It was reported that the first formal round of STAR testing is complete in grades 3-5. Overall, students are meeting or exceeding grade level expectations. Teachers are now using the STAR data to plan curriculum, address specific standards and target small groupings.

3. Guidance Workshop

It was reported that on Saturday, November 16 the Guidance department hosted a spectacular event featuring workshops on health awareness, immigration and stress management. They had over 40 parents join (combined from both campuses). Responses were overwhelmingly positive, and parents have asked for more sessions. Breakfast, childcare and raffle prizes all contributed to increased parent participation. The Guidance department looks forward to scheduling more workshops in the future

4. 1st Marking Period (Honor Roll)

The first marking period had a total of 23 students on First Honor Roll and 21 on Second Honor Roll from BBL1.



5. SOAR

It was reported that SOAR clubs are underway and meeting once per week. The first few sessions are being used for students to share their ideas and brainstorm projects that they would like to pursue this school year.

6. Free and Reduced (Percentages)

It was reported that 100% of students at both BBL1 and BBL2 have completed the Free and Reduced Lunch form. BBL2 has a total Free Lunch of 64.98% and BBL1 has a total of 69%.

7. Parent Portal

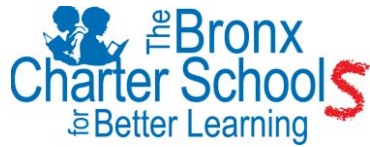
It was reported that teachers used parent conference night to further engage parents with the online parent communication platform, Parent Portal. Many parents have downloaded the app and are communicating with teachers via Portal. The school is working towards 100% parent participation by next marking period.

8. ELL Outreach

It was reported that the ELL committee is working with Vanguard for the 2020-2021 flyer distribution. The ELL Committee is also scheduling visits to local pre-schools, community centers and churches to create more awareness of our school presence in non-English speaking communities. Additionally, on Tuesday, November 12, 2019 BBL ran an advertisement in a special charter school issue of the Spanish speaking newspaper, *El Diario*.

III. Personnel:

1. Maternity: The Board was asked to approve a maternity leave for Ms. Y. Velez, and Ms. M. Farese, as noted in the Action items.
2. Paternity leave: The Board was asked to approve a paternity leave for Mr. M. Williams as noted in the Action items.
3. Resignation: The Board was asked to accept the resignation of L. Clarke, as noted in the Action items.



4. The Board was asked to approve the change of job description title from Director of Compliance Accountability to Chief Data Officer.

5. Update on Search for Executive Director: DRG Search Firm is in its final phase of interview to identify possible ED candidates for the Board’s consideration.

IV. Facilities Issues

BBL 1:

Addressed since last report:	Front door of Annex complete Light fixtures fixed
Pending:	3rd floor phone in Main building (room 326 and 312)

BBL 2:

Addressed since last report:	None
Pending:	Hallway doors - Need to stay closed per FDNY Lights – faulty ballasts – Ballasts continue to burn out – head custodian reports new burnouts to DOE contractor - custodian gave permission for our electrician to look at this issue Boys Bathroom – replace toilet paper holders

	Bathroom tiles in adult bathrooms need replacing – DOE representative inspected the bathrooms in the spring – date when work would begin was uncertain
--	--

V. Emergency Drills

BBL 1:

Fire drills:

11.15.19 – 1 min. 17 sec.

Lockdown drills:

None

BBL 2:

Fire drills:

None

Lockdown drills: None

VI. Health & Safety

Both campuses are working towards 100% immunization rates.

VII. Fiscal Matters:

1. Monthly Financial Report: No report
2. As is customary the Board was asked to approve an end of year bonus for the staff, as noted in Action Items. The incremental increase is 5% over the 2018-2019 school year.

VIII. Board Sub Committees

1. **Development Committee**



The Development Committee met on November 21, 2019 at 4:00 pm to clarify goals for the 2019-2020 School Year and to establish the fund-raising focus for 2019-2010.

- a. **Lion Builder Program:** It was reported that there are currently 140 individuals enrolled contributing a total of \$15,169.92.
- b. **Annual Event:** It was reported that a search for venues for the annual fundraising event in the Bronx has begun and The Development Committee will decide what the main fundraising goal for the event will be for the 2019/2020 school year.
- c. **Bronx Borough President's Office (BBP):** It was reported that the school submitted a request back in January to the BBP's Office to fund technology upgrades through the Reso-A program, and we were notified a couple of weeks ago that we were awarded \$100,000. Kevin Williams is working with leadership from both schools to decide on allocations.

2. Education Committee

- a. It was reported that Bill Bernhardt visited BBL2 on November 18, 2019.
- b. It was reported that the Education Committee meeting was on Nov. 8, 2019. Minutes as noted in attachments.
- c. Next meeting will be Friday, November 22 at 8:00am.

IX. Governance/Policy:

1. It was reported that the school was served with Intent to File Court documents arising out of an accident on Sept. 10, 2019 between two 4th grade students at BBL 2. The documents were forwarded to the school's legal counsel who asked that it be forwarded to the school's liability insurers and the Director of Finance, Executive Director and Principal met with a representative from the company. The Chair of BBL's Board of Trustees and Legal Counsel at Charter School's Institute (CSI) were also informed of the incident. The school awaits further development.

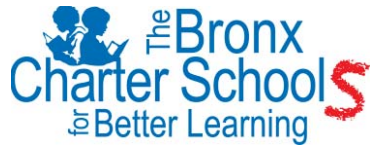
X. Other Items/Executive Session Items:

The Board entered into Executive Session to discuss the annual bonus.



Action Items

1. The Bronx Charter School for Better Learning Board of Trustees hereby approves a year-end Bonus for faculty and staff.		
Motion: Neal Myerberg	Second: Marvin Waldmann	
In favor: 6	Opposed: 0	Abstentions: 0
2. The Bronx Charter School for Better Learning Board of Trustees hereby approves Alaina Gostomski status change from Teaching Assistant to Teacher, effective November 15, 2019 with a salary of \$52, 199.98.		
Motion: Neal Myerberg	Second: Marvin Waldmann	
In favor: 6	Opposed: 0	Abstentions: 0
1. The Bronx Charter School for Better Learning Board of Trustees approves maternity leaves as follows:		
Yomary Velez	November 12, 2019 thru March 2, 2020	
Michelle Farese	January, 8 2020 thru April 6, 2020	
Motion: Neal Myerberg	Second: Marvin Waldmann	
In favor: 6	Opposed: 0	Abstentions: 0
2. The Bronx Charter School for Better Learning Board of Trustees approves paternity leave as follows:		
Michael Williams	October 16, 2019 thru December 2, 2019	
Motion: Neal Myerberg	Second: Marvin Waldmann	
In favor: 6	Opposed: 0	Abstentions: 0
3. The Bronx Charter School for Better Learning Board of Trustees hereby approves the resignation of Lauren Clarke, effective November 27, 2019.		
Motion: Neal Myerberg	Second: Marvin Waldmann	
In favor: 6	Opposed: 0	Abstentions: 0



4. The Bronx Charter School for Better Learning Board of Trustees hereby approves the termination of the following contract: Terrance Wardally December 18, 2019 Instructional Assistant		
Motion: Neal Myerberg		Second: Marvin Waldmann
In favor: 6	Opposed: 0	Abstentions: 0
5. The Bronx Charter School for Better Learning Board of Trustees hereby approves the following job description change of Director of Accountability and Data Analysis to: Chief Data Officer		
Motion: Neal Myerberg		Second: Marvin Waldmann
In favor: 6	Opposed: 0	Abstentions: 0

The Board adjourned at 6:10pm by unanimous consent.

Motion: Marvin Waldman Second: Victor Zimmerman

Respectfully submitted,

Vanessa Trezza

Assistant Principal, BBL1

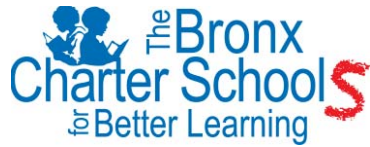
Bronx Charter School for Better Learning
December Minutes
Board of Trustees Meeting

Date: Thursday, December 19, 2019
Time: 5:05 PM
Place: 3740 Baychester Avenue – Annex

Trustees Present: Marlon Henry – via Zoom
 Kimberly Kelly – via Zoom
 Neal Myerberg – via Zoom
 William Bernhardt – via Zoom
 Marvin Waldman
 Marilyn Maye
 Victor Zimmerman (6:00)

Trustees Absent: Jem Pagan
 Dean Thomas
 Robert Bata

Administration



And Staff: Shubert Jacobs
Anne Clarke-Raysor
Vanessa Trezza (Recording Minutes)

Guest: Lori Clement (DRG)

A motion was made to accept minutes of the November 21, 2019 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its October 31, 2019 meeting:

Motion: Marvin Waldman
In favor: 4
Opposed: 0
Seconded: Marlon Henry
Abstentions: 0

Executive Director's Monthly Report:

Mr. Jacobs reported the following to the Board:

I. Enrollment

BBL 1: Projected Enrollment for 2019-20

- Pre-K: 18
- K-5: 555
- Special Education: 64

BBL 2: Projected Enrollment for 2019-20

- K-4: 378
- Special Education: 39

Out-of-School Suspensions since last report:

- 5

II. Instruction (Classroom Schedules/ Collaborative Planning/ Curriculum Development/ Student Support/ Student Performance Assessments/ Professional Development)

1. It was reported that a select number of 4th and 5th grade students participated in the MathLeague.org math competition at PS36. BBL students took first place overall with an additional 5 awards for individual competitors. BBL will participate again in February and head to the state championship this spring.



2. It was reported that the Korean Consulate of New York gave \$7000 to BBL 1 and another \$7000 to BBL 2. The organization Friends of Korea (<https://www.friendsofkorea.net/>) donated \$2500 to BBL when Dr. Ballard won their annual award for what he’s done to promote Korean culture and language at BBL. The school plans on using the money to fund Korean programming and activities at both campuses. See attachments.
3. It was reported that both BBL1 and BBL2 hosted holiday concerts at their respective campuses. On December 12, BBL2’s performance included songs sung by each homeroom. BBL1’s performance included a performance by the choir, band, and jazz band on December 19. Parents were invited to join.
4. It was reported that the PTA and BBL hope to offer a scholarship to a 5th grade family who shows outstanding service, commitment and contribution to our school community. This scholarship is in memory of Charmaine Gordon, mother of alumnus Malik M. ’08, in honor of her outstanding work as a BBL parent.
5. It was reported that Charter Schools Institute featured BBL2 in their December newsletter. The newsletter is distributed to around 900 school leaders and administrators, parents, government officials, school and education reform-oriented organizations. BBL is honored and deeply appreciative of CSI’s interest in highlighting our endeavors.

III. Personnel:

1. The Board was asked to approve the contract for Randolph Lewis as an Instructional Assistant as noted in the Action Items.
2. The Board was asked to approve the amendments to contracts for the following instructional assistants who now have Level 1 teacher certification, as noted in the Action Items: Allison Vargas, Revae Bell, Yailene Perez, and Patrick Sanders.
3. The Board was asked to approve the maternity leave for Amanda Yager, as noted in the Action Items.
4. The Board was asked to approve a referral bonus of \$500 to Trisha Joseph, as noted in the Action Items.

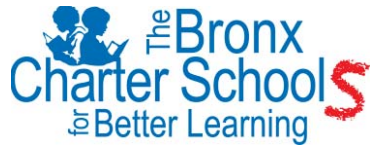
IV. Facilities Issues

BBL 1:

Addressed since last report:	Front door of Annex complete Light fixtures fixed
Pending:	3rd floor phone in Main building (room 326 and 312)

BBL 2:

Addressed since last report:	Tiling in Ladies bathroom completed over Thanksgiving weekend
Pending:	Hallway doors - Need to stay closed per FDNY Lights – faulty ballasts – Ballasts continue to burn out – head custodian reports new burnouts to DOE contractor - custodian gave permission for our electrician to look at



	this issue Boys Bathroom – replace toilet paper holders
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V. Emergency Drills

BBL 1:

Fire drills:

None

Lockdown drills:

12.10.19 (Main Building)

BBL 2:

Fire drills:

None

Lockdown drills:

12.13.19

VI. Health & Safety

It was reported that both campuses are working towards 100% immunization rates.

VII. Fiscal Matters:

The Monthly Financial Report was given. It was reported that the audit was clean.

VIII. Board Sub Committees

1. Development Committee

It was reported that the Development Committee is still in negotiation with The New York Botanical Gardens to host the school’s annual gala.

2. Education Committee

It was reported that the Education Committee meeting was on Dec. 6, 2019. Minutes as noted in attachments. The next meeting will be Friday, January 3, 2020 at 8:00am.

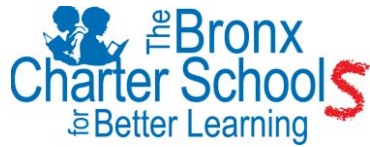
IX. Governance/Policy:

X. Other Items/Executive Session Items:

The Board entered into Executive Session to discuss the Executive Director search at 6:05.

Action Items

1. The Bronx Charter School for Better Learning Board of Trustees approved the contract for Randolph Lewis as an Instructional Assistant at a salary of \$28,488.93 effective 12.15.19.				
Motion: Marvin Waldman	Second: Bill Bernhardt	In favor: 4	Opposed: 0	Abstentions: 0
2. The Bronx Charter School for Better Learning Board of Trustees approved the amendments to contracts for the following instructional assistants who now have Level 1 teacher certification:				
Allison Vargas Revae Bell Yailene Perez Patrick Sanders Yvette Phillips				



Motion: Marvin Waldman	Second: Bill Bernhardt	In favor: 4	Opposed: 0	Abstentions: 0
3. The Bronx Charter School for Better Learning Board of Trustees approved the maternity leave as follows: Amanda Yager, beginning May 7, 2020				
Motion: Marvin Waldman	Second: Bill Bernhardt	In favor: 4	Opposed: 0	Abstentions: 0
4. The Bronx Charter School for Better Learning Board of Trustees approved the referral bonus of \$500 to Trisha Joseph for referring Naomi Legerme.				
Motion: Marvin Waldman	Second: Bill Bernhardt	In favor: 4	Opposed: 0	Abstentions: 0

The Board adjourned 7:00pm

Motion: Neal Myerberg
Zimmerman

Second: Victor

Respectfully submitted,
Vanessa Trezza
Assistant Principal, BBL1

Bronx Charter School for Better Learning
January Minutes
Board of Trustees Meeting

Date: Thursday, January 30, 2020
Time: 5:15 PM
Place: 3740 Baychester Avenue – Annex

Trustees Present: Marlon Henry
Kimberly Kelly
Robert Bata
Marilyn Maye
William Bernhardt – via Zoom
Marvin Waldman – via Zoom
Victor Zimmerman - via Zoom
Neal Myerberg – via Zoom

Trustees Absent: Jem Pagan



Dean Thomas

Administration
And Staff:

Shubert Jacobs
Anne Clarke-Raysor
Vanessa Trezza (Recording Minutes)

A motion was made to accept minutes of the January 30, 2020 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its January 30, 2020:

Motion: Marvin Waldmann
In favor: 5

Opposed: 0

Seconded: Bill Bernhardt
Abstentions: 0

Executive Director's Monthly Report:

Mr. Jacobs reported the following to the Board:

I. Enrollment

BBL 1: Projected Enrollment for 2019-20

- Pre-K: 18
- K-5: 553
- Special Education: 66

BBL 2: Projected Enrollment for 2019-20

- K-4: 382
- Special Education: 35

Out-of-School Suspensions since last report:

- BBL1 – 2
- BBL2 - 2

II. Instruction (Classroom Schedules/ Collaborative Planning/ Curriculum Development/ Student Support/ Student Performance Assessments/ Professional Development)

1. Class Parent Social – It was reported that on January 23, 2020 18 parents from across both campuses joined in a group meeting to discuss the class parent program. Parents and administrators collaborated on ideas for the program. Next steps include: setting up a Class



Parent email to aid communication within the group, reaching out to additional parents and starting with one of the project.

2. Benchmark Testing – It was reported that the second marking period benchmark testing is underway. Teachers will gather data to determine small groupings, target skills, and pace out the remainder of the curriculum.

3. Teacher Evaluations – It was reported that the second marking period teacher evaluations are underway. Teachers are participating in pre meetings, observations and post meetings to reflect on their teaching practice with administration.

4. Winter Enrichment: It was reported that new enrichment clubs have begun at both campuses. This session will run from January 2020 thru April 2020.

III. Personnel:

- 5. The Board was asked to approve contract termination of Laurie Werner.
- 6. The Board was asked to approve the maternity leave of Shirley Guerra and Nia Greenwood.
- 7. The Board was asked to approve a Student Council stipend for Karlene Buckle

IV. Facilities Issues

BBL 1:

Addressed since last report:	Front door of Annex complete Light fixtures fixed
Pending:	3rd floor phone in Main building (room 326 and 312)

BBL 2:

Addressed since last report:	None
Pending:	None

V. Emergency Drills

BBL 1:

Fire drills:

None

Lockdown drills:

None

BBL 2:

Fire drills:

None

Lockdown drills:

None

VI. Health & Safety

It was reported that both campuses are working towards 100% immunization rates.

VII. Fiscal Matters:



Vanessa Trezza
Assistant Principal, BBL1

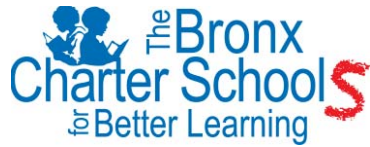
Bronx Charter School for Better Learning
February - Minutes
Board of Trustees Meeting

Date: Thursday, February 27, 2020
Time: 5:57 PM (presentations from students at 5:30PM)
Place: 3740 Baychester Avenue – Annex

Trustees Present: Marlon Henry
Kimberly Kelly

Marilyn Maye
William Bernhardt
Marvin Waldman
Victor Zimmerman - via Zoom (exited meeting at 6:35)
Neal Myerberg – via Zoom

Trustees Absent: Robert Bata
Jem Pagan
Dean Thomas



Administration

And Staff: Shubert Jacobs

Anne Clarke-Raysor

Vanessa Trezza (recording minutes)

Guests:

Dr. Thomas Howard, Jr.

4 students from the Math League competition team (left at 5:56PM)

2 teachers from the Math Department (left at 5:56PM)

A motion was made to accept minutes of the January 30, 2020 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its February 27, 2020.

Motion: Bill Bernhardt Seconded: Marvin Waldmann

In favor: 6 Opposed: 0

Abstentions: 0

Executive Director's Monthly Report:

Mr. Jacobs reported the following to the Board:

I. Enrollment

BBL 1: Projected Enrollment for 2019-20

- Pre-K: 18
- K-5: 553
- Special Education: 66

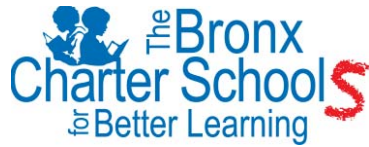
BBL 2: Projected Enrollment for 2019-20

- K-4: 382
- Special Education: 35

Out-of-School Suspensions since last report:

- BBL1 – 2
- BBL2 – 2

II. Instruction (Classroom Schedules/ Collaborative Planning/ Curriculum Development/ Student Support/ Student Performance Assessments/ Professional Development)



1. Honor Roll: On Friday, February 14, 2020, both campuses held an Honor Roll Breakfast to recognize the students who were on the Honor Roll for the 1st and 2nd marking periods. Parents joined their students as we celebrated their academic success. Each student received an honor roll ribbon. Additionally, some students and parents spoke about what helped them achieve success.
2. Math League: On Sunday, February 9, a second group of 4th and 5th grade students competed in the Math League competition at PS 130 Parkside Upper School. Once again, BBL came out on top, ranking first place. We now have 12 students who qualify for the State Championships. BBL is being considered as the host school for the State Championship this May.
3. Kindness Week: BBL2 celebrated Kindness week from Monday, February 10 to Friday, February 14 when students and staff created lessons and activities that focused on kindness. Students decorated their classes, offered acts of kindness to one another, sang songs and invited parents to participate in kindness activities.
4. Black History Month: The 1st and 2nd grade classes at BBL1 performed a Black History Show to celebrate Black History Month. On Thursday, February 13 parents were invited to come and see songs, dances, poems and speeches performed by students, all in honor of famous Black Americans. There were also prizes for parents who were able to answer Black History questions! On Wednesday, February 26 we will have a continuation of our Black History celebration on Parent Involvement morning. Each grade has prepared activities around Black History to share with parents.
5. Class Parent: In response to a new initiative being developed by BBL, one class parent has helped draft a newsletter. We hope to publish the newsletter quarterly to showcase the amazing events happening at BBL! See attachment.
6. BBL is one of 41 charter schools across the state to be recognized as a 2018 Recognition School by the New York State Department of Education. See attachment.

III. Personnel:

1. The Board was asked to approve the contract for Ms. Daveisha Augustine for teacher assistant as noted in the Action items.
2. The Board was asked to approve the resignation of Mr. Ja-Zhyoun Laing as noted in the Action items.
3. The Board was asked to approve the resignation of Ms. Tanequa Canady as noted in the Action items.
4. The Board was asked to approve an amendment to Ms. Jackelyn Aguirre’s salary as noted in the Action items.
5. The Board was asked to approve the contract for Professional Development with Gaspard Tovar Consulting, LLC.

IV. Facilities Issues

It was reported that:

BBL 1:

Addressed since last report:	3rd floor phone in Main building (room 326 and 312)
Pending:	none

BBL 2:

Addressed since last report:	Three of the five ballasts have been replaced by DOE
Pending:	Two ballasts remain to be replaced.



V. Emergency Drills

BBL 1:

Fire drills:

None

Lockdown drills:

None

BBL 2:

Fire drills:

None

Lockdown drills:

2/13/2020

VI. Health & Safety

It was reported that both campuses are working towards 100% immunization rates.

VIII. Board Sub Committees

1. **Development Committee**

a. The Development Committee meeting was held on February 13, 2020. Minutes as noted in attachments.

2. **Education Committee**

a. The Education Committee meeting was on January 31, 2020. Minutes as noted in attachments.

b. Next meeting will be on Friday, February 28, 2020.

IX. Governance/Policy:

X. Other Items/Executive Session Items:

The Board entered into Executive Session at 6:59 to discuss a parent complaint.

Action Items

<p>1. The Bronx Charter School for Better Learning Board of Trustees hereby approves the employment contract for Daveisha Augustin, effective February 24, 2020.</p>				
Daveisha Augustin		Teacher Assistant		Salary: \$28,499.52
Motion: Bill Bernhardt	Second: Marilyn Maye	In favor: 5	Opposed: 0	Abstentions: 0
<p>2. The Bronx Charter School for Better Learning Board of Trustees hereby approves the resignation of Ja-Zhyoun Laing, effective February 3, 2020.</p>				
Motion: Bill Bernhardt	Second: Marilyn Maye	In favor: 5	Opposed: 0	Abstentions: 0
<p>3. The Bronx Charter School for Better Learning Board of Trustees hereby approves the resignation of Tanequa Canady, effective February 21, 2020.</p>				

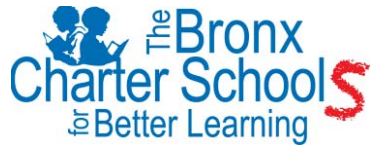


Motion: Bill Bernhardt	Second: Marilyn Maye	In favor: 5	Opposed: 0	Abstentions: 0
<p>4. The Bronx Charter School for Better Learning Board of Trustees hereby approves the salary adjustment for Jackelyn Aguirre to \$ 56, 650. 65 effective January 1, 2020 for having obtained her Masters of Science degree.</p>				
Motion: Bill Bernhardt	Second: Marilyn Maye	In favor: 5	Opposed: 0	Abstentions: 0
<p>5. The Bronx Charter School for Better Learning Board of Trustees hereby approves the contract for Professional Development with Gaspard Tovar Consulting, LLC.</p>				
Motion: Bill Bernhardt	Second: Marilyn Maye	In favor: 5	Opposed: 0	Abstentions: 0

The Board adjourned at 7:12PM.

Motion: Bill Bernhardt Second: Marilyn Maye

Respectfully submitted,
Vanessa Trezza
Assistant Principal, BBL1



Bronx Charter School for Better Learning
Minutes
Board of Trustees Meeting

Date: Thursday, March 26, 2020

Time: 5:07

Place: Virtual meeting on Zoom

Trustees Present on Zoom:

Marlon Henry

Kimberly Kelly

Marilyn Maye

Jem Pagan

Bill Bernhardt

Marvin Waldman

Neal Myerberg

Robert Bata

Victor Zimmerman (joined Zoom 5:51pm)

Dean Thomas (joined Zoom 5:57pm)

Trustees Absent: none

Administration

And Staff

Dr. Thomas Howard, Jr.

S hubert Jacobs

Anne Clarke-Raysor

Vanessa Trezza (recording minutes)

Denny Salas

A motion was made to accept minutes of the March 26, 2020 meeting:

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its March 26, 2020 meeting:



Motion: Bill Bernhardt

Seconded: Robert Bata

In favor: 7

Abstentions: 0

Opposed: 0

Executive Director's Monthly Report:

Dr. Howard reported on the following:

Coronavirus Disease 2019 (COVID-19):

On December 2019, a new respiratory disease called Coronavirus Disease 2019 (COVID-19) was detected in China. To reduce the community-wide transmission of COVID-19, Governor Andrew M. Cuomo issued Executive Order 202.4 designed to decrease the density of people in the most populous, common areas and locations including the closure of schools.

Temporary School Closure

On Sunday, March 15, 2020, the Bronx Charter School for Better Learning (BBL) Board of Trustees approved the temporary closure of BBL. The decision aligned with the closure of the New York City Public Schools and took effect Monday, March 16, 2020, and extends through Friday, April 17, 2020. Barring any change, BBL will reopen on Monday, April 20, 2020.

On March 2, 2020, the Executive Director established an Emergency Response Committee, including the principals, assistant principals, professional development staff, school nurse, office staff, student support services, human resources, and the financial department. The team adopted a wide-ranging response plan, including a communications strategy, environmental cleaning, reporting requirements, and continual learning approach for approximately 950 general and special education students.

Continual Learning Program

The Professional Development Department proposed a three-tier distance learning program intentionally allied to the mission of BBL. The modules included (a) posted assignments, (b) online systems and free-standing apps, and (c) Zoom as a video-based conferencing (i.e., a communication platform for video and audio conferencing, chat, and webinars). The program also considered an approach for students with Individual Learning Plans (IEPS), English Language Learners (ELLs), and social-emotional support for parents. Also, the plan made provisions for continual learning in the areas of music, art and physical education. (See attachment).

Of special note, the following three criteria best define our overall purpose in devising and guiding our planning thus far and in the future:

- Remain true to our established mission.

- Implement our established, proven curriculum to the maximum extent possible.
- Collect and maintain as much data as feasible regarding student participation in assigned on-line instructional activities, along with qualitative and quantitative evidence of their achievement.

Students with IEPs

In line with continuation of mandated services for students with disabilities, including annual reviews of IEP, thirteen (13) reviews have been scheduled. Teachers and parents are expected to participate, via teleconference, and they have all been put on alert.

Related Services: NYCDOE has approved Teletherapy as a medium for service delivery for Speech, Counseling, Physical Therapy, Occupational Therapy & Hearing Education. The Director of Student Services is in contact with the agencies and independent providers to help facilitate all related services.

Other Provisions for School Closure

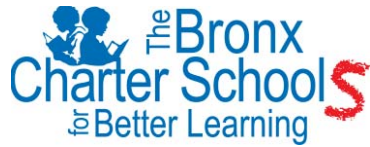
- Building Access – Starting on Monday March 23, charter administrative staff (principals, APs, DOOs, etc.) will have access to DOE district buildings to pick up mail, reset servers, etc. Working on-site is not permissible.
- Feeding During School Closure – NYCDOE made “Grab and Go” meals available for all students. BBL students can pick up meals at PS 111 –Seton Falls at 3740 Baychester Avenue, MS 144 at 2545 Gunther Avenue, or any of the other 439 School Food sites offering “Grab and Go” meals. Locations are listed at: <https://drive.google.com/file/d/1SEIMAScZafqG8bfb8uXFlp5j6iPQqz5/view?usp=sharing>.
- Payroll and Benefits – The Finance Department made provisions to work remotely and prepare for the upcoming payroll requirements. BBL notified staff that they would continue to be paid and have access to benefits throughout the specified closure period.
- Internet Access to Families – Both Optimum and Xfinity offered to provide free internet access to families to ensure students will have access to an online learning program.
- iPad Loaner Program and Policy – BBL established a **K-5 Technology Loaner Program** to allow parents to sign-out an iPad on behalf of a student. The goal is to ensure that each student has access to technology readily available in the classroom for continual learning. The program reached forty (40) students as of Friday, March 20, 2020.
 - **BBL1 = 27 iPads**
 - **BBL2 = 13 iPads**
- Update on 180-Day Requirement – According to Executive Order 202.4 issued on March 16, 2020, any closure during the period of March 18, 2020, through March 31, 2020, will satisfy the requirement for a waiver usually required of public and charter schools under Education Law Section 3604.
- New York State Testing Programs – New York State announced the suspension of the following State testing programs:
 - New York State Grades 3-8 English Language Arts Test
 - New York State Grades 3-8 Mathematics Test
 - New York State Grade 4 Elementary-Level Science Test
 - New York State Grade 8 Intermediate-Level Science Test

- New York State English as a Second Language Achievement Test (NYSESLAT) in Grades K-12
- New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities in Grades 3-8 and high school
- Per Pupil Billing Invoice #6: The [online application](#) to submit invoices for Per Pupil Billing Invoice #6 opened on Wednesday, March 18, and will close COB Friday, March 27. We are waiting for guidance from NYSED and others on how COVID-19 closures will impact per-pupil billing.

Executive Director 2020 Priorities

1. **Annual Budgeting Process:** School-based budgeting is a multilayer approval process intended to prioritize the expenditure of public funds to support the BBL educational program. The Executive Director will oversee a planning process will include input from the principals, professional development team, and academic leaders. At the Board level, the control process includes the Education Committee, Finance Committee, and presentation to the full Board for final approval.
2. **Conducting the Lottery - April 23, 2020:** The Governor's Executive Order 202.1, dated March 13, 2020, relaxed parts of the Public Officers Law, giving charter schools flexibility in conducting lotteries. Accordingly, schools will not have to offer in-person or public access and can comply with the relaxed lottery requirements by doing the following:
 - a. Provide electronic access in real-time and make available a recording (audio or video with audio) of the lottery, in addition to a transcript of the proceedings (or closed captioning).
 - b. Provide notice to the news media and posting a notice in the usual public location 72 hours before the lottery; and, posting a notice on the school's website.
 - c. Notify parents they do not need to be present at the lottery to obtain a student slot, and BBL will inform parents if the lottery selection process included their child's name.
3. **Universal Pre-K Program Evaluation:** In 2015, BBL opened one universal pre-kindergarten classroom, located at BBL1. The program has an annual capacity of eighteen (18) students. In May of 2017, the Charter School Institute stated that "overall, the pre-kindergarten program review of BBL was very positive and highlighted many strengths throughout the program." **The Executive Director seeks consent to engage the Education Committee in a comparative review of students who enter the kindergarten lottery through the pre-kindergarten program compared to students who enroll in the kindergarten through the lottery process.**
4. **Strategic Planning for Fundraising/Development 2020 – 2021:** The goal for our fundraising process is to rebuild the BBL generosity network as a transformative versus transactional process. The Executive Director will work with the Fundraising-Development Committee to develop a twelve-month fundraising framework including four small dinner events, corporate sponsorships, End-of-Year Appeal, Giving Tuesday Appeal, Stay at Home Gala (2020) and the annual BBL Gala (Spring 2021).

Action Items



The Bronx Charter School for Better Learning Board of Trustees approved the following action item: Arlene Nembhard, contracted consultant, as a maternity leave replacement from March 2, 2020 to May 12, 2020 at \$45 per hour.

Motion: Marvin Waldmann

Second Bill Bernhardt

In Favor: 8

Opposed: 0

Abstentions:0

The Board adjourned at 6:34 PM.

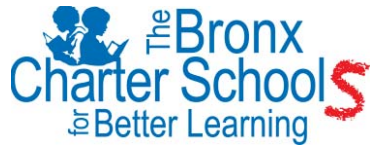
Motion: Marvin Waldmann

Second: Bill Bernhardt

Respectfully submitted,
Vanessa Trezza
Assistant Principal, BBL1

Bronx Charter School for Better Learning
Board of Trustees Meeting
April 30, 2020

Date: Thursday, April 30, 3030
Time: 5:08
Place: Virtual meeting on Zoom



Trustees Present on Zoom:

Jem Pagan

Bill Bernhardt

Marvin Waldman

Neal Myerberg

Robert Bata

Dean Thomas

Victor Zimmerman (joined 5:10)

Kimberly Kelly (joined 5:10)

Marilyn May (joined 5:10)

Marlon Henry (joined 5:21)

Trustees Absent: none

Administration and Staff

Dr. Thomas Howard, Jr.

Shubert Jacobs

Anne Clarke-Raysor

Denny Salas

Nicole Tennant

Vanessa Trezza (recording minutes)

A motion was made to accept minutes of the April 30, 2020 board meeting.

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its April 30, 2020 board meeting.

Motion: Robert Bata

Seconded: Neal Myerberg

In favor: 8

Opposed: 0

Abstentions: 0

Executive Director's Monthly Report:

Dr. Howard reported on the following:

Coronavirus Disease 2019 (COVID-19):

On December 2019, a new respiratory disease called Coronavirus Disease 2019 (COVID-19) was detected in China. To reduce the community-wide transmission of COVID-19, Governor Andrew M. Cuomo issued Executive Order 202.4 designed to decrease the density of people in the most populous, common areas and locations including the closure of schools.

Temporary School Closure

On Sunday, March 15, 2020, the Bronx Charter School for Better Learning (BBL) Board of Trustees approved the temporary closure of BBL. The decision aligned with the closure of the New York City



Public Schools and took effect Monday, March 16, 2020, and extends through Friday, April 17, 2020. Barring any change, BBL will reopen on Monday, April 20, 2020.

On March 2, 2020, the Executive Director established an Emergency Response Committee, including the principals, assistant principals, professional development staff, school nurse, office staff, student support services, human resources, and the financial department. The team adopted a wide-ranging response plan, including a communications strategy, environmental cleaning, reporting requirements, and continual learning approach for approximately 950 general and special education students.

Continual Learning Program

The Professional Development Department proposed a three-tier distance learning program intentionally allied to the mission of BBL. The modules included (a) posted assignments, (b) online systems and free-standing apps, and (c) Zoom as a video-based conferencing (i.e., a communication platform for video and audio conferencing, chat, and webinars). The program also considered an approach for students with Individual Learning Plans (IEPs), English Language Learners (ELLs), and social-emotional support for parents. Also, the plan made provisions for continual learning in the areas of music, art and physical education. (See attachment).

Of special note, the following three criteria best define our overall purpose in devising and guiding our planning thus far and in the future:

- Remain true to our established mission.
- Implement our established, proven curriculum to the maximum extent possible.
- Collect and maintain as much data as feasible regarding student participation in assigned on-line instructional activities, along with qualitative and quantitative evidence of their achievement.

Students with IEPs

In line with continuation of mandated services for students with disabilities, including annual reviews of IEP, thirteen (13) reviews have been scheduled. Teachers and parents are expected to participate, via teleconference, and they have all been put on alert.

Related Services: NYCDOE has approved Teletherapy as a medium for service delivery for Speech, Counseling, Physical Therapy, Occupational Therapy & Hearing Education. The Director of Student Services is in contact with the agencies and independent providers to help facilitate all related services.

Other Provisions for School Closure

- Building Access – Starting on Monday March 23, charter administrative staff (principals, APs, DOOs, etc.) will have access to DOE district buildings to pick up mail, reset servers, etc. Working on-site is not permissible.
- Feeding During School Closure – NYCDOE made “Grab and Go” meals available for all students. BBL students can pick up meals at PS 111 –Seton Falls at 3740 Baychester Avenue, MS 144 at 2545 Gunther Avenue, or any of the other 439 School Food sites offering “Grab and Go” meals. Locations are listed at: <https://drive.google.com/file/d/1SEIMAScZafqG8bfb8uXFlp5j6iPQqnz5/view?usp=sharing>.
- Payroll and Benefits – The Finance Department made provisions to work remotely and prepare for the upcoming payroll requirements. BBL notified staff that they would continue to be paid and have access to benefits throughout the specified closure period.
- Internet Access to Families – Both Optimum and Xfinity offered to provide free internet access to families to ensure students will have access to an online learning program.
- iPad Loaner Program and Policy – BBL established a **K-5 Technology Loaner Program** to allow parents to sign-out an iPad on behalf of a student. The goal is to ensure that each student has access to technology readily available in the classroom for continual learning. The program reached forty (40) students as of Friday, March 20, 2020.

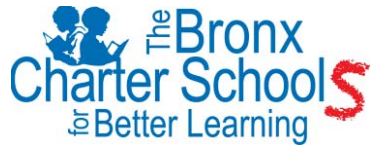
- **BBL1 = 27 iPads**



- **BBL2 = 13 iPads**
- Update on 180-Day Requirement – According to Executive Order 202.4 issued on March 16, 2020, any closure during the period of March 18, 2020, through March 31, 2020, will satisfy the requirement for a waiver usually required of public and charter schools under Education Law Section 3604.
- New York State Testing Programs – New York State announced the suspension of the following State testing programs:
 - New York State Grades 3-8 English Language Arts Test
 - New York State Grades 3-8 Mathematics Test
 - New York State Grade 4 Elementary-Level Science Test
 - New York State Grade 8 Intermediate-Level Science Test
 - New York State English as a Second Language Achievement Test (NYSESLAT) in Grades K-12
 - New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities in Grades 3-8 and high school
- Per Pupil Billing Invoice #6: The [online application](#) to submit invoices for Per Pupil Billing Invoice #6 opened on Wednesday, March 18, and will close COB Friday, March 27. We are waiting for guidance from NYSED and others on how COVID-19 closures will impact per-pupil billing.

Executive Director 2020 Priorities

- 1. Annual Budgeting Process:** School-based budgeting is a multilayer approval process intended to prioritize the expenditure of public funds to support the BBL educational program. The Executive Director will oversee a planning process will include input from the principals, professional development team, and academic leaders. At the Board level, the control process includes the Education Committee, Finance Committee, and presentation to the full Board for final approval.
- 2. Conducting the Lottery - April 23, 2020:** The Governor's Executive Order 202.1, dated March 13, 2020, relaxed parts of the Public Officers Law, giving charter schools flexibility in conducting lotteries. Accordingly, schools will not have to offer in-person or public access and can comply with the relaxed lottery requirements by doing the following:
 - a. Provide electronic access in real-time and make available a recording (audio or video with audio) of the lottery, in addition to a transcript of the proceedings (or closed captioning).
 - b. Provide notice to the news media and posting a notice in the usual public location 72 hours before the lottery; and, posting a notice on the school's website.
 - c. Notify parents they do not need to be present at the lottery to obtain a student slot, and BBL will inform parents if the lottery selection process included their child's name.
- 3. Universal Pre-K Program Evaluation:** In **2015**, BBL opened one universal pre-kindergarten classroom, located at BBL1. The program has an annual capacity of eighteen (18) students. In May of 2017, the Charter School Institute stated that "overall, the pre-kindergarten program review of BBL was very positive and highlighted many strengths throughout the program." **The Executive Director seeks consent to engage the Education Committee in a comparative review of students who enter the kindergarten lottery through the pre-kindergarten program compared to students who enroll in the kindergarten through the lottery process.**
- 4. Strategic Planning for Fundraising/Development 2020 – 2021:** The goal for our fundraising process is to rebuild the BBL generosity network as a transformative versus transactional process. The Executive Director will work with the Fundraising-Development Committee to develop a twelve-month fundraising framework including four small dinner events, corporate sponsorships, End-of-



Year Appeal, Giving Tuesday Appeal, Stay at Home Gala (2020) and the annual BBL Gala (Spring 2021).

Action Items

The Bronx Charter School for Better Learning Board of Trustees approved the following action item: Arlene Nembhard, contracted consultant, as a maternity leave replacement from March 2, 2020 to May 12, 2020 at \$45 per hour.

Motion: Marvin Waldmann

Second Bill Bernhardt

In Favor: 8

Opposed: 0

Abstentions:0

The Board adjourned at 6:34 PM.

Motion: Marvin Waldmann

Second: Bill Bernhardt

Bronx Charter School for Better Learning

Board of Trustees Meeting Minutes

May 28, 2020

Date: Thursday, May 28, 2020

Time: 5:00pm



Place: Virtual meeting on Zoom

Trustees Present on Zoom:

Bill Bernhardt
Marvin Waldman
Neal Myerberg
Robert Bata
Dean Thomas
Victor Zimmerman
Kimberly Kelly
Marilyn May
Marlon Henry

Trustees Absent:

Jem Pagan

Administration and Staff Present on Zoom:

Dr. Thomas Howard, Jr.
Shubert Jacobs
Anne Clarke-Raysor
Denny Salas
Nicole Tennant
Vanessa Trezza (recording minutes)

A motion was made to accept minutes of the April 23, 2020 board meeting.

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its April 30, 2020 board meeting.

Motion: Marvin Waldman

Seconded: Bill Bernhardt

In favor: 7

Opposed: 0

Abstentions: 0

The Executive Director presented the following:

One Organization with Two Schools

The Bronx Charter School for Better learning (BBL) is in the eleventh week (11) of our Education Continuity Plan, designed to sustain the learning for nine hundred nineteen (919) students PreK to fifth grade. The staff maintain and support daily instruction with video



conferencing, and parents have allowed BBL unprecedented access home for the purpose of education.

As we wind down the 2020 school year, our thoughts are understandably going to what the next school year might look like. Some of the questions being raised by parents, staff and administration include the following.

- What have we learned about ourselves during the pandemic?
- How do we support students, staff and parents who have been impacted by the trauma of COVID-19?
- What will schooling look like when we return to the building?
- How will the epidemic impact the 2021 budget?
- What measures will we put in place to ensure the health and safety of the entire BBL family?

As a result of this period, I observed how BBL staff coalesced as one organization, with two schools (the network). The administrative and professional development teams collaborated on every major decision and supported the input of teachers too. To an end, the process garnered a compassionate response for those in our care and managed with consistency the continuity of our responses as network.

COVID-19 and Co-Located School Buildings

As an institution housed in two New York City Department of Education (NYDOE) buildings, BBL will follow the health and safety guideline promulgated by NYDOE. As await further direction from NYDOE, BBL management is considering interim guidelines linked to the safety of the entire BBL network and family. Some of those anticipated strategies touch on the following areas.

- Safety strategies for adults and students re-entering the building
- What to do when a COVID-19 case has entered a school
- Intensify cleaning and disinfection efforts
- Develop information-sharing systems with partners



- Teach and reinforce healthy hygiene practices
- Modify spaces where students are likely to be in very close contact
- Increase the distancing between desks
- Stagger arrival and/or dismissal times
- Reduce congestion in the health office
- Limit nonessential visitors to the buildings
- Maintain distancing between staff, students, and their families

becoming a Trauma-Informed Organization

As an organization, BBL has embraced the challenge of becoming a Trauma-Informed Organization. We recognize the impact that trauma can have on young minds and will coordinating training for all adults, parents and staff, on research-based strategies to support youth following a traumatic experience. The training encompasses seminars that commence in June 2020 into the Fall of 2020.

Dr. Aderemi Ogundiran (Dr. Remi) will lead the effort in collaboration with Training Consultant, Sandra Hayes. In addition, individuals with specific trauma concerns will have the opportunity for one on one and small group support as needed.

Sustainable Maturity – Congratulations!

Established in 2003, BBL will enter the third stage of charter school development, called Sustainable Maturity. This period focuses on (a) program refinement, (b) fiscal sustainability, and (c) progression toward 90-100% of the target enrollment. As a result, the

FY21 budget projects an enrollment of 990 students, and a total revenue of \$18,353,169 with a surplus of approximately

2020-2021 School Enrollment Projections		
School	Grade Span	Enrollment
BBL1	PreK to Fifth Grade	539
BBL2	Kindergarten to Fifth Grade	451

\$409,266. Given the context of COVID-19, the per-pupil allocation for FY21 stands at \$16,123. The figure represents a decrease from \$16,150 in FY20.

2020-2021 Total Revenue and Surplus (after depreciation)



The Budget Process

The budgetary procedure included an internal review with all department heads and advice

School	Revenue	Surplus
Universal PreK	180,000	(6,075)
BBL1 K-5	10,065,303	193,660
BBL2 K-5	8,102,905	221,681

from the Finance and Operations Manager. The process explored different budget scenarios and staffing patterns to meet the FY21 program goals – fund the educational approach and increase network capacity for even better educational results in English Language Arts and Mathematics. To ensure Board engagement, BBL management facilitated in a joint Education and Finance Committee review meeting. The action involved additional scrutiny of budgetary spending proposals and examined alignment with organizational priorities and expectations.

BBL1 and BBL2 Staffing Summary

The staffing pattern in the FY21 budget shows an investment in teachers and instructional support as a resource to improve educational outcomes. And, the financial plan provides ample provision to sustain BBL’s preferred educational approach, the Subordination of Teaching to Learning.

BBL1 Positions	Number	BBL2 Positions	Number
Executive and Management	4	Executive and Management	2
Instructional/Professional Development	4	Administrative & Office	3
Teacher Resident	1	Instructional Salaries	24
Instructional Salaries	34	Teaching Assistants	21
Special Education Teachers	6	Special Education Teachers	6
Specialty Teachers	3	Psychologists & Guidance	3
UPK Staff	3	Specialty Teacher	2
Teaching Assistants	32	Technology	1
Administrative and Office	4	Teaching Fellow	1
Technology	1	Teacher Resident	1
Psychologist and Guidance Counselor	6	Instructional/Professional Development	1
Teaching Fellows	2		

Fall 2020 – School Re-Entry Scenarios (DRAFT)

When returning to school in the Fall 2020, as different as it may be, students and staff would have been away from the classical instruction for approximately six months. The guidelines from



NYDOE remain uncertain, and BBL is studying three contingencies for re-integration of students and adults in two co-located buildings.

Assuming a full or partial return to our facilities, many of the logistical details regarding social distancing guidelines and other safety protocols await guidance from New York State and City officials. Meanwhile, framework below provides an overview for managing likely scenarios.

PHASE	DATE RANGE	DESCRIPTION
PHASE ONE	<u>July 7 – July 29</u>	<u>Preparation for Re-Entry:</u> <ul style="list-style-type: none"> • Remote registration of new BBL students (175) • Staff training for teachers in “Trauma-Informed Care”
PHASE TWO	<u>Aug.3 - Sept. 4</u>	<u>Summer Re-Entry for Students and Staff</u> <ul style="list-style-type: none"> • Transition orientation for BBL students - Community building, social distance habit training, and have access to trauma care • Building and classroom set-up (Social Distancing) • Additional professional development
PHASE THREE	<u>Sept. 8</u>	<u>Re-Entry for Students and Staff</u> <ul style="list-style-type: none"> • Scenario 1: Traditional opening at full capacity, following all health and safety guidelines from NY State and City • Scenario 2: Blended opening with some combination of face-to-face and distance learning • Scenario 3: Remote learning continues with a revised Education Continuity Plan

Budget Implications – BBL management will forecast budget implications for Phase Two and Phase Three. Though impending costs are unclear, provisions currently exist in the FY21 budget for a typical summer professional development, curriculum planning for staff and remote re-entry activities for students.

BBL Parent Involvement

Remote instruction during the pandemic, offered BBL a unique opportunity to collaborate with students and parents in the intimacy of their homes. Parents coordinated with teachers on the schedule remote instruction and provided a space and online connectivity for instruction to occur. In addition, we’ve observed a measurable uptick in participation in parent meetings via



video conferencing. In summary, the data showed a total participation rate of 685 dial-in connections to Zoom, with an average participation rate of 171 logins during four meetings via Zoom conferencing.

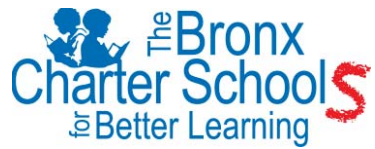
Parent Meeting Data Snapshot

DATE	TOPIC	TIME	PARTICIPANTS
APRIL 15, 2020	Network Parent Meeting	6:30 pm	240
MAY 13, 2020	BBL1 5 th Grade Graduation Meeting	6:00 pm	95
MAY 20, 2020	Network K-2 Parent Meeting	6:00 pm	168
MAY 21, 2020	Network 3-5 Parent Meeting	6:00 pm	182
MAY 26, 2020	Network Parent Training Seminar – Social-Emotional Learning	6:00 pm	TBA
JUNE 10, 2020	Network K-2 Parent Meeting	6:00 pm	TBA
JUNE 11, 2020	Network 3-5 Parent Meeting	6:00 pm	TBA
JUNE 23, 2020	BBL1 5 th Grade Graduation	9:00 AM	TBA
JUNE 25, 2020	BBL Kindergarten Move Up Ceremony	9:00 AM	TBA

Student Milestones

Big milestone offers us an opportunity to celebrate the accomplishments of our family, friends, and love ones. Therefore, please mark your calendar and consider attending the virtual graduation ceremony for Kindergarten and 5th grade Class of 2020. The dates are as follows.

- Kindergarten – Tuesday, June 23, 2020, 9:00 AM
- Fifth Grade – Tuesday, June 23, 2020, TBA



Bronx Charter School for Better Learning

Board of Trustees Meeting Minutes

June 25, 2020

Date: Thursday, June 25, 2020

Time: 5:12pm

Place: Virtual meeting on Zoom

Trustees Present on Zoom:

Bill Bernhardt

Marvin Waldman

Neal Myerberg (exited at 6:03pm)

Robert Bata

Dean Thomas

Victor Zimmerman

Kimberly Kelly

Marilyn May

Jem Pagan (exited at 5:30pm)

Trustees Absent:

Marlon Henry

Administration and Staff Present on Zoom:

Dr. Thomas Howard, Jr.

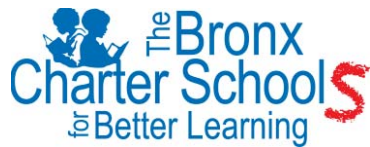
Shubert Jacobs

Anne Clarke-Raysor

Denny Salas

Nicole Tennant

Vanessa Trezza (recording minutes)



A motion was made to accept minutes of the May 25, 2020 board meeting.

The Bronx Charter School for Better Learning Board of Trustee hereby approved the attached minutes of its May 25, 2020 board meeting.

Motion: Robert Bata

Seconded: Marvin Waldmann

In favor: 7

Opposed: 0

Abstentions: 0

The Executive Director presented the following:

Executive Director's Report – June 2020

TO: BBL Staff
FROM: Thomas Howard, Jr., EdD
DATE: Thursday, June 25, 2020
RE: Executive Director's Report

On Monday, March 2, 2020, I arrived at the Bronx Charter Schools for Better Learning (BBL) with zeal, prepared to take the lead in the next phase of organizational development. Upon my arrival, the health crisis of COVID-19 required immediate action; we needed to translate the proven success of the subordination of teaching to learning from a brick and mortar setting to a remote-learning program. Specifically, the educational and operational functions pivoted to cloud-based tools such as Microsoft Teams, DocuSign, Google Classroom, and Zoom.

A few weeks down the line, BBL found itself amid another storm—widespread social unrest due to the unmerited killing of young Black men. Without question, Americans are frustrated; the disputes concerning systemic racism and police brutality are real. The problem rests on a 400-year arc of inequality, consequently imploring courageous conversations across many subjects.

Thus, as Executive Director, I embrace this moment to lead beyond a narrow conversation on race and promote a better understanding of our students' various cultures. I have formed the Bronx Humanities Committee for Better Learning and will use it to facilitate conversations and follow-up actions. For two years, the workgroup will engage staff in activities promoting curriculum development, dialogue, and content creation to promote better learning. Our children deserve a culturally sensitive workforce that respects differences and embraces similarities, promoting intellectual and personal excellence.

UPDATES

Executive Management Team—The team represents staff who have the day-to-day responsibility to lead BBL toward sustained success. Their work is outcome-driven and shares the vision of awakening the learner within. The team includes Dr. T. Howard, Executive Director, S. Jacobs, Senior Principal, Dr. T.



Swartz, Director of Professional Development, Dr. A. Ogundiran, Director of Student Services, and N. Tennant, Senior Finance and Operations Director.

Senior Principal – It gives me great pleasure to announce the appointment of Shubert Jacobs to the position of Senior Principal (SP). As SP, Mr. Jacobs will serve as a critical member of the Executive Management Team. He will continue to manage the day-to-day operations of BBL1 and partner with the Executive Director to promote a shared vision of BBL as one organization with two schools.

Senior Finance and Operations Director – Given the effectiveness of Nicole Tennant, I am happy to name her to the position of Senior Finance and Operations Director. Nicole seeks to expand departmental capacity by adding a part-time finance member, cross-training staff, and streamlining outside consulting firm use. She will also add managerial oversight to her list of job responsibilities.

Middle School Placement – On Tuesday, June 23, 2020, BBL hosted a virtual graduation for 94 5th grade students. Approximately 41% of students transitioned to other charter schools, 41% to public schools, and 18% to independent, parochial, or state schools.

[\(Back to The Top\)](#)

Areas Requiring Board Support

Development and Fundraising – The development and fundraising operations of BBL represents an inherent weakness in our enterprise. The process lacks the clarity of expectations at the management and governance levels, whereas the job descriptions focus on government relations and development/fundraising. The dichotomy leaves the organization without full capacity to manage, strategize, and engage fundraising and donor stewardship accountability.

- Management Decision – Given our varied expectations for fundraising, I will bring in a development consultant to advise in this area. The goal is to analyze the state of fundraising and development at BBL and make recommendations to reposition this aspect of our work. The scope of work may involve (1) redefining the development position, (2) analyzing fundraising capacity and opportunities, and (3) clarify expectations concerning resources Trustees bring to the organization.

Strategic Question – In April 2020, the lottery data showed an ongoing interest in BBL schools. We collected 2,279 applicants for 168 slots and placed 2,111 (93%) applicants on the waitlist. Additionally, 260 existing families applied for an open seat under the sibling preference provision. **BBL accepted _students under the sibling preference provision.**

- Management Question – Given the high percentage of applicants placed on the waitlist, what is BBL’s vision to capture and engage this audience?

Other Questions for Strategic Consideration

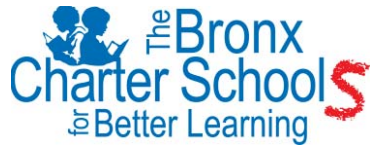
- How should BBL position itself as a resource to the broader community?
- Should BBL consider the prospect of vertical or horizontal expansion? If so, why?
- How can we use our data to shape the story through branding and marketing?
- What is the give/get expectation for 2020–21 at the Board level?
- What are the onboarding requirements and expectations for new Trustees?



- What are the short, medium, and long-range goals of BBL?

Action Items: The Board approved the following Action Items:

Personnel Adjustments



(1) Maternity Leave – Christina Davis

June 15, 2020

Christina Davis
21 Lloyd Road
Norwalk, CT 06850

Dr. Thomas Howard
Executive Director
Bronx Charter Schools for Better Learning
3740 Baychester Avenue
Bronx, New York 10466

Dear Dr. Howard,

I am writing to inform you that my maternity leave will be effective upon delivery (expected due date: August 21, 2020). It is my current intention to take the full paid 8 weeks available to me for maternity leave and four weeks unpaid. I intend to return on or around November 16, 2020.

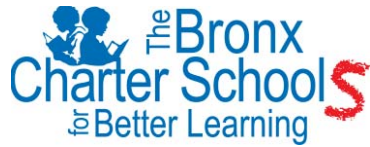
Prior to maternity leave, I will make all necessary arrangements for my co-workers to perform the tasks of my job during my absence. Once the baby and I are settled at home, I plan to remain informed and updated via e-mail.

Although I do not anticipate experiencing further problems with this pregnancy, should any complications arise before or after giving birth, it may be necessary for me to take leave earlier or longer than expected. In this circumstance, I will provide you with as much notice as possible, as well as any physician records or information you request.

Please let me know if you have any questions. I am happy to meet with you to discuss my maternity leave further.

Thank you.

Christina Davis
4th Grade Math Teacher
Bronx Charter School for Better Learning 2



[\(Back to The Top\)](#)

(2) Hiring of Staff

The Bronx Charter School for Better Learning Board of Trustees approves the hiring of the following individuals with the noted salaries and starting dates and subject to the receipt, where warranted, criminal history check and Employment Eligibility Verification to the receipt of applicable certification:

- Eliana Minaya, Special Education Teacher \$56,650.65 effective 9/1/19
- Melissa Rodriguez, Teaching Assistant/Office Aide \$32,036.89 effective 9/1/19

(3) Salary Adjustments

The Bronx Charter School for Better Learning Board of Trustees approves the salary adjustments for the following individuals with the noted salaries and starting dates:

- Shubert Jacobs Sr. Principal \$190,000 effective 7/1/2020
- Nicole Tennant Sr. Finance & Operations Director \$100,000 effective 7/1/2020
- Salian Guerrier Social Worker \$75,000 effective 9/1/2020
- Nadia Duncan Teacher \$59,483.18 effective 9/1/2020

(4) Stipends

The Bronx Charter School for Better Learning Board of Trustees approves the stipends of the following individuals:

- Naadu Addico Sustainability Coordinator Stipend \$2,500
- Michael Cahalin SOAR Stipend \$2,500
- Doris Fleming Coordinating Teacher Stipend \$5,000
- Antwan Knox Building Response Team Stipend \$2,500
- Courtney Waldmann Coordinating Teacher Stipend \$5,000
- Courtney Waldmann SOAR Stipend \$2,500

Motion: Marilyn Maye

Second: Marvin Waldmann

In Favor: 5

Opposed: 0

Abstentions:0

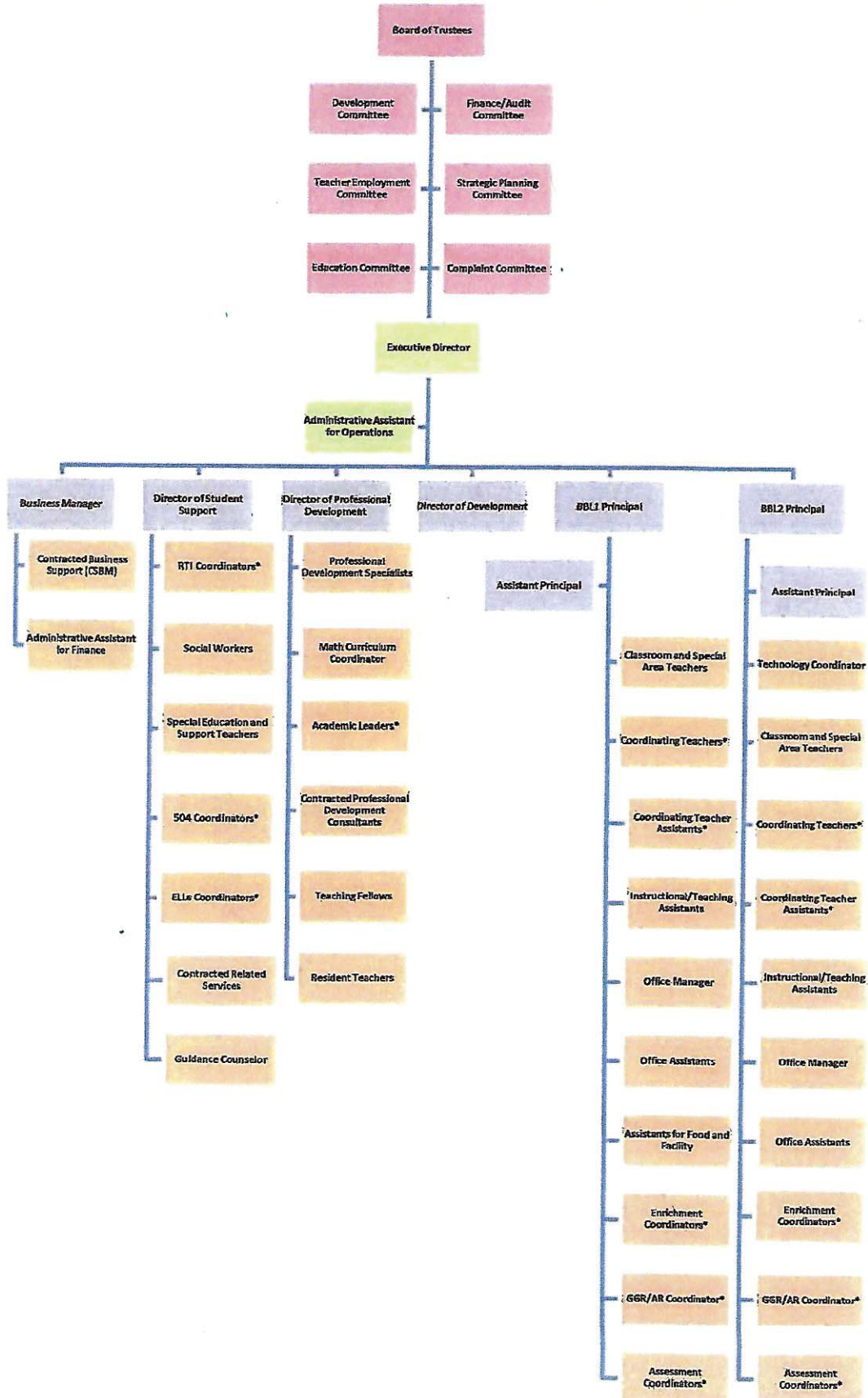


The Board adjourned at 7:58pm.

Motion: Marilyn Maye
Second: Marvin Waldmann

Respectfully submitted,
Vanessa Trezza
Assistant Principal

The Bronx Charter School for Better Learning Organizational Chart



DRAFT



2020-2021 School Year Calendar

September	10	Thursday	School Opens for Students (1/2 Day for Pre-K & Kinder students <u>only</u>)
	11	Friday	1/2 Day for Pre-K & Kinder students <u>only</u>
September	14–16	Monday – Wednesday	1/2 Day for Pre-K & Kinder students <u>only</u>
September	18	Friday	Rosh Hashanah (School Closed)
September	28	Monday	Yom Kippur (School Closed)
October	12	Monday	Columbus Day Observed (School Closed)
November	3	Tuesday	Election Day (School Closed)
November	11	Wednesday	Veterans Day (School Closed)
November	26 27	Thursday & Friday	Thanksgiving Recess (School Closed)
December January	24– 1	Thursday – Friday	Winter Recess (School Closed)
January	4	Monday	School Reopens
January	18	Monday	Dr. Martin Luther King, Jr. Day (School Closed)
February	12	Friday	Lunar New Year (School Closed)
February	15	Monday	President’s Day (School Closed)
April	2– 9	Friday – Friday	Spring Recess (School Closed)
May	13	Thursday	Eid-al-Fitr (School Closed)
May	31	Monday	Memorial Day Observed (School Closed)
June	3	Thursday	Chancellor’s Conference Day (School Closed)
June	10	Thursday	June Clerical Day (School Closed)
June	25	Friday	Last Day of School for Students

*** Calendar is subject to change**

Calendar is subject to change.



2020-2021 School Year Calendar

September	10	Thursday	School Opens Remotely for Students (1/2 Day for Pre-K & Kinder students <u>only</u>)
	11	Friday	1/2 Day for Pre-K & Kinder students <u>only</u>
September	28	Monday	Yom Kippur (School Closed)
October	12	Monday	Columbus Day Observed (School Closed)
November	3	Tuesday	Election Day (Remote Learning for All Students)
November	11	Wednesday	Veterans Day (School Closed)
November	26– 27	Thursday & Friday	Thanksgiving Recess (School Closed)
December January	24– 1	Thursday – Friday	Winter Recess (School Closed)
January	4	Monday	School Reopens
January	18	Monday	Dr. Martin Luther King, Jr. Day (School Closed)
February	12	Friday	Lunar New Year (School Closed)
February	15– 19	Monday – Friday	Mid-Winter Recess (School Closed)
March – April	29– 2	Monday – Friday	Spring Recess (School Closed)
May	13	Thursday	Eid-al-Fitr (School Closed)
May	31	Monday	Memorial Day Observed (School Closed)
June	3	Thursday	Chancellor’s Conference Day (School Closed)
June	8	Tuesday	June Clerical Day (School Closed)
June	25	Friday	Last Day of School for Students

Total Amount of Instruction by Month:

Month	Total Instructional Days	Total Cohort A In-Person Days	Total Cohort B In-Person Days	Total Cohort A in-person hours	Total Cohort B in-person hours	Total Cohort A synchronous	Total Cohort A asynchronous	Total Cohort B synchronous	Total Cohort B asynchronous
September	13	7	6	42	36	6	24	7	28
October	21	10	11	60	66	11	44	10	40
November	17	9	8	54	48	8	32	9	36
December	17	8	9	48	54	9	36	8	32
January	19	9	10	54	60	10	40	9	36
February	18	9	9	54	54	9	36	9	36
March	23	12	11	72	66	11	44	12	48
April	16	8	8	48	48	8	32	8	32
May	19	9	10	54	60	10	40	9	36
June	17	9	8	54	48	8	32	9	36
TOTAL	180	90	90	540	540	90	360	90	360

