



FULL APPLICATION COVER PAGE

Last updated: 01/10/2019

PROPOSED CHARTER SCHOOL NAME: The Bronx Charter School for Children II

1. My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation/management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network? The Bronx Charter School for Children

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	The Bronx Charter School for Children II
2.	(No response)
3.	(No response)
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)? (No response)

3. Proposed Board Chair and Public Contact information

Proposed Board Chair Name	Email Address	Phone Number
Jane Ehrenberg Rosen		

Public Contact Name	Email Address	Phone Number
Denise Alexander		

4. District/Community School Dist

Preferred District/CSD	2nd Choice	3rd Choice
CSD 7 (Bronx)	CSD 8 (Bronx)	CSD 12 (Bronx)

5. Charter schools authorized by the Board of Regents in June or November 2019 should plan to open for instruction in 2020. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2025 of the 5th year of operation.

Start date of initial term (1st day of school) 08/24/2020

End date of initial charter term

06/30/2025

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	4-5	65	65	65	65	65
1st	5-6	65	65	65	65	65
2nd	6-7		70	70	70	70
3rd	7-8			70	70	70
4th	8-9				70	70
5th	9-10					70
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		130.0	200.0	270.0	340.0	410.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

The mission of The Bronx Charter School for Children II is to empower our children to achieve their greatest potential both as students and as members of their communities.

Summary

The Bronx Charter School for Children II (TBCSC II) will be a replication of The Bronx Charter School for Children (TBCSC I) located at 388 Willis Avenue in New York City Community School District 7. TBCSC I is in its 15th year of operation, and is seeking a fourth charter renewal from the New York State Board of Regents. The objective of the proposed school, in addition to our stated mission, will be to serve as a transformational anchor institution within our targeted district of location (CSD 7).

Mission. The mission of The Bronx Charter School for Children (TBCSC) is to empower our children to achieve their greatest potential both as students and as members of their communities. TBCSC is faithful to our mission and implements the key design elements outlined in our charter. Our stakeholder groups (students, parents and families, teachers, administrators, trustees, community partners and referring agencies) operate from a common and consistent understanding of our mission and key design elements. We operate as a comprehensive center for academic excellence and socio-emotional support, nurturing the whole child. Our key design elements, also referred to as Core Values, are derived from our theory of action. We believe that students are most academically successful when they are supported in all aspects of their development (including social and emotional), can learn in a safe and predictable environment, are challenged with rigorous content that requires critical thinking and ongoing demonstrations of mastery; and, are supported by broad and deep partnerships aligned to their individual, family and community needs.

Educational Philosophy. The Bronx Charter School for Children II will offer a rigorous academic program combined with a supportive social-emotional curriculum that leads to student success. TBCSC II's academic program will reflect the practices that are associated with high performing urban schools; standards-based instruction informed by informal and formal student data; viable curricula that is aligned to formative and summative assessments; and implementation of instructional practices that promote student engagement and conceptual development.

Instructional Program. TBCSC II will offer an Extended School Year (190 days), Extended School Day (8:00 a.m. – 4:00 p.m.) and additional Extended Learning Opportunities through unique program offers such as Saturday Academy (grades 3 through 5) and Summer Academy. For three weeks in July, TBCSC II students who are at risk for academic failure attend classes to bolster their skills. Morning Math, a program developed at our replication school TBCSC I, provides up to 30 minutes of structure time for standards-based instruction and reteaching of essential standards.

Curriculum. TBCSC II will offer a rigorous, standards-based curricula including *Core Knowledge Language Arts (CKLA)*, *Leveled Literacy Instruction (LLI)* and *Razkids* (a skill builder in listening and reading comprehension through independent practice). TBCSC I teachers developed standards-aligned curriculum in math and social studies. This will serve as the basic for instruction in those subjects at TBCSC II. Science instruction incorporates *Investigations* and *FOSS* learning kits for experiential learning. Social Studies instruction is supplemented with *My*

World and offers students opportunities to build comprehensive knowledge through reading, speaking, and writing. Thinking and experiential lab work. Our science curriculum is aligned to the Next Generation Science Standards (NGSS). Our social studies curriculum is aligned to the New York State Learning Standards.

Instructional Leadership and Support. TBCSC II will be structured to optimize non-academic support so that administrators and teaching staff can focus on what they do best. The Principal will work closely with two Directors of Curriculum and Instruction and Instructional Coaches to provide comprehensive instructional leadership and coaching for teachers. During the initial summer, TBCSC II teachers will be on-boarded in professional development sessions with experienced and mission-aligned TBCSC I teachers. The sessions will provide opportunities for TBCSC II teachers to work closely with peers to assimilate our comprehensive care model and to obtain a deeper understanding of the curriculum. During the year, teachers will receive ongoing feedback on the use of innovative teaching methods, differentiation, use of data, reteaching and lesson planning. Staff at TBCSC II will also be supported by the Executive Director of the education corporation and a team of five directors with responsibility for Data and Assessments, Operations, Finance, Human Resources, and Development and Strategic Partnerships.

Collaborative Data-driven Instruction. Integrated co-teaching places one general education teacher and one special education teacher in each kindergarten class. In grades 1 through 5, TBCSC II will use this model in only one class per grade. All others will have a single teacher. The faculty culture of TBCSC II will be collaborative and data-driven. We prioritize these values to strengthen our Professional Learning Communities (PLCs). The ongoing work of PLCs is collaborative and empirical. Administrators, teacher leaders (grade-level) and teachers will meet each week for 80 minutes to review, reflect and potentially revise instruction. The team will review student work and formal summative data every three weeks to guide discussions and data-informed decision-making on scholar instruction.

Comprehensive Wrap Around Services. TBCSC II will offer students and families comprehensive wrap around services to support development of the whole child and whole family. Our structured supports help students to effectively apply knowledge, attitudes, and skills necessary to understand and manage their emotions. We also explicitly encourage students to authentically feel and show empathy for others while creating and maintaining relationships with their peers and adults. Counselors work with our parents, teachers and administrators to support their ability to reinforce social-emotional awareness and development. They also facilitate one-on-one and small group sessions to students. TBCSC II's Dean of Culture and Family Engagement will meet with each school counselor bi-weekly to discuss the success of their programs/groups and the individual scholar sessions. Each program/group is regularly evaluated to determine successes and challenges, leading to subsequent planning and refining.



2019 Charter School Replicator Application

Submitted to the New York
State Education Department,
Charter School Office (CSO)

The Bronx Charter School for Children II

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FULL APPLICATION SUMMARY

Proposed Charter School Name ¹	The Bronx Charter School for Children II		
Application History	Initial Application		
Name of Existing Education Corporation	The Bronx Charter School for Children		
Current Board Chair Name	Jane Ehrenberg Rosen		
Current Board Chair Email Address	[REDACTED]		
Current Board Chair Telephone Number	[REDACTED]		
Public Contact Name	Denise Alexander, Executive Director		
Public Contact Email Address	[REDACTED]		
Public Contact Telephone Number	[REDACTED]		
District of Location	New York City Community School District 7, Bronx		
Opening Date	August 2020		
Proposed Charter Term ²	5-year term		
Proposed Management Company or Partner Organizations	Not applicable		
Name of Replication Schools	The Bronx Charter School for Children		
Projected Enrollment and Grade Span for Indicated Years	Year	Grades	Enrollment
	1	K-1	130
	2	K-2	200
	3	K-3	270
	4	K-4	340
	5	K-5	410
<p>Mission Statement: The mission of The Bronx Charter School for Children II is to empower our children to achieve their greatest potential both as students and as members of their communities. To realize our mission, we are guided by these Core Values:</p> <p>Fostering Academic Excellence by supporting skilled and dedicated teachers who maintain high academic standards, motivate our students and collaborate with our families;</p> <p>Nurturing the Whole Child by creating engaged learners, encouraging honesty and guiding social and emotional development;</p> <p>Ensuring a Safe Environment by promoting mutual respect in our diverse community of students, teachers and families;</p> <p>Developing Critical Thinkers by encouraging intellectual curiosity and rewarding independent and creative problem solvers; and</p> <p>Building Partnership by welcoming our families, staff and members of the wider community to participate in and celebrate the successes of our students.</p>			

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

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CERTIFICATION AND ASSURANCES STATEMENT	
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Proposed Charter Name:	The Bronx Charter School for Children II
Proposed School Location (District):	New York City Community School District 7, Bronx
Name of Existing Education Corporation:	The Bronx Charter School for Children

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and Multilingual Learners/English Language Learners.”³

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

³ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;⁴

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;⁵ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁶
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Jane E. Rosen, hereby certify that the information submitted in this Full Application to establish The Bronx Charter School for Children II is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Existing Education Corporation BOT Chair:

Date: January 9, 2019

⁴ 20 USC § 7221b(b)(3)(J)

⁵ 20 USC § 7221b (b)(3)(K)

⁶ 20 USC § 7221b (b)(3)(N)

I. Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement, Objectives and Goals

The mission of The Bronx Charter School for Children II (TBCSC II) shall be to empower our children to achieve their greatest potential both as students and as members of their communities. The Bronx Charter School for Children I (TBCSC I) has the same mission.

In keeping with our mission, we work to implement the full breadth of the New York State Charter Schools Act of 1998 (as amended) (“the Act”). New York legislators set forth these six purposes in the Act (NYS Education Law §2850(2)):

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanding learning opportunities for students who are at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Provide parents and families with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

We hold these purposes to be fundamental to our mission, objectives, goals, strategic vision, organizational structure and financial model. New York City’s Community School District 7, located in the South Bronx, is a proud and dynamic learning community. The South Bronx is home to icons like the New York Yankees and is at the heart of borough-wide growth and expansion. The communities of Mott Haven, Melrose, Port Morris, Concourse Village and Morrisania are served by no fewer than 30 elementary schools. This community is also the poorest Congressional District in the United States. Our first objective has been to outperform the district and fulfill the intent of the Act.

We propose to achieve the first objective of the Act by implementing a replication model that enhances key factors of success: instructional leadership by the building principal; experienced and relentless instructional coaching to build literacy and numeracy; consistent and relevant professional development; standards-based instruction; an extended school year of 190 days; an extended school day; and collaborative planning from dedicated operations and financial personnel. Our organizational model creates structures and systems that allow principals to focus on instructional leadership. We rely on seasoned finance and operations professionals to align their functions with the instructional priorities of the principal. The model, refined at TBCSC I

during the most recent charter renewal period, correlates to improved academic achievement. For example, student achievement in English language arts (ELA) has increased by 50 percentage points in the past four years. Our scholars’ proficiency levels exceed the district and the state. In math, proficiency levels have increased by 35 percentage points over the same period. Here too, TBCSC I scholars exceed the average performance of peers in the district and across the state (See Attachment 6b – C).

In 2015, administrators at TBCSC I opted to deconstruct and rebuild curriculum. The purpose of this initiative was to build deep knowledge and ownership of standards-based instruction, improve rigor, and to increase student achievement. Challenging work such as this yielded added benefits such as improved collaboration and communication. Teachers gained content and process knowledge, which encouraged innovation within the classroom.

A second objective of the proposed school will be to directly address and mitigate the impact of socio-economic factors within our targeted district of location. A lesson learned from TBCSC I is that students learn best when focused on academic challenges, rather than matters beyond their control. TBCSC II will use the *Wrap Around Services Model* developed at TBCSC I, enhancing the school’s commitment to supporting whole-family, similar to whole-child development.

Our model was born of mission and necessity. We pride ourselves on standing as a mission-driven school serving under-resourced families in a high-need community. We are also humbled by the opportunity to make a positive impact on the lives of students and families each day, and year after year. Our board of trustees, administrators, teachers and staff share a vision for creating unprecedented opportunities for our community, and for exceeding state and district performance standards. Equally important for us is to drive home to each student and family that we are committed to nurturing socio-emotional development and cultivating personal ownership of lifelong education as a pathway to change. Our paradigm operates along four indices: academics, enrichment, whole-child development and whole-family support.

Academics	Enrichment	Whole-Child	Whole-Family
<ul style="list-style-type: none"> • Balanced Literacy • Science Laboratory • Individual Scholar Pathways • Targeted Group Instruction • Intervention Support 	<ul style="list-style-type: none"> • Field Trips • Technology • Athletics • Art and Music 	<ul style="list-style-type: none"> • Social-Emotional Development • Who am I? • How do I fit in? • Who are we as a community? • Help us find our voices. 	<ul style="list-style-type: none"> • Resources • Navigating Bureaucracies • Community Empowerment • Networking

Figure 1 : TBCSC I and II Wrap Around Services Model

We value our teams' capacity to anticipate and meet the social and emotional development needs of TBCSC I students. In so doing, we will continue to provide parents and families with meaningful public education choices. The breadth and depth of our social support offerings, based on feedback from parents and community residents, are unique within CSD 7. We will continue and extend this practice to TBCSC II.

Finally, as TBCSC I seeks its fourth charter renewal, we recognize the statute (NYS Education Law §2852.2) requires the New York State Board of Regents to find:

- a. The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
- b. The applicant can demonstrate the ability to operate a school in an educationally and fiscally sound manner;
- c. Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article.

We begin the design of the proposed school with the end of renewal in mind. The organizational design and track record of TBCSC I embolden our belief that TBCSC II will have significant capacity to meet all requirements of the Act. Further, our current school demonstrates the ability to meet all NYSED Performance Framework Benchmarks⁷ (See Attachment 6a, 6b). The education corporation Board of Trustees have been stewards of the public trust in safeguarding the assets of TBCSC I. The Board has hired effective school leadership that built a mission-aligned and data-driven instructional model. Trustees have also grown reserves through an annual process of zero-based budgeting and conservative planning. The viability of TBCSC II is strengthened by the organizational continuity and internal team development of TBCSC I. On this basis, we believe that the proposed school is likely to improve student learning and achievement and further the purposes of the Act.

⁷ 2018 Charter School Performance Framework. Available online at <https://www.regents.nysed.gov/common/regents/files/P-12%20-%202018%20Charter%20School%20Performance%20Framework%20Presentation.pdf>

Goals of The Bronx Charter School for Children II

TBCSC I and II will share common goals. Goals set forth in the charter of TBCSC I, and reported in the school’s Annual Report on Progress Toward Charter Goals⁸, are as follows:

Category	Performance Goal	Progress Measure
Academic Goal 1	Each year the percent of students in 3 rd -5 th grades maintain at minimum a proficient testing level on the NYS ELA assessment compared to the previous year’s performance.	New York State ELA Assessment
Academic Goal 2	Each year the percent of students in 3 rd -5 th grades maintain at minimum a proficient testing level on the NYS math assessment compared to the previous year’s performance.	New York State Mathematics Assessment
Academic Goal 3	Each year the percent of students who perform at or above Level 3 on the NYS ELA assessment in each tested grade will be greater than that of CSD 7 and the State proficiency average.	New York State ELA Assessment
Academic Goal 4	Each year the percent of students who perform at or above Level 3 on the NYS math assessment in each tested grade will be greater than that of CSD 7 and the State proficiency average.	New York State Mathematics Assessment
Academic Goal 5	Each year the percent of Students with Disabilities (SWDs) who perform at or above Level 3 on the NYS ELA assessment will increase.	New York State ELA Assessment
Academic Goal 6	Each year the percent of English Language Learners (ELLs) who perform at or above Level 3 on the NYS ELA assessment will increase.	New York State ELA Assessment
Academic Goal 7	Each year the percent of SWD who perform at or above Level 3 on the NYS math assessment will increase.	New York State Mathematics Assessment
Academic Goal 8	Each year the percent of ELLs who perform at or above Level 3 on the NYS Mathematics assessment will increase.	New York State Mathematics Assessment

⁸ <http://www.p12.nysed.gov/psc/csdirectory/BronxCharterSchoolForChildren/BCSCAR1718.pdf>

Table 1: TBCSC II Academic Performance Goals

Our academic goals are rigorous and ambitious on several levels. First, our two goals for schoolwide performance call for our schools to outperform the district and the state. New York’s state average skews upward based on the academic performance of many wealthy, low-need districts with high per pupil expenditures and significant supplemental funding. It is ambitious to frame satisfactory performance around outperforming peers where per pupil spending varies so widely.

In addition, the goals require continuous improvement by high-need student SWD and ELL/MLL populations. In 2017-18, TBCSC I increased enrollment of SWD through a revision of the admissions policy, and the establishment of a formal preference. The shift may impact test scores in the 2018-19 school year, however, in redoubling our recruitment efforts, we remain mission-aligned and committed to serving the greatest number of high-need students. These goals are embedded in our school design practices for gathering, analyzing and responding to student performance data throughout the year; systems for instructional coaching and professional development; and practices for lesson planning, timely feedback to teachers, and monitoring lesson improvement.

In 2017-18, TBCSC I achieved each of these 8 academic goals.

TBCSC II will also share the organizational and financial goals of TBCSC I. The organizational (7) and financial goals (2) will be:

Goal Category and Number	Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal
Organizational Goal 1	Each year the school will achieve high rates of student attendance, enrollment, and low levels of student attrition.	ATS Attendance Records
Organizational Goal 2	Each year TBCSC will achieve an enrollment rate (defined as full-time equivalent, FTE) of at least 95% of students enrolled for the school year divided by the enrollment capacity for said school year.	New York City Department of Education Reconciliation Report
Organizational Goal 3	Each year the school will achieve a student attrition rate of no more than 10 percent.	Enrollment Records, ATS Attendance Records
Organizational Goal 4	Each year at least 80 percent of families will complete the Annual TBCSC Parent/Guardian Survey	Annual Parent/Guardian Survey
Organizational Goal 5	Each year at least 89 percent of families who complete the Annual Survey will express satisfaction with the school by indicating a	Annual Parent/Guardian Survey

Goal Category and Number	Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal
	positive response to each survey item related to satisfaction.	
Organizational Goal 6	Each year at least 90 percent of all parents/guardians will attend Parent-Teacher Conferences (Twice annually)	Parent-Teacher Conference Sign-in Sheets
Organizational Goal 7	Each year the school will comply with all applicable laws, rules, regulations, and contract terms including but not limited to the New York Charter School Act, the New York Freedom of Information Law, the Federal Individuals with Disabilities Education Act, and the Federal Family Educational Rights and Privacy Act.	Annual School Visit Report Annual Attorney Review
Financial Goal 1	Each year the school will undergo an independent financial audit that will result in an unqualified opinion and no major negligent findings.	Audited Financial Statements
Financial Goal 2	Each year the school will operate on a balanced budget and maintain a stable financial condition.	Annual Reconciliation Report Audited Financial Statements

Table 2: TBCSC II Organizational and Financial Goals

Organizational and financial goals are also rigorous and ambitious. Each goal provides our Board of Trustees and school administrators with indicators of viability. Our leading indicators of viability such as enrollment, student attrition and parent/guardian satisfaction offer insights into demand for our model as well as our execution. Enrollment demand and satisfaction have remained high over the charter term for TBCSC I. We interpret these indicators as supporting evidence for the viability of our approach. Trailing indicators such as compliance reports and audited financial statements have been similarly edifying. In 2017-18, TBCSC I met each of these trailing indicators of viability.

Our applicant group, comprising trustees and school administrators, propose to lead a mission-aligned school focused on empowering students to achieve their potential by implementing organizational and support services models proven to improve academic achievement. Our anticipated outcomes are clear, measurable and rooted in the established practice of TBCSC I, a school which outperforms the district and state on ELA and math assessments. TBCSC II will direct resources to recruit, enroll and retain a population that mirrors or exceeds the high-need profile of students across our district of location. We are at home and will pursue facility space within CSD 7. We will establish an enrollment preference for SWD to ensure we meet enrollment targets as required by the Act. TBCSC II will be structured to also achieve our objective of providing comprehensive wrap around services to students and families. The applicant group has

established systems, structures and practices to monitor performance, track progress and implement solutions to challenges.

B. Key Design Elements

Key Design Elements for TBCSC II are:

Fostering Academic Excellence by supporting skilled and dedicated teachers who maintain high academic standards, motivate our students and collaborate with our families.

TBCSC supports skilled and dedicated teachers who maintain high academic expectations, engage in results-driven collaboration, and possess a growth mindset. All teaching staff at TBCSC are members of a Professional Learning Community (PLC). PLCs at TBCSC I are an ongoing process in which instructional staff work collaboratively in recurring cycles of collective inquiry, data analysis, and curriculum design to achieve better results for the scholars they serve. PLCs consistently respond to the following questions:

- What do we expect ALL scholars to master?
- How are we going to know if they've mastered it?
- What are we going to do if they have not mastered it?
- What are we going to do when they master it, or already demonstrate mastery?

During the first year of implementation, school leadership devoted a significant amount of professional development time exploring why there was a need to adopt a PLC model, and how the implementation of the model would impact achievement. These conversations were deeply entrenched in articulating the school's mission; they provided a safe space for teachers to authentically evaluate and reflect on their expectations of all scholars, especially SWD and ELL scholars.

Since that first year, daily schedules have been modified to increase collaboration time, providing consistent opportunities for Directors of Curriculum and Instruction (DCIs) and peer leaders to facilitate diagnosing of students' misconceptions using common formative and summative assessment data to respond to re-teaching and/or extension opportunities, and to design effective learning paths that can be monitored and adjusted as necessary. While time has increased for staff collaboration, the amount of time has also increased for students to work in targeted small groupings, for reinforcement and for enrichment. These small groupings are informed by quantitative and qualitative data; some scholars spend additional time with our Enrichment Teachers to have skills reinforced through an interdisciplinary perspective.

During the 2017-2018 school year, the school strengthened its approach to Response to Intervention (RtI). Early Morning Math (EMM) is a data driven program that places students in small groupings to work on the mastery of skills and standards. This program has proven extremely successful; a significant factor being the foundations of the PLC model that were introduced in previous years. PLCs at TBCSC I have become an integral component of the school's

culture. There has been a major increase in students' connection to the schoolwide community of adults, as it is not uncommon for a grade 2 teacher to work with grade 4 students in developing grade 2 unmastered concepts. Development of communication systems has ensured that families receive consistent notification about their child's progress from all staff who work with their child. Families also have regular open opportunities to meet in person with staff members who work with their child. Feedback has been positive, implying both scholars and families have experienced a deeper sense of collective responsibility sharply focused on academic achievement, and the development of social skills needed to support such.

In the 2018-2019 school year, we will drill down further in our PLC work by continuing to articulate the characteristics of collective commitments through authentic work. Our summer professional development activities will address differentiation of process, accountable talk, and explicit instruction on high-level vocabulary.

Nurturing the Whole Child by creating engaged learners, encouraging honesty, and guiding social and emotional development.

While TBCSC recognizes the primary goal of schooling is to help children master academic content, we also believe it is our collective responsibility to nurture and support the development of the whole child so that complex, effective teaching, and learning can occur. We know that many of our students and families seek support from our school to help teach and reinforce these skills, thus creating a healthier school climate, deepening connections to families and increasing academic progress. We simply believe if we are to fully actualize the school's mission of helping our students to achieve their academic and personal goals, we are required to effectively anticipate and respond to this critical component. Therefore, we will continue to implement a full-service model school, providing scholars and families with services, program, and community-based resources to help them become and maintain their status as productive citizens in the community.

Our school ensures the annual budget allocates financial resources to fully accomplish this core value. The school has a Family Support Team (FST), comprising two School Counselors, a Family Liaison, and a Middle School Placement Coordinator. School Counselors provide counseling and group therapy to mandated and non-mandated scholars, focusing on topics such as grief counseling, coping strategies for scholars with anxiety (social and academic), and building esteem. Each month students attend Community Meetings during which concepts discussed in classroom lessons are extended. The Family Liaison has fielded increased families requesting support for issues such as dealing with domestic violence, substance abuse, and supporting a child with suicidal tendencies. Protocols have been refined to measure the effectiveness of each resource. Afterschool programs and support groups were created over this charter term to further support families' abilities to learn about social-emotional development needs and strategies to implement outside of school. One other addition during this charter term has been the creation of Peer Leaders, a group of selected fourth and fifth grade scholars who serve as role-models for all scholars; they participated in trainings on conflict resolution, which they use with students in K-3rd grades.

Ensuring a Safe Environment by promoting mutual respect in our diverse community of students, teachers, and families.

During the term of this charter, families and staff provided feedback to school administrators on issues of safety. The responses were overwhelmingly positive regarding the policies and practices that the school implements to create a safe environment. The school employs two full-time security guards and there is a fully trained Emergency Response Team. Safety drills are conducted on a regular basis, and at least 12 fire drills are run each year.

However, a lot of the feedback indicated a feeling of anxiety within the community at large. While this information was emotionally challenging to process, unfortunately it did not surprise many Board of Trustees (BOT) members and school administrators. During this charter term alone, the school experienced two lock-downs due to violence in the immediate neighborhood; one incident where there was the need to take cover as classes went to and from recess in nearby parks; one physical break-in; and shoot-outs in the surrounding area, resulting in a bullet being lodged in the exterior wall of a kindergarten classroom.

Both families and staff clearly experience a difference once they enter the doors of our school. Internally, students feel safe within the school. Our commitment to safety includes explicit anti-bullying instruction, advisory periods and sessions with counselors aimed at allowing students to express themselves and take ownership of their social and emotional development. We actively encourage students to be allies to one another, and to live out the meaning of the Scholar's Pledge. (Please see Benchmarks 2 and 3.)

In the past two years, there was high concern regarding the security and safety of immigrant families and students; many families expressed reticence and did not want to send their children to school. The school responded immediately by coordinating pick-up and drop-off efforts to ensure students were present in school. While TBCSC works hard to create and maintain a physically safe environment, we also strive to create an atmosphere that is free from exclusion, and promotes tolerance, celebrates differences, and includes all members of the community.

Developing Critical Thinkers by encouraging intellectual curiosity and rewarding independent and creative problem solvers.

TBCSC I fully understands the importance of both students' and adults' ability to reflect on one's own beliefs, as well as someone else's ideas, and then see the connections between those matters. We are committed to developing students' ability to conceptualize, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. As school administrators and teachers assessed curriculum, we concluded that the published programs adopted in 2013 to align with Common Core Standards in reading and mathematics did not provide enough rigor or predictive ability for administrators and teachers to plan effectively.

The Principal/Head of School (HOS) and academic leaders employed programs that solidly increased rigor, thus the adoption of Core Knowledge Language Arts (CKLA) and Eureka Mathematics to help guide us. Before official adoption, these programs were piloted in Summer School. PLCs use these programs to guide unit and lesson planning, making adjustments to increase rigor with appropriate scaffolds. Math instructional units are aligned to support transfer of knowledge in a problem-solving context. There has been a significant increase in conceptual development of number sense in all grade levels. In ELA there is greater coherence of interdisciplinary topics, particularly those that allow them to construct arguments about current events such as immigration, racial equality, and the environment. Students receive explicit instruction, with modeling that develops their ability to construct viable arguments and the ability to defend those arguments. Furthermore, during this charter term, internal professional development addressed Bloom's Taxonomy; during each session teachers applied new learning directly into upcoming lessons and engaged in peer reviews of lesson plans.

Building Partnership by welcoming our families, staff, and members of the wider community to participate in and celebrate the successes of our students.

The education corporation recognizes the importance of building meaningful, mission aligned partnerships that support the actualization of each school's vision, thus prioritizing partnerships with families and the community. To have the most positive impact on the academic and wellness outcomes of students, we believe it is imperative that schools and communities work together through a collaborative and comprehensive approach. We firmly believe that all our families want an exemplary educational experience for their child, therefore making it the school's responsibility to fully embrace and communicate with families and school as "co-educators," who share respective knowledge, care, and concern about students.

Family/School Partnership:

We understand partnering is reciprocal and involves listening as well as sharing. Instead of creating an environment of one-sided communication, we implement structures that support consistent communication resulting in strategies and initiatives that support the whole child, while simultaneously developing the family's support network. One such initiative is Home Visits; that all classroom teachers complete at the beginning of each school year. Families and staff report on the positive implications these visits have on creating trust and further developing the connection between home and school. Additionally, the school's Family Support Team partners with families to identify needs other than academics. Our support staff take tremendous pride in being able to direct families to the right resources through the right organizations.

Community/School Partnership:

During this charter term the school has increased collaboration with community-based organizations and national not-for-profit providers that can help prepare our students for college (A Better Chance, Oliver's Scholars, and Prep for Prep) and citizenship.

Our data indicates program participation has grown over the past several years. Data on Prep for Prep participation is not yet available. However, if we attain or exceed our three-year average of

11 program participants, we will achieve a new high-water mark with 34+ students involved in programs that place them in prestigious independent middle schools across the nation. The data is a strong indicator to our students, parents, staff, and trustees that our model is effective; that we are faithfully executing our mission; and that children have a materially better chance at academic success within our community.

We also seek to support families through these partnerships with addressing student health and wellness. Community partnerships such as those with The Mott Haven Community Partnership Program, Administration for Children's Services (ACS) and Abraham House enhance our existing school-based service delivery models and help fill in the resource and service gaps. The Mott Haven Community Partnership Program is an educational workgroup convened by local community-based organizations and supported by elected officials and community leaders. The purpose of the workgroup is to highlight and address high-need, high-leverage educational issues within CSD 7. When the initiative launched in 2013, a focal point was service delivery to students with disabilities across the district. That work continues, as does work to improve coordination of support and resources to our parents and families. For example, Abraham House has as its mission breaking the cycle of incarceration. Founded in 1993, Abraham House offers holistic, family-based services to offenders and their families, as well as to those high-need families in need of additional assistance. Abraham House also operates an after-school program four days a week, and for 6 weeks during the summer. Our neediest students and families rely on their programs for workshops on problem-solving and conflict resolution; trips to citywide cultural institutions; mentoring support, and extended access to computers and books that may be unavailable at home.

C. Community and Students to be Served

The target community we seek within CSD 7 is likely to share most demographic and educational factors in common with current students enrolled at TBCSC I. Please see Attachment 6b – D for a detailed discussion on the analysis of CSD 7.

New York City Community School District 7 is located within the 15th Congressional, 29th New York State Senate, and 84th New York State Assembly districts. The 15th Congressional district is the poorest in the nation. CSD 7 enrolls approximately 19,100 students in grades K through 12. The district is 53 percent male and 47 percent female. Ethnicity within the school district mirrors that of the surrounding political subdivisions: 70 percent Latinx or Hispanic; 26 percent Black or African American; 1 percent Asian; 1 percent American Indian; percent white or European American. In this high-poverty district, 93 percent of students are economically disadvantaged; 26 percent are SWDs; and 18 percent are ELLs.

The South Bronx comprises several neighborhoods such as Port Morris, Morrisania, Mott Haven, Melrose and Concourse Village. Some of these neighborhoods extend beyond the boundaries of CSD 7 into neighboring Bronx districts 8 and 9.

In 2017-18, average academic proficiency in CSD 7 for ELA and math was 30 percent. Across New York City, average proficiency was 46 percent and 47 percent, respectively. CSD 7 significantly trails citywide academic performance.

Analysis of the 28 US Census tracts surrounding the TBCSC I (388 Willis Avenue) reveals the following profile of educational attainment compared to New York City:

Educational Attainment	Census Tract Number	Census Tract Percentage	NYC Number	New York City Percentage	Difference Number	Difference Percentage
Population 25 years and over	73,954	100.0%	5,851,772	100.0%	-5,777,818	0.0
Less than 9th grade	15,175	20.5%	579,784	9.9%	-564,609	10.6
9th to 12th grade, no diploma	13,083	17.7%	544,697	9.3%	-531,614	8.4
High school graduate (includes equivalency)	19,836	26.8%	1,402,714	24.0%	-1,382,878	2.8
Some college, no degree	12,474	16.9%	829,201	14.2%	-816,727	2.7
Associate's degree	3,955	5.4%	375,851	6.4%	-371,896	-1.1
Bachelor's degree	6,710	9.1%	1,246,538	21.3%	-1,239,828	-12.2
Graduate or professional degree	2,721	3.7%	872,987	14.9%	-870,266	-11.2

Among immigrants residing in these Census tracts, 83.6 percent are from Latin America with the highest percentages from the Dominican Republic (38.9 percent). Another 19 percent arrived from Mexico and 6.5 percent from Ecuador. Nearly 12 percent of residents are from West Africa with a solid majority from Ghana (4.6 percent). The neighborhood is also home to the largest Puerto Rican population outside of the island. Today, 9 percent of US-born residents in this area were born on the island.

Income data is stark in comparison to New York City. Here, families median household income of \$23,985 is less than half of the citywide average of \$55,191. Income across this region skews to the lower end with fewer than 15 percent of all families earning more than \$75,000 per year.

Category	Census Tract Number	Census Tract Percentage	NYC Number	NYC Percentage	Number Difference	Percentage Difference
Total households	44,055	100.0%	3,128,246	100.0%	-3,084,191	0.0
Household income of less than \$10,000	9,844	22.3%	318,712	10.2%	-308,868	12.1
\$10,000 to \$14,999	5,513	12.5%	186,560	6.0%	-181,047	6.5
\$15,000 to \$24,999	7,354	16.7%	317,605	10.2%	-310,251	6.5
\$25,000 to \$34,999	5,284	12.0%	273,198	8.7%	-267,914	3.3
\$35,000 to \$49,999	5,824	13.2%	347,658	11.1%	-341,834	2.1
\$50,000 to \$74,999	4,964	11.3%	479,924	15.3%	-474,960	-4.0
\$75,000 to \$99,999	2,528	5.7%	342,454	10.9%	-339,926	-5.2
\$100,000 to \$149,999	1,724	3.9%	410,434	13.1%	-408,710	-9.2
\$150,000 to \$199,999	498	1.1%	191,106	6.1%	-190,608	-5.0
\$200,000 or more	522	1.2%	260,595	8.3%	-260,073	-7.1
Median income (dollars) HH	23,985		55,191		-31,206	
Mean income (dollars) HH	38,042		88,437		-50,395	
Household Benefits						
Households with Social Security	10,500	23.8%	774,198	24.7%	-763,698	-0.9
Households with retirement income	3,706	8.4%	377,574	12.1%	-373,868	-3.7
Households with Supplemental	7,919	18.0%	245,292	7.8%	-237,373	10.2

Category	Census Tract Number	Census Tract Percentage	NYC Number	NYC Percentage	Number Difference	Percentage Difference
Security Income						
Households with cash public assistance income	4,214	9.6%	131,222	4.2%	-127,008	5.4
Households with Food Stamp/SNAP benefits in the past 12 months	21,625	49.1%	637,568	20.4%	-615,943	28.7
Total households	44,055	100.0%	3,128,246	100.0%	-3,084,191	0.0

These demographic factors define the economic, educational and linguistic/cultural dimensions of our work. In seeking to establish a second high-performing elementary school in the South Bronx, we are maintaining a commitment to our mission of improving the chances that our graduates can become effective change agents in this community and beyond.

D. Applicant Group History and Capacity

The applicant group comprises experts in many areas of school operation. TBCSC's Board of Trustees comprises 8 members. Additional members of the Applicant Group include current school administrators with experience at TBCSC I. Biographical statements of each trustee are provided in Attachment 5a.

The applicant group possesses expertise and experience in areas necessary for the opening and maintenance of a successful charter school. TBCSC I will be in its 17th year of operation when the proposed charter school opens in August 2020.

The applicant group has engaged in all aspects of application development and school design. For example, Board and school administration members have met regularly to develop a programmatically aligned budget for the proposed school.

Executive Director. Denise Alexander joined TBCSC I as the school's first Director of Curriculum and Instruction in 2013. Since beginning her educational tenure, 16 years ago, she has been committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. This commitment combined with her expertise prepared her to serve as a

transformative leader where she fosters the continued success of TBCSC I, its staff, and its scholars.

Prior to joining TBCSC I, Ms. Alexander's experience in the field of education included significant roles in teacher and leadership development, curriculum design and instructional research. Her career is additionally marked by: developing the new principal preparation curriculum for Teacher's College-Columbia University; designing and co-founding K-8, Delta Promise Community Charter School of Sunflower County, Mississippi; serving as The District of Columbia Public Schools' Lead Instructional Coach and Manager; leading a team of program improvement specialists throughout Southern California, that provided direct support and evaluated site-based administrations in all areas of instruction and operations; serving as Assistant Principal; being a Teacher of grades Kindergarten through Sixth in Washington, D.C., and Atlanta, GA.

Ms. Alexander is currently completing work on her Ed.D. from Columbia University. She received her Ed.M. in Educational Leadership and Supervision from Teacher's College-Columbia University, her Master of Art in Teaching from Trinity University, and her Bachelor of Arts in Journalism from Howard University.

Applicant Group Members.

Brigitte Bentele is an outstanding educator who spent her career teaching mathematics and supporting and coaching other teachers. She was part of the mathematics department at Trinity School in Manhattan; for more than ten years she was the mathematics department chairperson there. She also served as Interim Associate Head of School at Trinity for three years. Prior to Trinity, Brigitte taught at The Brearley School also in Manhattan. Brigitte received a BA in mathematics from Earlham College and a Master in the Arts of Teaching from Johns Hopkins University. She was a Klingenstein Fellow at Teachers College/Columbia University. Brigitte joined the Board in 2015, is Secretary of the Board, and is the head of the Board Academic Committee.

Sydney Blair is a long-time educator with broad and complex administrative experience leading alternative programs and schools in the New York City Department of Education. She led Passages Academy, an educational program serving court-involved youth, and Project Quest, a \$5M federal grant program for English Language Learners and teacher certification. Sydney has worked to successfully engage community-based organizations, local colleges, various New York City agencies with these projects/schools. Sydney joined the Board in 2018 and she serves on the Board Academic and Facilities Committees.

Joanne Carris is an experienced educator with broad knowledge in special education and bilingual education. Joanne was a Learning Specialist in the New York City DOE for twelve years where she designed and implemented literacy programs, trained, and supported teachers, and provided one-on-one instructional support to students with special needs. In 2008, Joanne founded, and currently continues to be the CEO of Premier Tutors, a professional tutoring service that provides expert tutors who work with students to provide individualized education and guidance to enhance learning and academic achievement. Joanne authored a book about students with learning differences entitled *Ghosts of No Child Left Behind* and co-authored a

chapter in *Teacher Evaluation: The Charge and the Challenges*. Joanne earned a BA at the University of Michigan, MAs in Special Education and Bilingual Education and Philosophy of Education at Bank Street College of Education and The Graduate Center, CUNY, and a PhD in Education at The Graduate Center, CUNY. Joanne joined the Board in 2017 and she is a member of the Board Academic and Development Committees.

Since 1989, **Bruce Greenwald** has been a Senior Managing Director of AEP Capital LLC and its predecessors (AEP). AEP is a specialized investment/merchant banking firm located in New York. Prior to joining AEP, Bruce was a partner with Arthur Young & Company (a predecessor of Ernst & Young) where in addition to managing the tax services provided to several of its largest clients, he served as the firm's Northeast Region Director of Taxes and was a member of the firm's National Tax Operating Committee. Bruce was a founder of the Greenwald Professional Development Grant Program under the auspices of the Montclair Foundation for Education Excellence in Montclair, NJ. Bruce currently serves as a director of Crème de la Crème Inc. and has served as a director of a number of portfolio companies held by AEP as well as various philanthropic organizations. Bruce received a BS in Business Economics and an MBA in Finance from the University of Rochester. Bruce joined the Board in 2009, is the Treasurer of the Board, is head of the Board Finance Committee, and serves on the Facilities Committee.

Jane Ehrenberg Rosen has spent her entire career in education as a teacher, a curriculum director and a principal in outstanding public and independent schools in the Midwest and on the East Coast. Most recently at Trinity School in Manhattan, she restructured the Middle School. As Director of Instruction, K-12, in the Fairfield Public Schools (Fairfield, CT), she led faculty, administrators, and parents in creating a structure for curriculum development. Prior to that in Briarcliff Manor Public Schools (Briarcliff Manor, NY), she restructured the Middle School. Recently, as a consultant Jane coordinated and led the program for Learning Leaders, a not for profit organization that places volunteers in the New York City public schools and wrote the organization's history. Also, as a consultant, she worked for the International Rescue Committee (IRC) and created and implemented a K-12 educational program for a newly created refugee camp school at Wahliniby in Ethiopia. Jane earned a BA in history at Northwestern University, MAs from Stanford University and Pace University, and an Ed.D. from Teachers College/Columbia University. Jane authored the original charter for The Bronx Charter School for Children and has been on the Board since the school was chartered. She is the Chairman of the Board of Trustees and sits on the Academic, Governance and Development Committees.

Nicole Schmidt is a Managing Partner, co-founder of Oberon Securities, LLC, and member of Oberon's management committee, bringing more than 22 years of entrepreneurial experience and leadership to the firm. She spearheads Oberon's consumer and retail group and is actively involved in the firm's TMT practices. Prior to co-founding Oberon in 2001, Nicole was a partner in Kentech Ventures, a software incubator. Nicole is a lawyer; she earned her JD at New York Law School and a BA in political science at New York University. She joined the Board in 2018 and serves on the Development and Finance Committees.

Suellyn P. Scull is an outstanding educator who taught science subjects and served as the Upper School Head, Associate Head of School, and Interim Head of School at Trinity School in Manhattan. Suellyn became involved in developing charter schools when she joined The Learning Project which opened the first charter school in New York City, the John A. Reisenbach School. She served as the Director of Academic Affairs at The Learning Project. She served as a vestryperson at Trinity Wall Street and is on the Board of Explore Charter Schools, Inc, and was part of the national leadership team of All Our Children (AOC) which works to combat educational inequality in public schools. Suellyn is a native of Australia and prior to her career in education, she was a pharmacist. She earned a BSc degree in Pharmacy from the University of Queensland (Australia). She joined the Board in 2016 and heads the Board Governance Committee that oversees school policies and recruits and onboards new Board members. She also heads the Board Development Committee.

Laurence Slous is a partner of the Montclair NJ law firm of Ashenfelter, Slous, Trembulak, McDonough, Golia & Trevenen, LLP. Larry practices in the areas of corporate law and commercial real estate in New Jersey and in other parts of the United States. He also represents banking clients such as Investors Bank. Larry attended Cornell University, where he graduated with a BS degree, majoring in industrial and labor relations. He also graduated from New York University School of Law and is admitted to practice in New Jersey. Larry was born and raised in the Bronx. He attended Bronx High School of Science and taught in the New York City Public School System while attending law school. He currently represents Team Academy, a successful Charter School located in Newark, NJ, and ILearn Schools, Inc., a Charter School located in New Jersey. Larry joined the Board in 2010, is Vice President of the Board, is head of the Facilities Committee and is a member of the Finance Committee.

Primary Author. Benjamin & Young, LLC is a Brooklyn-based charter school consulting firm which has worked closely with the school over the past several years. Previous work includes conducting workshops with the instructional leadership team and Board of Trustees; application writing; research and analysis; and proposal development. The Executive Director also contributed substantial components Parts I and II of the application. Members of the applicant group contributed content ranging from attachments to editing the final document for factual correctness. Part III of the Application was developed with the aid of Applicant Group member and Board Chairperson J. Rosen. The proposed budget and fiscal management plan was written and aligned to the instructional program by Board Finance Committee Chairperson B. Greenwald and TBCSC I Director of Finance J. Kim.

E. Public Outreach

Community Engagement efforts conducted by TBCSC to date includes several outreach efforts, including hosting two public meetings at TBCSC I, presenting at church services, facilitating 1:1 meetings with community members and prospective families, engaging in discussions with local school leaders and community-based organizations' administrators. TBCSC has also participated in street canvassing, which was highly effective in capturing community members' feedback that could not attend scheduled meetings.

F. Enrollment, Recruitment and Retention

Based on the projected enrollment table, TBCSC II will enroll 410 scholars in Year 5.

Projected Enrollment Table Over the Charter Term ⁹						
Grades	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	5-7	65	70	70	70	70
1 st	6-8	65	65	70	70	70
2 nd	7-9		65	65	70	70
3 rd	9-11			65	65	70
4 th	10-12				65	65
5 th						65
6 th						
7 th						
8 th						
9 th						
10 th						
11 th						
12 th						
Ungraded						
Totals		130	200	270	340	410

2. Explain the rationale for this enrollment plan, including school and grade sizes, growth patterns, alignment with grade configurations of other local schools, and assumptions about student attrition and retention of scholars from grade to grade. If the school will continue to grow after the first charter term, present the ultimate grade span goal and the year which this would occur.

To effectively onboard scholars and families to the culture that school/network administration is desperately attempting to recreate, we feel it is imperative to do so in structured increments, creating the needed sense of a small school within a larger school. The proposed student enrollment plan demonstrates an understanding of the importance a building a school culture that has greater success for continued replication as the student and adult populations' grow.

3. Describe the student recruitment plan, including how families in the community will be informed about the charter school and any community assets that will leveraged to recruit students.

TBCSC II will release its application in both English and Spanish on December 1st for the following school year. Families may choose to fill out a paper application or complete the application online through TBCSC's website or the New York City Charter Center's common application.

⁹ N.Y. Education Law § 2851(2)(p)

Our recruitment activities are managed by school operations. In the past few years the Student Support Services team has assumed responsibilities in recruiting students with disabilities and Multilingual Language Learners. These departments seek to provide a culturally appropriate, family-friendly process that stresses the impact of meaningful family involvement from the time the family applies to the school until the child graduates from TBCSC I or II. Multiple members of these teams will be bilingual and serve as a resource to both non-native English-speaking and to students that are English Language Learners (ELLs).

Our Family Support Services team will be active in grassroots efforts and community relation building to increase our ability to reach special population of scholars; the school successfully increased enrollment of scholars in transient/homeless shelters through the creation of these relationships. This team will build on the past, successful efforts at TBCSC I to strengthen relationships with community-based organizations, service providers and Pre-Kindergarten and daycare sites throughout CSD 7. Visits will be scheduled November through March to provide information about the school to community members and encourage families to apply. The network will also increase outreach to include churches, mosques, and NYCHA community centers.

4. Provide Evidence of interest in and demand for the proposed school.

Will include the following in this section:

- Letters of Support:
 - Edward Greenblatt Ph.D., Director of Therapeutic Services at The New York Center for Children
 - Eric Lincoln, Principal MS 223
 - Sweeny Anderson, Director of Mott Haven Community Partnership Program
- Feedback from Middle School Surveys (2018-19: grades 3 and 4, 2017-18: grade 5)
- Feedback from Public Hearings (12/20 and 1/4)

5. Describe the proposed application, admissions and enrollment process, including a plan for a public lottery.

The lottery randomization will take place at the school during the month of April that precedes the enrollment year. It will be open to the public and will be witnessed by an independent auditor. The lottery randomization will create a waitlist that reflects the preferences in the following order:

1. sibling
2. district

Since our priority is to ensure our SWD, MLL, and FRL enrollment targets are met, TBCSC will first offer any open spaces to scholars that fall under one of the titles until the set-aside percentages have been reached. Therefore, the scholar that was granted the #1 spot on the waitlist may not be the first scholar to be offered an available space for that grade; this occurs even if that applicant is a sibling of a currently enrolled scholar. Instead, TBCSC will go down the waitlist, in order, and offer the first scholar a space that meets the SWD, MLL, or FRL eligibility requirement,

skipping any scholar that does not meet either of these requirements. We will continue to fill spaces in this manner until the set-aside percentages have been reached. Once the set-aside percentages have been met, TBCSC will return to the top of the list and offer available spaces to all other applicants in the order off the waitlist until we have reached full enrollment.

6. Identify and explain enrollment preferences, including any preferences the applicant group has defined as at-risk of academic failure.

As a public charter school, The Bronx Charter School for Children is open to all New York City students and **will not** limit admission of any student based on disability, race, gender, national origin, religion, ancestry, athletic ability, intellectual aptitude or achievement, proficiency in English, or any other basis prohibited by law.

TBCSC II is committed to serving a high-need, “at-risk” student population. To support this commitment, each year TBCSC may determine set-aside percentages for the following 3 target populations: (a) Students with Disabilities/Special Needs, (b) Multilingual Language Learners that require English as a New Language services, and (c) FRL students (those who qualify for federal free or reduced lunch program)

<i>Cohort/School Year</i>	<i>Set-Aside #1 (Students with Disabilities)</i>	<i>Set-Aside #2 (MLL students)</i>	<i>Set-Aside #3 (FRL students)</i>
<i>Kindergarten-1st 2020-2021</i>	<i>At least 10% of available seats are reserved for students receiving Special Education services</i>	<i>At least 15 % of available seats are reserved for students receiving ENL services, including monitoring</i>	<i>At least 15 % of available seats are reserved for students eligible for free/reduced lunch</i>
<i>Kindergarten – 2nd 2021-2022</i>	<i>At least 8% of available seats are reserved for students receiving Special Education services</i>	<i>At least 15 % of available seats are reserved for students receiving ENL services, including monitoring</i>	<i>At least 15 % of available seats are reserved for students eligible for free/reduced lunch</i>
<i>Kindergarten – 3rd/2022-2023</i>	<i>At least 6% of available seats are reserved for students receiving Special Education services</i>	<i>At least 15 % of available seats are reserved for students receiving ENL services, including monitoring</i>	<i>At least 15 % of available seats are reserved for students eligible for free/reduced lunch</i>
<i>Kindergarten-4th/ 2023-2024</i>	<i>At least 4% of available seats are reserved for students receiving Special Education services</i>	<i>At least 15 % of available seats are reserved for students receiving ENL services, including monitoring</i>	<i>At least 15 % of available seats are reserved for students eligible for free/reduced lunch</i>

The set-asides underscore TBCSC II’s commitment to serving these high-need populations; the target percentages are designed to ensure TBCSC II’s compliance with New York State charter

law by ensuring the TBCSC’s student body includes percentages of these special student populations that are comparable to the percentages of these students enrolled in traditional public school in the Community School District (CSD 7) where TBCSC II is to be located. On the lottery application, TBCSC II will provide space for families to list information that will determine SWD, MLL and FRL eligibility/status. TBCSC II has the authority to adjust these weights so that they best respond to CSD 7’s demographic fluctuations.

In addition, TBCSC II will utilize 3 admission preferences in admitting students:

1. Returning students are automatically granted admission for the subsequent academic year.
2. Any sibling(s) of a student already enrolled at TBCSC or who has a sibling that is a BCSC alumni who applies to TBCSC by the application deadline will, enter the admission lottery with preference. A ‘sibling’ is defined as a student who shares a biological parent or a legal guardian with a current TBCSC student.
3. All students residing in NYC Community School District 7 will also be given an admission preference in TBCSC admission lottery. A student is considered an In-District student if the student’s primary residence, as indicated in the student’s application, is in NYC Community School District 7.

7. Describe how any vacancies created during the school year will be filled (backfilling) and any date by which the school will no longer fill such vacancies.

The Bronx Charter School for Children II will use the aforementioned enrollment guidelines until December 23rd for students entering grades 3rd through 5th, and until the 107th instructional day of the academic school year for all students entering Kindergarten through grade 2, with the exception of grade 3 through grade 5 students who have younger siblings already enrolled at TBCSC II. No students will be enrolled after these cut-off dates.

8. Complete the Enrollment and Retention Targets Table provided below using the resources provided at this link: [Charter School Enrollment and Retention Targets](#)

TBCSC II Enrollment and Retention Targets		
	Enrollment #/%	Retention #/%
Economically Disadvantaged	395.6/95.9	366.9/92.7%
Students with Disabilities	87.6/21.2%	82.1/93.7%
English Language Learners	89.1/21.6%	83.6/93.9%

9. Describe the school’s plans to meet or exceed the enrollment and retention targets established by the Board of Regents for students with disabilities, English Language Learners, and economically disadvantaged students.

To further support TBCSC’s commitment to enrolling and retaining the aforementioned “at-risk” subgroups TBCSC will employ the following strategies:

- Present at and partner with Head Start/Pre-Kindergarten programs that provide early intervention services;
- Present at and partner with organizations that provide free development screenings to all CSD 7 families;
- Target the five NYCHA public housing complexes (84 buildings) in the Mott Haven community. This coverage will reach over 15,000 residents every year;
- Hold a series of Open Houses and school tours to introduce prospective families to the school, particularly outlining services offered to support students with special needs; and
- Create a Family Ambassador Team in which TBCSC families are trained to represent the school in the community. Ambassadors will be recruited to reflect diverse segments of the school population including, but not limited to Spanish-speaking and African immigrant populations. Ambassadors will post fliers at local businesses, churches, mosques and organizations to which they belong.

G. Programmatic and Fiscal Impact

The projected programmatic and fiscal impact of TBCSC II is marginal with respect to the New York City school district. The overall district budget of the New York City Department of Education for the 2018-19 fiscal year is \$32.3 billion. The Council of the City of New York (“City Council”), in its Finance Division Briefing Paper on the 2019 Preliminary Budget report an operating budget of \$14.4 billion and a capital budget of \$9.7 billion. Other expenses include \$1.7 billion for centrally-managed special education staff, \$4.4 billion for central administration support services, and another \$1.7 billion for payments to non-NYCDOE schools.

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget ¹⁰	Projected Impact on District Budget
2020-21	130	\$15,906	\$2,067,780	\$247,637	\$2,315,417	\$32.3B	.0072%
2021-22	200	\$16,206	\$3,241,200	\$380,980	\$3,622,180	\$32.3B	.0112%
2022-23	270	\$16,506	\$4,456,620	\$514,323	\$4,970,943	\$32.3B	.0154%
2023-24	340	\$16,806	\$5,714,040	\$647,666	\$6,361,706	\$32.3B	.0197%
2024-25	410	\$17,106	\$7,013,460	\$781,009	\$7,794,469	\$32.3B	.0241%

NYCDOE enrolls over 1.14 million students. The programmatic impact of the proposed school is likely to be small and in proportion to the overall size of the school. At full capacity, TBCSC II will operate in CSD 7 serving 410 students. We evaluate our potential programmatic impact using

¹⁰ New York City Department of Education. Funding Our Schools. Available online at: <https://www.schools.nyc.gov/about-us/funding/funding-our-schools>. Accessed on 6 January 2019.

multiple measures of demand. Our estimates are limited by several considerations: first, a location for the school has yet to be determined; and second, new schools (including charters) are projected to open in CSD 7 by Fall 2020. In 2017-18, the last academic year for which data is available, the district enrolled 2,372 total non-charter students in grades K and 1, and approximately 4,131 students overall.¹¹ NYCDOE reported total enrollment of 2065 and 2066 students in grades K and 1 for the schools listed in the table below.

At the time of the launch for TBCSC II, CSD 7 will have more than 30 schools serving grades K and 1. The following chart lists each school, the current grade span and enrollment, kindergarten enrollment, grade 1 enrollment, ELA and math proficiency rates on the 2018 NYSED assessments, and 2018 percentages of students identified as economically disadvantaged (ED), students with disabilities (SWD) and English Language learners (ELL). In viewing the last column of the table, please note that the CSD 7 Economic Index is 93 percent. The district percentage of SWDs is 23%. ELLs comprise 21 percent of the district total.

CSD 7 Elementary School Enrollment Profile

School Name	Actual 2017-18 Grades Served (# Students)	Students Grade K 2017-18	Students Grade 1 2017-18	ELA Level 3 and Level 4	Math Level 3 and Level 4	Percentage ED/SWD/ELL
Academic Leadership CS	K-8 (497)	55	50	74	70	90/11/13
Brilla College Prep CS	K-5 (529)	89	91	51	63	87/21/26
Brilla Veritas CS	K-1 (114)	114	-	-	-	N/A
Bronx Global Learning Institute for Girls CS	K-8 (436)	42	53	43	33	85/13/14
Concourse Village Elementary	K-5 (323)	60	49	88	88	87/23/19
Family Life Academy CS II	K-8 (485)	44	52	73	61	87/13/13
Family Life Academy CS III	K-4 (249)	45	53	63	70	87/11/20
Heketi Community Charter School	K-5 (285)	52	48	28	31	89/17/22
KIPP Academy CS	K-8 (801)	95	95	64	72	84/17/13
Mott Haven Academy CS	K-6 (362)	52	52	50	57	96/25/16
NYC Montessori CS	K-5 (281)	44	54	32	34	87/20/28
P.S. 1	K-5 (598)	103	105	26	29	97/25/31
P.S. 154	K-5 (339)	49	56	44	38	95/24/11
P.S. 157	K-5 (591)	94	93	30	31	91/23/11

¹¹ <https://data.nysed.gov/profile.php?instid=800000046647>

School Name	Actual 2017-18 Grades Served (# Students)	Students Grade K 2017-18	Students Grade 1 2017-18	ELA Level 3 and Level 4	Math Level 3 and Level 4	Percentage ED/SWD/ELL
P.S. 161	K-5 (455)	67	81	34	29	93/31/19
P.S. 179	K-5 (306)	45	49	30	15	96/23/30
P.S. 18	K-5 (568)	86	82	23	24	97/28/32
P.S. 25	K-5 (489)	86	92	36	43	92/31/18
P.S. 277	K-5 (416)	72	75	32	36	95/24/18
P.S. 29	K-8 (730)	71	70	17	14	95/22/14
P.S. 30	K-5 (505)	65	77	23	18	95/22/21
P.S. 31	K-8 (661)	76	70	19	18	93/26/15
P.S. 43	K-5 (400)	52	55	43	39	94/25/17
P.S. 49	K-5 (576)	96	96	35	54	96/32/16
P.S. 65	K-5 (360)	63	59	26	29	98/26/13
South Bronx Classical CS II	K-5 (312)	51	79	95	95	82/12/14
South Bronx CS for Int'l Culture and the Arts	K-6 (426)	95	112	61	48	88/6/38
Storefront Academy CS	K-3 (118)	12	30	45	55	89/17/19
Success Bronx 1	K-8 (697)	83	83	91	99	83/14/4
Young Leaders Elementary	K-5 (220)	37	30	18	21	97/36/44
The Bronx Charter School for Children	K-5 (432)	70	75	62	49	90/13/19

Overall, the fiscal impact projects to be significantly less than 3 percent. Programmatically, the offering of another high-performing elementary school within CSD 7 will have an impact across the district. Currently, there are more than 4,000 students enrolled in grades K and 1 in CSD 7. The majority attend schools that perform below TBCSC I in ELA and math. We believe that TBCSC II would draw applicant interest from parents seeking a high-quality educational option for their child, with or without regard to our charter school environment.

II. Educational Plan

A. Educational Philosophy

The educational philosophy of TBCCS II will be that of the education corporation and TBCSC I.

The foundation of our systems for the well-being of all students is our philosophy that all children can learn. However, the most effective drivers of engagement by all students have been:

- Teacher collaboration in PLCs
- Feedback on standards-based instruction and assessment through Weekly Lesson Plan Review
- Emphasis on higher-order thinking skills, conceptual development and evidence of student mastery
- Active progress monitoring using quantitative and qualitative data points
- Consistent feedback on progress to students
- Effective re-teaching and reassessment

Our model of co-curricular support encourages student agency through shared responsibility for academic outcomes with teachers, and active participation in standards-based instruction that is research-based and data-driven. One strategy used by teachers to share responsibility for academic outcomes is differentiation for all students. Differentiated instruction is customized for the needs of individual students, and for students who may have common experiences or similar characteristics (while facing comparable challenges).

From the outset, the Principal/Head of School, the Academic Committee of the Board of Trustees, and academic leaders/administrators collaborate to sharpen our focus on defining academic rigor. We built a culture of reflection and collaboration through focused professional development sessions with external consultants, but principally through ongoing dialogue and work with one another in small teams and groups. The work of replication at TBCSC II will be informed by recent initiatives at TBCSC I to build teaching and learning for all students through structured planning and targeted professional development. Over an 18-month period, we used summer professional development sessions, post-renewal action planning, weekly PD activities, and relentless mission-driven messaging to amplify our deep knowledge and instructional acumen around the Standards.

We believe that engagement is directly related to access and achievement. The Teaching and Learning Framework operates as a guide to recognizing the importance of high-quality instruction within complex contexts; it provides a succinct definition of effective instruction. Each component of the Framework highlights research-based practices that support the academic progress of all students. First, instruction must meet scholars at their zone of proximal development so that they are capable of achieving learning goals with the support of their teacher(s) and peers. Differentiation, then, is paramount to engagement. Second, TBCSC teachers aspire to create student-centered classrooms. We do so by explaining content clearly, monitoring scholars' understanding, responding to scholars' misunderstandings, and using questions and discussion techniques to develop higher-level understanding. While all our

teachers are highly effective in using the workshop model for direct instruction, one of our growth frontiers is to employ more culturally responsive teaching practices. Namely, mathematics' teachers are striving to design lessons aligned to the 5E Instructional Model which develops competence through inquiry. Doing so will help scholars learn to take control of their own learning by defining goals and monitoring their progress in achieving them.

Teachers use multiple research-based instructional strategies to deliver content to students at all levels of academic performance. Among the strategies most widely used are direct instruction, modeling, collaborative learning, student goal-setting, mastery learning and homework.

The Direct Instruction Model is implemented often, incorporating modeling to build background and increase student engagement. Lessons are framed as I Do – We Do – You Do. Teachers move actively throughout the classroom to evaluate the progress of individual students and groups. Teachers give real-time guidance and feedback on the process. Students can take teacher feedback and adjust their approach accordingly. Lessons consistently close with independent work, allowing students to work without the guidance of the teacher on a variation of the problem/skill to build a solution. Teachers use this time to record evidence of teaching and learning, to identify areas of growth and challenge for individual scholars, and to delineate areas for re-teaching, if necessary.

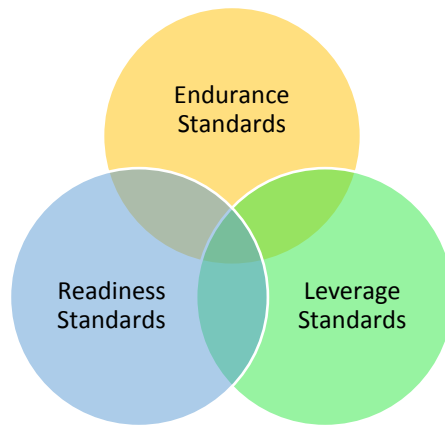
B. Curriculum

The curriculum of TBCSC II will mirror the curriculum in place at TBCSC I.

Curriculum Planning and NYSLS Standards. At TBCSC II, the New York State Learning Standards will be our starting point for curriculum planning. Teacher teams are given the time and training to identify the most essential grade-level standards. Planning time is set aside in the daily teaching schedule for collaboration and planning. Similarly, administrators and Trustees planned the budget to ensure teachers have access to knowledgeable Directors of Curriculum and Instruction, and Instructional Coaches.

TBCSC II will launch with the benefit of leveraging the efforts of professional staff at TBCSC I to unpack the standards, write curriculum, and build complex and interrelated systems for progress monitoring.

In the model presented below, the components within “essential standards” in our PLC model reflect points of overlap between endurance, leverage and readiness standards. Endurance standards focus on knowledge and skills of value beyond a single test date. For example, at TBCSC our Endurance standards might require students to incorporate text-based evidence into a written response. Leverage standards refer to knowledge and skills of value in multiple disciplines. Within our framework, a Leverage standard could call for students to solve mathematical word problems, while demonstrating problem-solving strategies taught throughout the year. The third “class” of standards are Readiness standards. These standards bring forth the knowledge and skills necessary for success in the next grade level or next level.



By triangulating these three sets of standards, teams arrive at their grade-level “essential standards,” which units of study are then built around. The remaining standards are woven in throughout the year as supporting standards.

Each grade-level team reviews and revises the curriculum in June. First, teams revisit the guiding questions of each standard to determine if changes should be made to the essential standards. Afterwards, teachers analyze scholars’ performance on the End of Year Assessment (EOYA). Each question on the EOYA is aligned to an essential standard, so from this data, teams get a sense of how well they taught each unit. Standards with a low overall mastery rate indicate that revisions need to be made to the unit plan. With the support of the Directors of Curriculum and Instruction (DCIs), teams identify research-based best practices associated with the given NYSLS and revise their plans to reflect this.

Curriculum Alignment at TBCSC II. Our leadership model provides two DCIs at each school. Together with the Principal, DCIs ensure vertical and horizontal alignment of the curriculum. As TBCSC II develops to serve grades K through 5, it will be vitally important for all four DCIs to coordinate resources and planning. CKLA serves as the ELA curriculum at TBCSC I and II. It is endorsed by New York State, and aligned to the New York State Learning Standards. Structures established at TBCSC I (outlined below), will also be used to ensure vertical and horizontal alignment across TBCSC II. These systems are:

- **Curriculum mapping:** During the summer months, lead teachers from each grade level worked closely with the Director of Curriculum and Instruction DCI of ELA and ELA coaches to create a curriculum scope and sequence, keeping the CCSS as the primary focus. CKLA includes several standards per lesson, which does not allow for targeted instruction of one (or two) standards. Through this process of mapping the CCSS and unpacking CKLA, we discovered that some standards are not addressed fully or not at all. Additional units were then created by teachers to ensure all CCSS were planned for and taught throughout the year.

- **Weekly meetings:** Each grade-level team, or PLC, has an 80-minute period embedded in their weekly schedule devoted to reviewing, reflecting, and potentially revising the curriculum map. Student work samples gathered each week and formal summative data every 3 weeks guide these discussions and any decisions made regarding scholar instruction. The DCI of ELA, the ELA coaches, ENL teachers, Special Education teachers, and Reading Interventionists are all a part of these meetings so planning and differentiated instruction is all aligned.
- **PLC Release Time (formally known as Curriculum Planning Days):** Every 6-8 weeks, each PLC has a full day of curriculum review and professional development. Last year a large portion of our attention was paid to unpacking the CCSS and developing a deeper understanding of what scholars need to know, understand, and do to access each standard on their grade level. Toward the end of last year and the first part of school year 2017-2018, we have been engaging in vertical alignment, focusing on the concepts and skills scholars were expected to develop prior to the current grade-level and how the CCSS build on each other from year to year. This work has helped us better address gaps discovered via various data points and increase rigor, as we currently have many scholars reading above grade-level.
- **Weekly Lesson Plan Review:** Every Friday, grade-level PLCs meet to reflect that week's lessons and discuss the ELA lessons for the upcoming week. These lessons are initially drafted by the lead planner on the team and then differentiated by each classroom teacher prior to this meeting. Teachers follow a (teacher-developed) protocol to ensure clarifying questions are answered and lesson flow is clear so all teachers are prepared to deliver quality lessons.

To ensure horizontal alignment of the curriculum and instruction, we use the following methods:

- Grades 3 through 5 are departmentalized, meaning that there is one teacher responsible for delivering reading, mathematics and writing instruction to all of the scholars on each grade level.
- Kindergarten, first, and second grade-level teams have identified their strongest math teacher to write lesson plans for the entire grade. These lesson plans are shared with the team a week prior to delivery. Shortly after those lesson plans have been shared, the team meets to review the plans, ask clarifying questions, and differentiate for individual classrooms as needed.

Curriculum Differentiation at TBCSC II. At the end of each school year scholars take a Cumulative/Benchmark Assessment, in math. The assessment is created by the DCI and the Director of Data and Assessment (DDA). In reading, Running Records and Mock Assessments are used to determine student proficiency in the essential standards from their grade-level curriculum. The math assessment identifies academic gaps as low as two-grade levels below the

students' academic grade level. Kindergarten and newly enrolled scholars are administered these assessments during the first weeks of the new school year. Once the data is collected, it is organized into one spreadsheet for each homeroom, called the "Beginning of Year Dashboard." This spreadsheet shows classroom teachers which standards their scholars have struggled with historically, so that they can anticipate and plan for areas of challenge proactively. Furthermore, teachers can identify which scholars may benefit from differentiated support within each unit.

C. Instruction

Instructional strategies and practices at TBCSC II will mirror those in use at TBCSC I. Current practice at TBCSC I is as follows:

We propose to build out instructional practices at TBCSC II on the lessons learned during the most recent charter term at TBCSC I. In 2014, TBCSC I began the process of re-defining the development of curricula; as the "packaged-purchased" programs did not adequately address the needs of scholars, did not provide enough time to explore and master priority standards/skills, and the assessments did not adequately align with the level of intended rigor of the majority of standards. The goal was to create proprietary curricula that addressed all of the state standards for each subject area and grade level but that also enabled high student achievement. The challenge was to determine how to create a curriculum that would remain stable yet be able to be revised.

DCIs facilitated PLC planning sessions using a "backward design" concept that involves the following steps in curriculum development:

1. Planning begins with studying the state-mandated standards, because mastery of these standards is the end goal for every student.
2. The state standards are then used to build assessments and tasks that will demonstrate students' mastery of the skills delineated.
3. Lessons are then planned in a sequence designed to build the skills necessary for mastery on the assessment. Based on this approach, a student's mastery of the assessment measures corresponds to mastery of the state mandated learning standards.

The strongest determining factor for revision is student performance data based on assessments aligned with state standards. Importantly, the specific performance indicators or content strands being tested for are prominently identified on each assessment. When scholars take a test, the process of alignment that has led to that assessment is clear: the unit plan was developed to address the specific skills outlined by the standards, the lesson plans for the unit were developed to teach the specific skills, and the test was developed to assess the specific skills.

Instruction at TBCSC I is based on the rigorous Common Core Content Standards. A yearly analysis of essential standards is conducted by instructional leaders and teachers. This level of analysis informs the creation of curriculum maps.

Beginning in 2015-16, the TBCSC I Principal/HOS began to focus on developing Professional Learning Communities and unpacking standards with the academic leadership team, coaches and veteran teachers. In Year One of this initiative, we began a multipart process of comprehensive curriculum design with the following structure, reflective of the Ainsworth Model:

1. Part One: Seeing the “Big Picture” Connections First
2. Part Two: Building the Foundation for Designing Curricular Units

In the second half of Year One, and throughout Year 2, we took on the work of Ainsworth’s final two structures:

3. Part Three: Designing the Curricular Unit of Study
4. Part Four: Implementing the Unit of Study

It is this completed work from TBCSC I that will undergird the work of teachers and administrators at TBCSC II. PLCs will anchor the instructional leadership practice at TBCSC II as well.

Throughout the organization, we believe that engagement is directly related to access and achievement. The Teaching and Learning Framework operates as a guide to recognizing the importance of high-quality instruction within complex contexts; it provides a succinct definition of effective instruction. Each component of the Framework highlights research-based practices that support the academic progress of all students.

First, instruction must meet scholars at their zone of proximal development so that they are capable of achieving learning goals with the support of their teacher(s) and peers. Differentiation, then, is paramount to engagement. At TBCSC II this will be particularly important as new students become acculturated to the model and show progress.

Second, TBCSC I teachers aspired to create student-centered classrooms. Our administrative leaders and teachers will model exemplars when onboarding TBCSC II faculty. We do so by explaining content clearly, monitoring scholars’ understanding, responding to scholars’ misunderstandings, and using questions and discussion techniques to develop higher-level understanding. While our teachers are highly effective in using the workshop model for direct instruction, one of our growth frontiers is to employ more culturally responsive teaching practices. Namely, mathematics’ teachers are striving to design lessons aligned to the 5E Instructional Model which develops competence through inquiry. Doing so will help scholars learn to take control of their own learning by defining goals and monitoring their progress in achieving them.

Teachers use multiple research-based instructional strategies to deliver content to students at all levels of academic performance. Among the strategies most widely used are direct instruction, modeling, collaborative learning, student goal-setting, and mastery learning.

The Direct Instruction Model is implemented often, incorporating modeling to build background and increase student engagement. Lessons are framed as I Do – We Do – You Do. Teachers move

actively throughout the classroom to evaluate the progress of individual students and groups. Teachers give real-time guidance and feedback on the process. Students are able to take teacher feedback and adjust their approach accordingly. Lessons consistently close with independent work, allowing students to work without the guidance of the teacher on a variation of the problem/skill to build a solution. Teachers use this time to record evidence of teaching and learning, to identify areas of growth and challenge for individual scholars, and to delineate areas for re-teaching, if necessary.

At TBCSC I, over the course of the current charter term (expiring June 2019), teachers and students became increasingly familiar with New York State Learning Standards, and the instructional shifts toward access to and practice with complex texts and academic language; reading, writing and speaking using evidence from texts; and building knowledge through content-rich nonfiction. We provide opportunities for all students to master content aligned with these shifts as our teachers use various strategies such as guided reading, read aloud, and independent reading. Teachers also use think-pair-share routines for activities like brainstorming to build creativity and engagement. Our learning specialist and ELA coaches work closely with classroom teachers to identify challenging texts for students, and to build complex tasks to demonstrate mastery.

In math, new standards called for students to demonstrate procedural fluency and conceptual understanding. Our teachers make extensive use of The Workshop Model in math instruction. Teachers introduce a key concept and model the procedural steps required to achieve a solution. Students are provided with opportunities for independent or small group work. During that time frame, the teacher observes student practice, and may work closely with targeted groups of students to provide additional support. All instructional strategies are carefully mapped within weekly lesson plans.

The development, revision and feedback processes have remained consistent over the course of the current charter term. What is demonstrably different is the emphasis, at all administrative and instructional levels, on deep alignment to NYSLs using our “essential standards” framework. The process for creating lesson plans in grades 3 through 5 and grades K through 2 are as follows:

- Grades 3 through 5 are departmentalized, meaning that there is one teacher responsible for delivering reading, mathematics and writing instruction to all of the scholars on each grade level.
- Kindergarten, first, and second grade-level teams have identified their strongest math teacher to write lesson plans for the entire grade. These lesson plans are shared with the team a week prior to delivery. Shortly after those lesson plans have been shared, the team meets to review the plans, ask clarifying questions, and differentiate for individual classrooms as needed.

Perhaps most importantly, lesson plans are mission-aligned in that teachers identify content standards, learning objectives, assessment methods, anticipated misconceptions, differentiation,

key vocabulary words, homework, and a “Notes” section for additional qualitative analysis and planning. At TBCSC, daily homework is used as a method to build student mastery. Teachers expect that students will be diligent in completing daily assignments; and that those completed assignments will establish patterns of thought and practice allowing students to build on small successes in moving through challenging content.

Each lesson plan establishes the learning objective, multiple methods of assessment, and differentiation for diverse groups of learners. These three data inputs form the basis of our support for all students generally, and for English language learners (ELL), students with disabilities (SWD) and economically disadvantaged (ED) students in particular. Objectives are structured as “I can...” statements by students. Further, the objective often references particular problem-solving strategies scholars can use to derive answers. Lesson plan sections on assessment cover several types of checks for understanding. Students may be asked to do a think pair-share in small groups. Teachers also assess using Do Now activities, observation logs, brainstorming, direct questioning and many others. Teachers include differentiation strategies in lesson plans. Examples of differentiation might include creating sharing opportunities within small groups to meet the socio-emotional needs of ED or ELL students uncomfortable in larger groups. In another instance, teachers may check for understanding with lower performing students by using a series of increasingly probing questions with modified wording. Using this approach reinforces teacher expectations that all students can learn, while also encouraging all students to actively participate in conversations that demonstrate their efforts toward mastery of standards.

Processes for receiving and revising feedback are:

- Unit Plans: The DCI reviews the first draft of the Unit Plan and provides feedback. The math teacher makes revisions based on the feedback. On Curriculum Planning Day, the grade-level Special Education teacher, ENL teacher, and Interventionist may provide further feedback which lead to revisions. At the end of the school year, teachers use the data collected from the End of Year Assessment (as well as their own reflections) to determine the effectiveness of the unit, and to make revisions.
- Lesson Plans: The Professional Learning Communities conduct lesson plan review in our PD time on Fridays. The math planners share their lessons with the PLC at the beginning of the week so that teammates have plenty of time to independently review the plans. During PD sessions, PLCs provide feedback and math planners make revisions.

D. Special Populations and Related Services

TBCSC II will provide specific and targeted supports to high need students across both campuses.

TBCSC II will establish supports for diverse learners in four areas: scheduling, staffing, RtI program design, and the work of PLCs. At TBCSC I, these elements are interwoven and operate seamlessly across the school to offer students and families a coherent system for ongoing development. We propose to replicate these structural improvements at TBCSC II with the guidance of our Principal and academic leadership teams.

As noted previously, TBCSCS II will offer a 190-day academic calendar to provide extended learning opportunities for students. The core instructional program runs from 8:00 a.m. to 4:00 p.m. Students also benefit from extended learning opportunities such as Afterschool programming from 4:00 p.m. – 6:00 p.m. We offer Saturday Academy to targeted students in grades 3 through 5 to assist them in preparing for New York State assessments in English Language Arts and mathematics. Our teachers also use this time to focus on skills and concepts that reinforce grade-level academic standards. We offer Summer School to reduce the loss of academic gains occurring between grades. Program participants are retained students and/or those at risk of academic failure in ELA and math.

TBCSC II school-based team members such as the Director of Student and Family Support Services (DSFS), DCIs, ENL teachers and Special Education Coordinator are charged with ensuring the needs of each scholar are being met, guaranteeing mandated services are provided to all ELL and special education students. Every grade level has a certified Special Education teacher. These teachers are provided job embedded development by the Special Education Coordinator. Interventionists, and ENL teachers to explicitly support academic progress by reviewing all instructional materials and differentiating them based on individual scholar needs. Our ELA coaches provide additional support and deliver targeted intervention in literacy. For our youngest scholars in Kindergarten and First grade, one teacher adds individualized attention for students performing below grade level. In all grades, ICT pairs general education teachers and Learning Specialists provide increased instructional intensity.

We thoughtfully structure rich supports for all students at the individual and group level. We strive to meet individual scholars where they are, and to encourage them as life-long learners with the capacity for high academic achievement. Our students and their families also exist in a larger socio-economic and political context. Our district of location remains the poorest Congressional district in the United States of America. In addition, CSD 7 is home to a disproportionate number of students for whom English is a new language; a high number of students with disabilities; and an increasing number of economically disadvantaged students. To meet the deep and varied needs of our students, we have structured our RtI (Responses to Intervention) program around an iterative 5-stage process beginning and ending assessment.

E. Assessment System

TBCSC I has developed a comprehensive assessment system that meets the needs of our current stakeholders. Our system will be replicated at TBCSC II.

TBCSC I is committed to a structure of continuous assessment, analysis and action. The overall structure includes formative, diagnostic and summative assessments. Within these three formats, we use a standards-based curriculum to drive instruction. Instructional strategies are based on best practices and are modified to meet the needs of students. The choice and use of strategies is rooted in data analysis by teams of professionals with expertise at the subject level, classroom level, and inclusive of Special Education and ENL practices.

Assessments

Our Director of Data and Assessment (DDA) leads assessment implementation and data collection efforts to ensure data-driven instruction. All scholars take an ELA (1st-5th) and Math (K-5th) Mock Assessment three times throughout the year. These comprehensive assessments include all essential standards necessary for grade-level mastery, and gauge scholar progress towards this mastery.

All scholars take an End-of-Year Math test that assesses student mastery of their current grade level standards and the two preceding grade levels' standards. This information is used to target scholars who are invited to attend the Early Morning Math session. Individual pathways are created for each student that target any standard not mastered from current and previous grade levels.

All scholars take standards-aligned Summative Assessments about every three weeks to determine their mastery of standards currently being taught. These data are reviewed by PLC teams in order to create groups for intervention and enrichment.

- Scholars in grades 3-5 participate in the NYS English Language Arts and Mathematics Exams;
- Scholars in grade 4 participate in the NYS Science Written and Performance Exams;
- English Language Learners in grades K-5 are required to take the NYSESLAT exam. This is the only exam that determines whether or not a scholar can test out of the ENL program.

All incoming Kindergarten students whose home language is not English are required to take the Lab-R to determine if they will receive ENL services. Scholars' reading fluency and comprehension levels are monitored with Fountas and Pinnell Running Records. An Early Observational Survey is also administered to all students in Kindergarten and First Grade, which assesses letter and word recognition, concepts about print, hearing and recording sounds, and written vocabulary.

In order to monitor scholar proficiency and growth, TBCSC staff are expected to utilize a number of formative and summative assessments. Teachers at TBCSC I are required to analyze assessment results individually as well as in PLC meetings to respond to scholar needs. Assessment results are necessary to gauge scholar understanding of instructional content and to drive any changes or revisions in our instructional plan.

As educators we are aware that assessments allow us to collect information, interpret the information, and make decisions about our scholars and our instruction. *We also understand that assessments tell us:*

- if instruction was effective,
- which scholars need differentiated instruction,

- which scholars are ready for the next step and/or enrichment,
- if a different approach is required, and
- how curriculum and lesson plans can be altered to meet scholar needs.

At TBCSC II, we will assess scholars for various purposes, primarily to get a complete picture of scholar strengths and weaknesses. This is true particularly in the areas of reading, writing, and mathematics. Additionally, we assess scholars to shape our intervention plan (remediation and enrichment), to create groups based on skill level, and to inform parents and scholars of mastery and areas in need of improvement. The TBCSCS II assessment program will include:

Mock Assessments

In order to gather data necessary to inform classroom instruction so that every child's needs are met, TBCSC I utilizes Mock Assessments three times over the course of the year. These assessments serve two main purposes: (1) to allow teachers and administrators to hone in on skills that need to be strengthened on the grade, class, and individual scholar level, and (2) to allow students in grades 3-5 to experience a setting similar to the NYS ELA and Math Exams to notice, respond to, and cultivate positive testing behaviors. Our Mock Assessments are cumulative in nature, meaning that they include items taught throughout the year, not simply during a certain snapshot of time. Our Mock Assessments include both multiple-choice and open-ended questions. By using these assessments, we are able to see how well scholars are progressing towards end-of-year goals. Our Mock Assessments are created in-house by our DCIs (ELA and Math). The DCIs create the Mock Assessments using and developing questions aligned to the CCSS and include both multiple choice and short and extended response items to assess different depths of knowledge about the standards.

Data from the Mock Assessments are entered and analyzed within 48 hours of administration during our "Data Day" in order to work with the most up-to-date information. This information is used to guide further, more tailored instruction, in each classroom. Working in PLC teams, teachers collectively analyze these data to develop an action plan for grouping, whole-class reteach, small-group reteach, and individual scholar support. Implementation of these action plans are discussed during weekly PLC meetings, and classroom and teacher support and follow-up is ongoing and provided by the DDA, DCIs, and the content coaches. This process is one cornerstone of our progress monitoring of student achievement.

Summative Assessments

All scholars take standards-aligned Summative Assessments every three weeks to determine their mastery of standards currently being taught. These data are reviewed by PLC teams in order to create groups for intervention and enrichment. (PLC teams include all grade-level teachers, the grade-level interventionist, content coaches, a DCI, and/or the DDA.) Scholars are grouped homogeneously based on similar misconceptions with specific learning targets or placed into enrichment groups if they demonstrated mastery on the Summative. Scholars then receive targeted small-group instruction during WIN (What I Need) time once a week for 80 minutes for both ELA and Math. At the end of the WIN time, scholars are reassessed using a question that

matches the rigor of the original assessment. Results are then shared during the following PLC meeting, and adjustments to groups are made if necessary.

F + P Running Records

TBCSC uses Fountas and Pinnell Running Records to identify scholar skill level (three times each year) in print concepts, reading engagement, fluency, and comprehension. Teachers use scholar levels to create Guided Reading groups of homogenous scholars.

NYS English Language Arts, Mathematics, and Science Exams

TBCSC I participates in the New York State administration of the ELA, math, and science exams, which are used to measure all schools in the State of New York for adequate yearly progress (AYP).

Lab-R and NYSESLAT

Each fall, incoming grade K students whose Home Language Survey states that their home language is one other than English is tested using the Lab-R to determine if they are eligible for ENL services. In the Spring, all ELL scholars take the NYSESLAT (New York State English as a Second Language Test) to determine their proficiencies in Speaking, Listening, Reading and Writing.

Teacher-Created Formative Assessments

Effective teachers continually assess their scholars to check scholar mastery and the effectiveness of a given lesson. When planning, teachers create formative assessments and place them at many different checkpoints within their lesson. These assessments/checks for understanding (CFUs) are learning target and standards-based and provide multiple ways for scholars to demonstrate understanding. These CFUs are graded/assessed in real-time to alter instruction if necessary, to meet scholar needs.

F. Performance, Promotion and Graduation Standards

Our proposed policies and standards will closely mirror those in force at TBCSC I.

Promotional Criteria

All students will be promoted annually based on their mastery of grade level New York State Learning Standards outlined for each grade level. The following three factors are considered in making promotion and retention decisions:

1. Evidence of academic progress as measured by regular assessments
2. Evidence of academic progress as reported at the Student Retention Meetings which take place from December through May

3. Attendance record*

** A student is at great risk of retention if daily attendance rate is below 90%.**

Students who have Individualized Education Plans (IEPs) receive progress reports with similar elements. In addition to objective data and comments, the report will describe the extent to which the student is meeting the annual goals of the IEP.

Parents/guardians are informed of possible student retention status beginning December of each year. This information will be relayed through Mid-Quarter Reports and Trimester Report Cards.

During scheduled parent/teacher meetings, parents will be informed about the necessary interventions that will take place at school and suggestions for at home support.

Retention decisions will be made on a monthly basis after a review of current student data.

G. School Culture and Climate

TBCSC II is envisioned as an extension of TBCSC I wherein all stakeholder groups operate within mission-aligned structures to the purpose of implementing the educational philosophy of the school and our key design elements. For Trustees, those structures are full Board and committee meetings focused on the mission-based and charter agreement-based oversight of the school. For the ED and managing directors, the structures will comprise internal planning meetings, supervision meetings at schools, planning and performance evaluations with team members, and other functions rooted in our collaborative methods.

All teachers, interventionists and specialists are members of a PLC with a very clear focus of committing to all scholars mastering essentials standards and skills. The amount of planning time including data analysis between all adults who drive scholar learning has increased exponentially; thus, leading to increased adult learning and more intentional planning for scholars' needs.

Professional development initiatives are in response to student achievement data, teacher development data collected through informal and formal classroom observations and feedback from teachers. Most professional development workshops will be facilitated during Friday's Early Release, all members of the SLT take an active role in presentations. Other internal teams (ENL, Special Education) have presented series of workshops. In addition, TBCSC II will support job embedded professional development with content coaches (math and ELA).

Systems for Teacher Collaboration. Collaboration is a research-based instructional priority at TBCSC II. We have established several structures to support teachers in working together more frequently and with greater efficiency and effectiveness.

- Collaboration becoming more universally understood and accepted as time that explicitly focuses on scholar development and/or teacher development-grounded in qualitative and quantitative data.
- Quantitative Action Planning: Two or three times each week, teachers will meet to analyze and create PLC action plans responsive to student achievement data.
- Ongoing Lesson Planning and Feedback: Each Friday, teachers will receive feedback from peers on lesson plans. Feedback occurs throughout the year, and, will be used by new teachers to make sustainable improvements in the structure of their lessons particularly with respect to differentiation for all student groups.
- Data-Driven Instruction: Student performance on Mock Assessments will be organized and analyzed for instructional planning.
- PLC Release Days and guest facilitation by peers: As noted previously, PLC Release Days allow for a deeper analysis of student performance data, goal creation; and curriculum development. Our culture of collaboration will be strengthened as teachers take on leadership roles and assume the responsibility for leading peers in analytical exercises.
- Peer observations: In our regular system of professional development, teachers will conduct peer observations to learn from one another in an environment of professionalism and trust.
- During observations, teachers will gather and share insights on instructional delivery, lesson planning, classroom management, and student engagement.

Mechanisms to Stabilize and Reinforce School Culture. At TBCSC II, we envision staff from TBCSC I will have an interest in working in a new environment. We want to encourage the TBCSC family to pursue these opportunities. We hope that this cross-fertilization will increase the fidelity of our replication. We have many administrators who will work extensively at both sites. Moreover, we envision that internal candidates for positions like Principal, DCI and others will have immersion in and commitment to our strategies, systems and structures for maintaining culture.

Engaging Teachers and Evaluating Organizational Effectiveness. At TBCSC I, to better gauge teacher satisfaction, we adopted a qualitative approach including focus groups led by our DF and Director of Human Resources (DHR). We also administered an annual anonymous internal survey. Finally, we evaluate PD offerings providing feedback on content, relevancy and overall presentation. As we launch TBCSC I, our DHR will design relevant qualitative surveys relevant to launch and the demands of a new school. We will continue to solicit feedback from staff at both schools annually, and to be transparent about findings. Further, the DHR will conduct an analysis of this feedback and provide recommendations for consideration by the ED, or Board of Trustees if applicable.

Also at TBCSC II, enrichment teachers are members of content specific professional organizations in which the teachers have participated in national conferences and trainings (i.e. Science-STEM, Art-visual learning, Technology-integrating research for project-based learning).

Supports for Students and Families. Our structured supports help students to effectively apply knowledge, attitudes, and skills necessary to understand and manage their emotions. We also explicitly encourage students to authentically feel and show empathy for others while creating and maintaining relationships with their peers and adults. Counselors work with our parents, teachers and administrators to support their ability to reinforce social-emotional awareness and development. They also facilitate one-on-one and small group sessions to students. Students' needs are identified by teacher referral, parent request, scholar request, or through observations made by other staff members. School Counselors are in direct communication with our Special Education Coordinator, as they will counsel scholars who are mandated as stated on their IEP. Our Special Education Coordinator will suggest additional strategies tailored to individual students. Finally, our School Counselors submit a monthly report that directly addresses the mandated service and the progress or lack thereof the scholar is making in counseling. Also, School Counselors and teachers deliver 30 minutes lessons using the research-based Stanford Harmony curriculum that promotes social-emotional development. These lessons address school and outside school contexts in a developmentally appropriate and engaging manner.

Systemic Support for Culture. The following systems, established at TBCSC I will be adopted at TBCSC II to ensure our school is safe and free of harassment and discrimination.

Social Emotional Support: When scholars feel “good” about who they are and learn strategies on how to support their social emotional growth and the growth of others, it makes for a school where scholars are in tune with their feelings and feelings of others. It also reduces impulsive and aggressive behavior, while building the scholar’s character. Scholars also learn skills in decision-making, and conflict resolution to increase their social competence.

Preventative Groups: We offer several groups (Marvelous Me, Positive Pals, Boys Club, Girls Club) that encourage the socio-emotional development of students. TBCSC has two School Counselors on staff that support the needs of our scholars in a holistic manner. Through integrated and interactive weekly classroom lessons and scholar groups, social skill practice is achieved on a daily basis.

Community Meetings (monthly): These are engaging, interactive safe spaces where scholars participate in role-plays, watch videos and/or listen to outside speakers. Diversity of race, gender, sexuality and religion are highlighted further promoting tolerance within the school community. In addition students discuss various issues that impact their classroom, school community and beyond.

TBCSC II will be a safe school in which our entire community collaborates to instill in scholars a sense of ownership and responsibility for behavioral outcomes and for creating safe spaces. TBCSC II will have a full-time nurse to provide expertise and oversight for the provision of school health services and in the promoting of health education. TBCSC II will establish a six-week asthma class held during their lunch period once per week. Each year, TBCSC II will ensure at least 25 percent of the staff is CPR/ First Aid Certified to ensure that our scholars’ health needs are met in case of an emergency.

We build community through intentional structures that reinforce social bonds, provide developmental guidance, and reinforce values through rewards. We also do this by illuminating

areas of challenge from the world beyond our doors. In so doing, we encourage our scholars to question and confront, to probe and think deeply, to struggle and grow.

H. School Schedule and Calendar

TBCSC II will offer an Extended School Year (190 days), Extended School Day (8:00 a.m. – 4:00 p.m.) and additional Extended Learning Opportunities through unique program offers such as Saturday Academy (grades 3 through 5) and Summer Academy. For three weeks in July, TBCSC II students who are at risk for academic failure attend classes to bolster their skills. Morning Math, a program developed at our replication school TBCSC I, provides up to 30 minutes of structure time for standards-based instruction and reteaching of essential standards.

Please see Sample Calendars included for grades K and 3 in Attachments 4a – c.

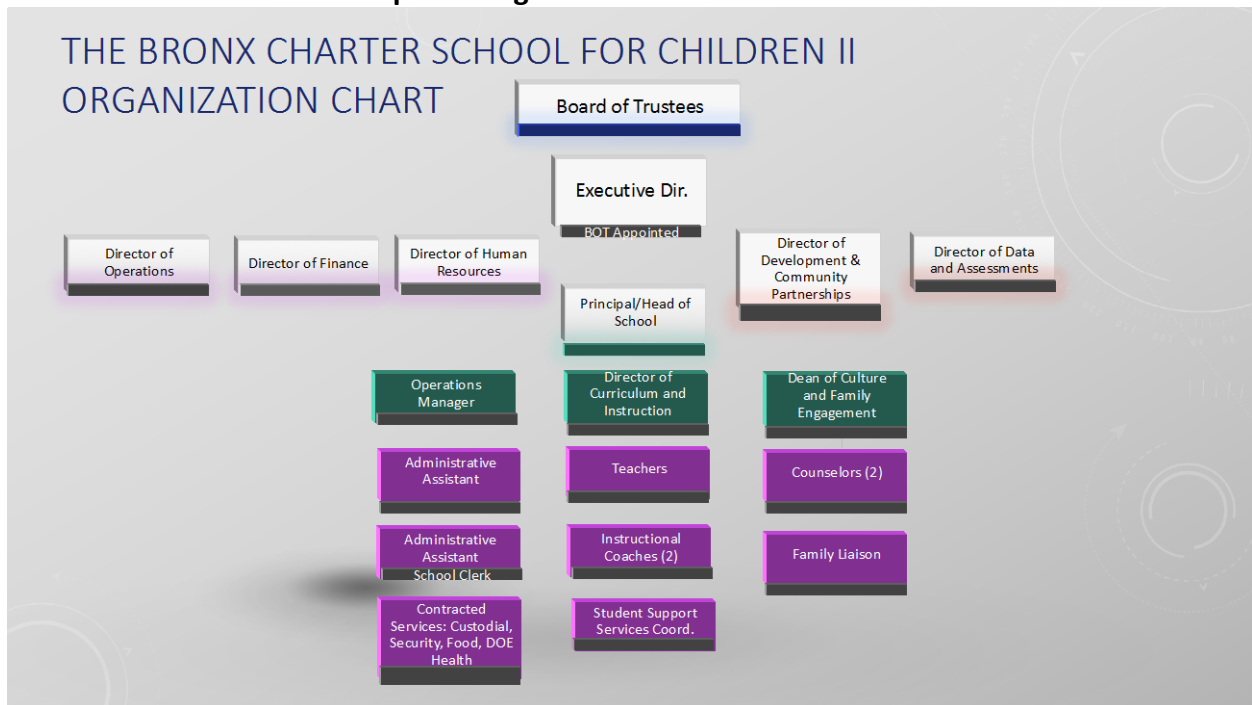
Schedules for students have been structured to increase concentrated learning time in blocks, while schedules for teachers have been designed to increase time for teachers to collaborate, delve deeply on teaching quality and learning.

III. Organizational and Fiscal Plan

A. Organizational Structure

The purpose of the organizational structure for the proposed school is to optimize the capacity of the Executive Director and a team of experienced managers, to support focused instructional leadership at the school level by Principals, Directors of Curriculum and Instruction (DCIs), teachers and instructional coaches. The Board of Trustees will appoint an Executive Director, reporting directly to the Board, to oversee and manage the overall performance of both schools. The Executive Director will supervise and lead a team of directors (5): Director of Operations (DO), Director of Finance (DF), Director of Human Resources (DHR), Director of Development and Community Partnerships (DD), and the Director of Data and Assessments (DDA). Each director, reporting to the Executive Director, will support the instructional, financial and operational needs of the education corporation, both schools, and liaise with school principals and school-based staff. School-based Directors of Curriculum and Instruction will report to the Principal/Head of School.

Proposed Organizational Chart for TBCSC II



Further, these “managing directors” (or Shared Service Team Directors) will work closely with various school-based staff. For example, the Director of Finance and Director of Operations will work closely with the school-based Operations Managers. These directors will train new staff on the TBCSC Financial Policies and Procedures and the School Operations Manual. Directors will assume lead responsibility for onboarding school-based operations staff and will provide school-based Operations Managers with resources for site supervision and evaluation.

At TBCSC II, the Principal/Head of School will assume the leadership role for all instructional functions within the building and will manage and supervise three administrators: The Director of Curriculum and Instruction, an Operations Manager, and a Dean of Culture and Family Engagement. Each of these respective administrators will supervise a team of TBCSC II staff.

Accountability and Supervision. TBCSC II will operate with clear lines of accountability and supervision. The Executive Director will be budgeted as a .5 FTE at both schools and split duties as required to ensure stability and fidelity of replication. The Executive Director will supervise and evaluate the respective school Principal and the Directors. Similarly, the five managing directors of the shared support team will split time between both schools, and are budgeted accordingly. The financial model for the education corporation calls for progressive funding of the director positions by TBCSC I. Each position will be budgeted incrementally beginning at 15% (charged to TBCSC II) in Year 1 up to 40% in Year 5. The Directors of Operations and Finance will train, supervise and evaluate the Operations Manager in conjunction with the Building Principal. Directors for Human Resources, Data and Assessments and Development and Community Partnerships will not directly supervise school-based staff.

Principals will lead school-based accountability and supervision. Direct reports to the Principal are the DCIs (2 – for ELA and math), Dean of Culture and Family Engagement, and the Operations Manager. The Principal will assume primary responsibility for the academic functions of the school, and general responsibility for the overall functioning of the school. The model provides extensive operational support for each school by establishing an Operations Manager who will be supported, directed and evaluated by the two managing Directors of Operations and Finance, respectively. These structures for non-academic operations are intended to optimize time available to the instructional team for planning, collaboration, and data-driven progress monitoring of teaching and learning.

Principals, DCIs and two Instructional Coaches will provide guidance and support for teachers. The Principal and DCIs will supervise and evaluate teacher performance. The Principal will also supervise the Student Support Services Coordinator. The Dean will supervise and evaluate our school Counselors and the Family Liaison. Initially, the education corporation will retain a single Family Liaison split-budgeted as a .5 FTE across both schools. The Deans of each school will jointly evaluate the Family Liaison. The Wrap Around Services Model is the responsibility of the Dean's team and the Student Support Services Coordinator. These key personnel meet frequently to coordinate support and resources for students and families with our external partners, community-based organizations, and government agencies.

Each school-based Operations Manager will assume lead responsibility for supervision of the Administrative Support Team. The administrative support team share duties including secretary, receptionist, clerk, attendance and record keeping. The Operations Manager will also direct and evaluate selected contracted vendors, and NYCDOE providers for health, custodial, food and transportation services.

Organizational Structure and Organizational Alignment. Our organizational structure is mission-aligned and consistent with our program design, organizational objectives, staffing plan and budget. Specifically, both the academic and non-academic teams have layers of support to facilitate the implementation of our model at TBCSC II. We will have staff in place to drive academic achievement and continue programs for socio-emotional development of students. The Executive Director and the managing directors will have direct responsibility for all aspects of the mission and key design elements across the organizations. For example, our first core value, Fostering Academic Excellence, requires the active and intentional engagement of each Director. Our Director of Data and Assessment is pivotal to framing data-driven practices as part of school-based Academic Leadership Team, and through Professional Learning Communities (PLCs). The DDA works alongside the Principal, DCIs for ELA and math, two ELA coaches and a learning specialist. The Trustees and administrators of TBCSC II believe this model provides the type of dynamic and diverse expertise required to generate and sustain tremendous academic gains in quickly. As noted previously, student achievement in ELA has increased by 50 percentage points since 2014-15.

Our Charter Agreement and Relationship to the Board of Regents. Maintaining and extending this comprehensive staffing model requires the thoughtful stewardship of the Board of Trustees, and the pragmatic work of our Director of Finance and Director of Operations. The model comes with substantial costs for effective professionals. Trustees and administrators have embraced the challenge of funding our mission and key design elements. Most importantly, as the education corporation seeks its fourth charter renewal from the Board of Regents, we recognize that our work is rooted in our contract (the Charter Agreement). Charter schools offer groups of concerned community members the opportunity to create schools with less restriction and regulation in exchange for accountability. The Regents operate as the policy-setting body for educational institutions in New York State. NYSED acts as the administrative arm of the Board of Regents and manages a Regents-approved charter authorizing and oversight process. The accountability cornerstone of NYSED's charter authorizing work is the Charter School Performance Framework (Revised 2018). The Framework comprises ten benchmarks against which schools are evaluated. Charter schools are accountable for academic performance that meets or exceeds that of the district of location and New York State; for achieving charter-specific goals; for operating in an organizationally and fiscally sound manner; and for furthering the purposes of the Act. To fulfill these requirements, charter schools must comply with data collecting, reporting and transparency requirements through annual program evaluations, annual reports to NYSED, and independent audits of financial statements.

To the extent that our organizational model is mission-aligned, it is similarly structured to meet all compliance and legal requirements for charter operation. The Executive Director will report each month to the Board of Trustees on the academic, operational and financial performance of the school. Monthly reports are informed and shaped by the data collection and analysis conducted by the Directors, Principals and other key personnel.

B. Board of Trustees and Governance

A single board will govern and oversee both schools. §2853.1 (f) of the Act, provides that the Board of Trustees retains final authority over policy and operational decisions of the school. Per Article III, A. of the by-laws (See Attachment 5b), the Board of Trustees retains the powers listed therein from items 1 through 10. The TBCSC II Board will be responsible for ensuring the operational and fiscal viability of the school. (Please see Table 1, Applicant Group Information for additional information on the experience, expertise and proposed role of each Trustee.) Several Board members and the ED have extensive experience in school launch of charters, traditional public schools and independent schools. The design of TBCSC II is informed by our diverse experiences over the past 15 years at TBCSC I and various educational institutions. For example, one of our Trustees serves on the board of a large New York-based charter school network that operates several schools throughout New York City. Her experience has been invaluable in crafting the application, and will continue to yield benefits as we proceed toward launch. Our Pre-Opening Plan captures the collective experience of several decades of experience with school launch and the unique challenges of building and sustaining organizational culture. For these reasons, the Board of Trustees will employ a team approach with a central leader to build alignment between TBCSC I and II.

Oversight by the Board of Trustees will necessarily entails expertise in charter school finance. Our Board Treasurer has served in this capacity for several years, and has a background in accounting. Together with our Director of Finance and other Finance Committee members, they have developed Financial Policies and Procedures for TBCSC I. Those policies will be adopted and incorporated by TBCSC II. Each year over the most recent charter term, TBCSC I has received an unqualified opinion on the independent audited financial statement. The education corporation has significant cash reserves which are the product of conservative and sound planning. Trustees receive training each year on charter essentials including finance, governance and interpretations of the Act.

The Board of Trustees delegates the management and policy implementation of TBCSC II to the Executive Director. The ED shall report directly to the Board of Trustees. Delegated responsibilities to the ED include hiring, program design (subject to board approval), staff and student recruitment, vendor selection below the threshold of \$10,000 (per the Financial Policies and Procedures), supervision and evaluation of staff, professional development, operations management and supervision, financial planning and management and supervision, drafting reports for the authorizing entity, establishing the academic calendar and daily schedule, maintaining the operational and financial viability of the school, and drafting school and education corporation policy for board approval.

The ED will lead a team of five directors in support of both schools. Trustees will delegate decision-making authority on management to the ED. The ED will support the instructional leadership capacity of each Principal. As the sole direct report to the Board of Trustees, the ED will develop goals, objectives, practical operational targets and milestones for the education corporation and both schools. The Trustees will operate according to the by-laws (See Attachment 5b) of the organization and use two standing committees (as well as meetings of the whole to oversee both schools. Meetings will be held consecutively at a location to be

determined. Should TBCSC II be unable to secure space in CSD 7, Trustees will conduct a meeting in the district of location in accordance with the requirements of the Act. Meetings of the Board will be accessible to the public. Agendas will be established by the Board Chairman and Executive Director to ensure the ongoing and systemic review of instructional, operational and financial performance. Monthly reports from the Executive Director will include discussions of goals, objectives and updates on teaching and learning, operations and the financial condition of the school. In addition, the Executive Director and Directors and Principals will report to Board Committees prior to meetings of the full board. Committee meetings will be led by a Trustee head who will share responsibility with the ED (or her designee) for setting the agenda. Administrators (ED, Directors, and school-based staff) will develop reports and provide updates for their respective committees. At the close of each committee meeting, attendees will track follow up items that require additional information gathering, coordinated action or immediate resolution ahead of each meeting of the full Board. Committee heads will update the Board Chairperson of the status of items ahead of the meeting of the full Board to ensure ongoing and timely completion of oversight items. The Standing Committees of the Board are the Executive and Finance Committees. Ad hoc committees are Governance, Academic, Development and Facilities.

C. Management and Staffing

The Board of Trustees and proposed ED have been thoughtful in their deliberations around school design. The proposed school staffing over the next five years indicates the school and the education corporation will have sufficient capacity to operate with efficiency and effectiveness.

Proposed Staffing Chart for TBCSC II						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Principal	\$125,000	1	1	1	1	1
Director of Curriculum and Instruction	\$110,000	1	1	1	1	1
Dean of Culture and Family Engagement	\$90,000	1	1	1	1	1
Instructional Coach	\$90,000	1	1	2	2	2
Special Services Coordinator	\$43,500	.5	1	1	1	1
Family Liaison	\$33,000	.5	1	1	1	1
Administrative Assistant	\$50,000	1	1	2	2	2
Classroom Teachers – Regular	\$72,000	8	11	14	17	20
Classroom Teachers – SPED	\$72,000	2	3	4	5	6
Interventionists – Reading/Math	\$72,000	2	2	3	4	4
Specialty Teachers – Enrichment	\$72,000	3	4	5	5	6
Specialty Teacher – ENL	\$72,000	1	2	2	2	3
Counselor	\$70,000	1	1	2	2	2
TOTALS		23	30	35	40	46

TBCSC II will be led by a school leader charged with directing three classes of managers: an Operations Manager, two Directors of Curriculum and Instruction, and a Dean of Culture and Family Engagement.

In addition to the chart above for the school, we propose the following design for the education corporation:

Proposed Staffing Chart – The Bronx Charter School for Children Education Corporation						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	\$171,269	1	1	1	1	1
Director of Finance	\$111,893	1	1	1	1	1
Director of Operations	\$107,685	1	1	1	1	1
Director of Human Relations	\$77,900	1	1	1	1	1
Director of Development and Community Partnerships	\$100,000	1	1	1	1	1
Director of Data and Assessment	\$101,475	1	1	1	1	1
TOTALS		6	6	6	6	6

Proposed Staffing Chart – Education Corporation Staff FTE Allocations to TBCSC II						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	\$171,269	.5	.5	.5	.5	.5
Chief Financial Officer	\$111,893	.5	.5	.5	.5	.5
Chief Operations Officer	\$107,685	.5	.5	.5	.5	.5
Director of Human Relations	\$77,900	1	1	1	1	1
Director of Development and Community Partnerships	\$100,000	.5	.5	.5	.5	.5
Director of Data and Assessment	\$101,475	.5	.5	.5	.5	.5
TOTALS		3.5	3.5	3.5	3.5	3.5

Hiring, evaluation and complaint processes will be aligned to existing TBCSC I practices.

C.1. Charter Management Organization/Networked Schools

The education corporation will formally appoint an Executive Director to manage the instructional, operations and fiscal performance of both schools.

C.2. Partner Organization

This section is not applicable to the application or the education corporation.

D. Staff Supervision and Development

The school's managing or Shared Service Team of Directors comprises the following members:

- Executive Director (ED)
- Director of Finance (DF)
- Director of Operations (DO)
- Director of Data and Assessments (DDA)
- Director of Development and Community Partnerships (DD)
- Director of Human Relations (DHR)

In 2014, another DCI position was created, dividing the development and oversight of ELA and Mathematics programming. Each DCI explicitly supports teacher content development, and curriculum design (scope and sequence). DCIs facilitate Professional Learning Communities (PLCs) Release Days (*See Appendix 7A-Agenda*). On these days PLCs engage in a deeper analysis of student performance data, create goals, and begin to develop curriculum units that address students' needs. DCIs are responsible for the creation of both formative and summative assessments. The DDA works closely with both DCIs to vet assessments, ensuring the instruments reliability and validity. The DDA also works directly with PLCs to analyze data, including student work; she guides PLCs in the creation of plans to address achievement data. In addition to the responsibilities aligned explicitly to student achievement data, the DDA creates and manages the collection of internal data that provides feedback from staff on programming and school initiatives. During the 2015-2016 school year, the DDA created a school dashboard that provided a snapshot of the school's health. The dashboard was shared with stakeholders and consistently analyzed by the school's SLT.

Our DSFS is responsible for supervising the Family Support Team (Family Liaison, School Counselors {2}, Middle School Placement Coordinator, Special Education Coordinator) thus ensuring the needs of the whole child are being met. The team is responsible for:

- identifying social-emotional needs and appropriate interventions; and
- effectively engaging families to provide them with services, programs and resources to help them become and/or maintain their status as vital and informed citizens of the community.

The school is approaching recruitment and hiring more actively than in previous years. Hallmarks of our new process include:

- Using multiple data points, such as exit interviews of staff both those not offered a returning position and those opting not to return. Whereas our general survey gathers schoolwide satisfaction information, qualitative feedback collected over a full year reveal the importance of hiring of mission on retention, student-staff rapport, and home-school relations.
- Creating a TBCSC I teacher profile to identify qualities of successful teachers. The SLT developed a research-based profile to inform interview committee participants of the

essential attributes of effective TBCSC I teachers. The profile emphasizes those attributes most reflective of our mission and the needs of our students and families.

- Increasing the number of staff members participating in the recruiting and hiring process, including the School Counselor and Family Liaison.
- Revising questions and scenarios posed during the panel interview. New questions are research-based to help identify candidates that possess the intrinsic motivation to excel in schools with needs such as TBCSC I's.

Our approach includes efforts such as networking with Teach For America, attending college fairs that are targeted to recruiting people of color and men, facilitating small-group interest workshops, hosting our own Teacher Recruitment Fair, and creating a referral program for current effective staff members. The school continues to post on sites such as Indeed, and The NYC Charter School Center. In addition to these efforts the SLT has worked with consultant/recruiter Jenny Gelber to develop mission-aligned job descriptions and to revise the overall hiring process that involves more current teachers and other staff members (Hiring Team) to identify candidates that are mission aligned and possess the work ethic and professionalism to better equip the organization to fulfill its mission. Applicants selected for an on-site interview are evaluated by members of the school's Hiring Team. The HOS receives all resumes; reviews each one to determine the applicant's best match for current job openings; and, shares the resume with the Director of Human Resources. The following protocol is followed:

1. Applicant participates in a phone interview to better assess his/her performance record, professional goals, and organizational fit.
2. Applicant receives current data, and a standard for the class he/she will execute a demonstration lesson.
3. Applicant participates in an on-site visit with members of the Hiring Committee: 45-minute demonstration lesson, and panel interview.
4. If endorsed by the Hiring Committee, the applicant conducts two classroom, lunchroom and/or recess observations; a final interview is held with the HOS.
5. HOS shares resume and supporting documentation with the Academic Committee of the Board, if offered a position by the HOS.

E. Evaluation

Systems for Evaluation of the Executive Director. Please see the Board of Trustees manual for information pertaining to the evaluation of the Executive Director. The Executive Director is evaluated by the Board of Trustees.

Systems for the Evaluation of Principals and Directors. The Executive Director evaluates managing Directors. The ED will convene a meeting at the beginning of each operational year (Summer) to discuss the mission and to set goals and objectives for the year. Each of the respective Directors will engage in an iterative goal setting process concluding with an agreed plan for each school year. The ED will conduct a mid-year evaluation meeting with all Directors. The purpose of this meeting is to check progress against goals, identify areas of strength and growth, and to prioritize areas where supplemental support may be required prior to the end of the year. The ED applies job-specific evaluation metrics to each Director based on their job functions, responsibilities and goals. At the end of each year, the ED will convene a final evaluation conference for the closing performance-based evaluation.

Decisions concerning corrective action measures, professional discipline, compensation and termination will be discussed with the Board of Trustees prior to execution.

Systems for Teacher Evaluation. All classroom teachers are formally evaluated each year. In the 2016-17 school year, teachers' formal evaluation included a minimum of two classroom observations, resulting in one final score. (see Appendix-7B). In the 2017-2018 school year, both DCIs and the Principal/HOS were responsible for conducting announced classroom observations that informed the scores for the teacher's overall evaluation score. (see Appendix-7C). To minimize discrepancies in feedback, the HOS and DCIs allocated significant time to observing teaching together and calibrating observations against the rubric. All teachers receive an observation write-up within 48 hours of the classroom visit and participate in a debrief with the evaluator; goals are created to support teachers' development in each Teaching and Learning Framework component.

If a teacher receives a score <1.5, he/she is put on a Professional Development Plan; that outlines gaps in his/her performance, goals for each, and an individualized plan (additional coaching, lesson plan development, lesson plan feedback, modeling, peer observations) to support attainment of each goal. Each plan highlights an agreed upon timeline. If the teacher does not demonstrate growth as delineated on the plan, he/she can face a decrease in responsibilities and compensation, and termination.

F. Facilities

The Applicant Group acknowledges that facilities are not a requirement at the time of application. Nonetheless, the following Usage Plan for a commercially available facility represents our deliberations about obtaining an optimal facility aligned to our program design, enrollment plan, staffing and budget.

The Board of Trustees will work with brokers servicing the South Bronx and neighboring communities to identify alternatives for the build out of TBCSC II. Our preferred solution is one wherein no relocation is required over the course of a charter term. Our team is aware of the havoc a relocation can cause during a charter term. Therefore, should we find an optimal solution, we would occupy a space of approximately 45,000 square feet with capacity for each of the functional spaces listed below.

The budget assumes Rental Assistance in the amount of 30 percent of our per pupil allocation for each year of the charter. The narrative on facilities will be updated as details emerge.

Functional Space	Year 1	Year 2	Year 3	Year 4	Year 5
	Square Footage				
General Education Classrooms	7,950	10,350	12,750	15,150	15,150
Special Education Classrooms		800	800	800	800
Counseling/Guidance Offices	300	300	600	600	600
Administrative Offices	2,100	3,600	4,600	4,600	4,600
Cafeteria	1,000	4,000	4,000	4,000	4,000
Gymnasium		2,772	2,772	2,772	2,772
Auditorium					
Conference Rooms		800	1,500	1,500	1,500
Other: Media Center			3,500	3,500	3,500
Other: Storage	500	1,000	1,000	2,000	2,000

Other: Art Studio		1,000	1,000	1,000	1,000
Other: Science		800	800	800	800
Other: Music		800	800	800	800
Common Area	2,388	5,084	6,933	7,704	7,704
TOTAL	11,850	31,306	41,055	45,226	45,226

G. Insurance

TBCSC II will carry insurances comparable to TBCSC I. Coverages will include the following:

- Umbrella Liability - \$10 million
- Excess Educator’s Liability - \$10 million
- Catastrophic Student Accident - \$1 million
- Automobile Liability - \$1 million
- General Liability - \$1 million per occurrence, with a \$3 million annual aggregate.
- Student Accident - \$50,000
- Crime - \$500,000
- Excess Fiduciary Liability - \$3 million
- Excess Educators Legal Liability - \$10 million

The education corporation has obtained appropriate insurance coverage for each of the past 15 years. The budget expense assumptions for insuring TBCSC I were derived from consultation with the insurance broker for TBCSC I. Coverage amounts are consistent with industry standards, and are reviewed by the TBCSC attorney as part of an annual policy review. The application group (Board Treasurer and Director of Finance) sought estimates based on the enrollment, staffing and facility profile of the proposed charter school. Please see Attachment K for additional information on the projected insurance expense.

H. Non-Academic Operations

TBCSC II is structured to provide each school with support around non-academic operations. The Executive Director will work closely with each of five managing directors to install systems, practices and routines at TBCSC II.

Health and safety requirements of the Act will be implemented in accordance with policies and procedures established at TBCSC I. The Director of Operations will assume leadership

responsibility for execution and reporting to the Principals as required, and to the Executive Director. Responsibilities will include training school-based Operations Managers on best practice, compliance and reporting.

TBCSC II food and transportation services will be provided by the New York City Department of Education. The Director of Operations will assume leadership responsibility for execution and reporting to the Principals as required, and to the Executive Director. Responsibilities will include training school-based Operations Managers on best practice, compliance and reporting. TBCSC II will provide transportation services through the DOE for mandated and non-mandated students. Family Support Team and Operations will continue to provide information to families with transportation requests.

TBCSC II will administer all assessments required by the Act and in compliance with all applicable laws, rules and regulations. The Director of Operations will assume leadership responsibility for execution and reporting to the Principals as required, and to the Executive Director. Responsibilities will include training school-based Operations Managers on best practice, compliance and reporting.

TBCSC II will safeguard the civil rights of all stakeholders in compliance with the requirements of the Act. The Director of Operations and Director of Human Relations will assume leadership responsibility for execution and reporting to the Principals as required, and to the Executive Director. Responsibilities will include training school-based Operations Managers on best practice, compliance and reporting.

I. Family and Community Involvement

TBCSC II will use a research-based approach to family engagement and community. We understand that families are the first teachers of our scholars; that engaged families with adults at stake for academic success are powerful drivers of student confidence, agency and persistence; and, that families should receive affirming messages about students on a regular basis. We also understand that parents and families must be engaged in the governance of the school, and that our most successful initiatives are those that enlist and obtain the enthusiastic support of our parent community. Our systems for engagement and communication are as follows:

Communication Logs (monthly): In addition to these being used daily communication to inform families about behavior, these logs also inform parents/families of upcoming school meetings, school events, and inform them of their child's behavior. Parents are asked to sign the logs to ensure they've seen the important information we're communicating.

Family School Association Meetings (monthly): TBCSC II parents will be invited to participate in these monthly meetings/information sessions to obtain and discuss pertinent information about

the school and topics impacting their lives outside of school such as Immigration Rights, Free Academic Extension Opportunities and Neighborhood Safety. Community based organizations are often the presenters at these meetings.

Social Media: TBCSC saw the need to evolve with ever changing platforms of communication. We use Snapchat, Facebook, and Instagram to share information and school happenings, in some cases, in real time. Parents/families can stay abreast as to the happenings of our school via these forms of communication. TBCSC has made connections with television station Bronx-12 to present our after-school program serving families and the community.

Recruitment Process: TBCSC is very transparent in their need to recruit scholars of various academic backgrounds and needs. Our Special Education Coordinator visits various Bronx agencies, Head start programs, day care programs, schools, shelters, and clinics to promote our school by sharing the programs and services offered. The school posts numerous multi-lingual flyers around the immediate neighborhood including NYCHA housing complexes. During the 2016-2017 school year, we hosted our first Charter School Fair on the school's premises.

School Events: We will host many events that invite the community into our school to continue to create and maintain a genuine partnership while providing our families with a plethora of information. Our hosted events include Career Day, Open House, Curriculum Night, Awards Assembly, Enrichment Extravaganza, Zumba, Build-a-Bear, Field Day, and Pot Luck Dinners.

Describe how teachers communicate with families to discuss students' strengths and needs.

Parent Teacher Conferences: TBCSC I provides our parents/families with a great opportunity to talk with their child's teacher about what their child is learning in school and strategies/skills/resources to support any areas of need. Two times each year, conferences outline the academic, behavioral and other developmental progress of students. The average rate of attendance is 92%. We anticipate comparable participation at TBCSC II.

Parent Meetings: TBCSC teachers call parents to school to have meetings if/when there are additional resources to supplement their child's learning, to support deficiencies in their child's learning, or just to answer misconceptions parents might have about the curriculum or homework.

Home Visits: TBCSC II values the connection between home and school. Our teachers set the tone for the rest of the year by going to the home or to an agreed upon meeting space to learn more about a student and the best ways to support him/her. In August, we begin the conversation with TBCSC teachers regarding the importance of home visits. Throughout the year, the progression of teachers' completion rate is tracked. Administrators follow up with teachers on parent and family engagement via e-mail and through standing meetings.

TBCSC II is committed to providing quality service to our scholars and their families. In order to accomplish this effectively, we ask families to share their opinions of our school and, in some cases, the programs we provide their child.

DOE Parent Survey: TBCSC II will use feedback from the survey to improve internal structures. The results of this survey are shared in August with the staff.

TBCSC II School Survey (Parents): Each year, we administer a 10-12 question survey to parents and families. We have had an average response rate of 96 percent, and an average satisfaction rate above 98 percent. Questions range from mission-specific measures around high standards and expectations of students to welcoming environment to home-school relations. Questions are worded in parent-friendly language. Our Family Liaison translates and issues the survey to non-English-speaking parents. Parents and families expressed high satisfaction with all administrators and staff members on communication and responsiveness.

TBCSC II School Survey (Family Liaison): At the beginning of every school year, TBCSC's Family Liaison disseminates a survey eliciting information to help guide the creation of programs and services offered to families. The Family Liaison compiles the data based on the more popular responses and immediately plans sessions and workshops in response.

TBCSC II Student Survey (School Counselors): The School Counselors disseminates surveys to scholars and teachers to assess the usefulness and effectiveness of the strategies taught. Data is used to optimize programs and services.

We will use a two-part system to respond to family and community concerns. For those concerns occurring within the facility and pertaining directly to the operations of the school (academic or otherwise), parents are directed to address concerns to teachers, and then to the Head of School. More broadly, for concerns pertaining to matters outside of the school, we offer comprehensive support for parents. The two elements of our support are: family referrals and family liaison and staff support.

Family Referrals: TBCSC II will be a full-service school offering wrap-around social support services to community-based organizations and city agencies. Our families trust us and seek assistance in a number of social service areas (financial, personal, family, Pre-K identification and enrollment assistance, job placement, childcare, medical, and immigration). Our team makes need-based referrals

Family Liaison and Staff Support: TBCSC II will implement a policy whereby teachers and all staff members must respond to parent concerns within **24** hours. Our Family Liaison and members of the Senior Leadership Team are provided with cell phones so they may be reached after school hours. Our staff meets with parents and an action plan is immediately put in place to further support our families in need. We retain documentation of efforts to support families that require action plans.

J. Financial Management

TBCSC II will be managed financially by an on-site team including the Principal, an Operations Manager and an Administrative Assistant. The work of this team will be supported by the TBCSC I Director of Finance. The finance teams of both schools will convene regularly, with the Executive Director, Director of Finance and building Principals.

TBCSC II will develop realistic budgets aligned to our long-range financial considerations. TBCSC I has established policies using appropriate fiscal controls and procedures in accordance with New York State law and generally-accepted accounting principles (GAAP). The school will be audited each year by an independent auditor.

Internal Controls and Procedures

In April 2018, the Board approved the most recent version of the *Accounting Policies and Procedures Manual*. This policy will be applied to TBCSC II. In each of the past two fiscal years, the internal controls have been tested by auditors, with the finding that our financial statements do materially represent the condition of the school.

This year's annual review did not entail a substantial modification of what has been codified over the last several years, but in order to ensure the best accounting practices are utilized, we review and enhance our internal controls and procedures periodically. For example, with respect to capital acquisitions, we continue to require three competitive bids for the purchase of items in excess of \$10,000. Variances from this policy require Board approval. In instances where the low bidder is not selected, Board approval is required. Further, any capital assets not initially requested during the development of the annual budget must be approved prior to the solicitation of bids.

TBCSC II policies shall be aligned with those of TBCSC I (posted below):

Supplies, Services, and Other Invoices

Purchase orders/requisitions may be generated by anyone who works for the School. The requisitions are turned in to the HOS for approval and given to the Assistant to the Head of School for order placement. When the goods or services are received, the Assistant to the Head of School pulls the purchase requisition and compares the order received to the packing slip and the purchase requisition for accuracy. The packing slip is attached to the purchase requisition and returned to the open order file until the invoice is received. The approved purchase requisitions are given to the Finance Department to be matched up with the invoices. Mail is received and opened by the Assistant to the Head of School. All invoices are routed to the Finance Department and the approved purchase requisitions are matched with the invoices. Our DF determines the account code for the invoice/bill and enters into the A/P module in QuickBooks.

Invoice Payment Procedures

Invoices are paid on an as needed basis (usually twice monthly). The DF processes the cash disbursements and reviews the checks and invoices for accuracy. Checks are put together by the DF with the approved support documentation and given to the HOS for signature. A second

signature is required for the check amounts greater than \$2,000. The checks are sealed in envelopes by the DF and the Assistant to the Head of School mails the checks. The support documents are filed together with the checks in the check number order.

Payroll Procedures

Payroll is processed by the DHR bi-weekly and distributed on every other Friday. The DHR prepares the payroll on a spreadsheet and submits to the HOS and the DF for approval. Once the HOS approves the payroll, the DHR runs the payroll via ADP- Run online. The DF reviews the payroll in ADP and records the biweekly payroll data in QuickBooks as journal entries by using the ADP reports as the support documentation.

Credit Card Payment Procedures

The HOS and Director of Operations (DO) are the card holders on the account. All credit card purchases are substantiated by receipts and relevant purchase orders. All backup documentations are given promptly to the DF who verifies each charge and checks against the bills. Discrepancies in the receipts or billing statements are reported by the DF to the HOS or the Treasurer for investigation and resolution. The use of credit cards adheres to established personnel policy. The charges shown on the statements are summarized monthly by the DF and approved by the Treasurer or Chair of the Board of Trustees. In the event of termination of employment, credit cards that have been issued to an employee shall return to the school.

Travel, Lodging and Meal Expense Reimbursement Procedures

All travel related expense reimbursements shall adhere to the established personnel policy. Hotel and lodging accommodations are made by the Assistant to the Head of School at the request of the HOS. Out of pocket expenses such as hotels, meals and incidentals are reimbursed subject to the following: an itemized expense report of out of pocket expenses must be submitted with the actual receipts to the HOS for approval. The expense report must be submitted for approval within 30 days of traveling. The reimbursement is made via ADP payroll when the expense report with the proper documentation is approved by the HOS.

Cash Receipts

The Assistant to the Head of School receives and opens the mail in the presence of administrative assistants in order to maintain dual control over receipts. The Assistant to the Head of School will deliver all the checks to the DO. All cash collected is remitted to the DO, then our DF who maintains a log of all checks and cash received. Online contributions are processed by an online processor, Network for Good.

The Applicant Group recognizes that Financial Policies and Procedures are not requested at this time. The documents will be updated to incorporate any language required to govern transactions between the schools.

K. Budget and Cash Flow

The budget for TBCSC II was developed through an iterative design process involving Trustees, the Director of Finance, and the proposed ED. The process begins with aim of building a high-quality replication of TBCSC I wherein the mission and vision remain central to design, staffing, program expenses, and long-term organizational viability. With sustainability as a starting point for our efforts, we present a sound, conservative budget with revenues derived from reliable and contractually obligated sources. Expenses are projected to remain in keeping with existing trends. The planning process and many of our assumptions are derived from our current experience in developing both annual and long-term budgets for TBCSC I. The school has established reserves above \$3M, in part by remaining true to this method of budget planning, cash flow management, and mission-alignment.

The following outline will discuss key revenue and expenditure assumptions, pre-opening and operational budgets, fiscal alignment to the educational program and key design elements, as well as our contingency plan for meeting challenges to viability and cash flow.

Enrollment and Per Pupil Allocation Assumptions

Trustees and administrators understand the centrality of strong enrollment to the operational viability of a charter school. We plan to open TBCSC II in August 2020 in Community School District 7. We propose this knowing full well the scope of district and borough-wide competition to create and fill high-quality seats. To build a long-term competitive advantage for our model, we have emphasized drivers of high performance and school enrollment choice. TBCSC I ELA and math performance exceeds district and state averages. With more than 4,000 students enrolled in grades K and 1 in CSD 7, we believe our model and track record will generate enrollment demand above our target Year 1 enrollment of 65 students per grade. We intend to grow the school each year by adding 70 students to kindergarten, and backfilling any vacancies created by attrition. We will fill those vacancies through December of a given academic year. Enrollment is projected to grow as follows, beginning in Year 2: 200, 270, 340, and 410.

Demographically, we assume that our new student population will approximate the current TBCSC I community and the targeted district of location. With some variance projected for specific populations, we have budgeted for an SWD enrollment of 15 percent (See Cell N25), in which 10 percent of those students receive direct services 60 percent or more each day. TBCSC I's current SWD enrollment is 13 percent. With the addition of SWDs to our list of admissions preferences, the Applicant Group believes this projection is sound.

CSD 7 is located in the poorest Congressional district in the United States. We project that more than 93 percent of all enrolled students will be economically disadvantaged. Ninety percent of TBCSC I students are so designated.

Year 1 per pupil allocations are estimated at \$15,906 per student. The basis for this assumption is the current allocation of \$15,306 and a recent history annual increases of \$300 per student. The projections are also consistent with revenue projection advice issued by the New York City

Charter Center. We assume the rate of increase for this allocation will remain stable over the charter term, resulting in \$17,106 per pupil in Year 5.

Demographic factors referenced above regarding special education enrollment (See Tab 6, Year 5 Budget and Cash Flow Adjustments, Row 25) will generate Special Education revenues of \$247,637 in Year 1 growing to \$781,009 in Year 5. Federal funding totaling \$362,510 in Year 1 is projected to increase to \$777,933 in Year 5. Leading drivers of federal education revenue are to School Food Program (\$111,020 in Year 1; \$379,003 in Year 5) and Title I (\$88,790 in Year 1; \$280,030 in Year 5). A third source of federal funds, the Charter School Program (CSP) Planning and Implementation Grant is also prominent within our revenue projections. Beginning during the Pre-Opening Period (See more below), we allocate \$295,000 to meet school launch expenses. In Years 1 and 2, TBCSC II projects using \$125,000 and \$130,000, respectively. The Trustees and administrators for the proposed school recognize that funds above \$550,000 may be available to charter schools based on the design of their respective applications. We do not budget with the assumption of receiving additional funds, however, we have framed this application to meet design priorities of the authorizer.

Pre-Opening Period Assumptions

As noted above, TBCSC II projects \$295,000 in CSP grant revenue for expenditure during the pre-opening period from January 1, 2019 to June 30, 2020. We do not assume the availability of funds before July 2019. Expenses during the pre-opening period are in several critical categories. For personnel, we will establish several key positions to support school launch. The positions, funded proportionally, include Executive Director (.15 FTE), Principal (.33 FTE), Director of Finance (.15 FTE), Director of Human Resources (.50 FTE), Director of Operations (.40 FTE), and Director of Development (.15 FTE). Total salaries during pre-opening are estimated at \$131,667.

Our model, with its emphasis on non-academic operations provides for extensive support to launch TBCSC II. We will set aside upwards of \$15,000 for student recruitment. It is likely that we will achieve some economies of scale in our recruitment efforts given that TBCSC I recruitment program may overlap. The other significant expense delineated here (\$148,333) is under School Operations, broadly, with the majority (\$80,000) to create office systems for TBCSC II. The balance \$68,333 is to be directed toward the establishment of grade K and 1 classrooms.

We assume revenues and expenses are equal at the close of the pre-opening period. Should disparities emerge in which expenses exceed revenues, TBCSC I has sufficient reserves to meet the obligations incurred by TBCSC II.

Year 1 and Cash Flow Assumptions

The projected Year 1 budget assumes total regular education program revenues of \$2,611,718 and expenses of \$2,161,759 with a net income of \$449,959. Of the 130 enrolled students, we assume 111 general education students and 20 special education students. Consistent with our facilities plan, we have budgeted for \$620,334 (or 30 percent of our per pupil allocation) in Rental Assistance from the New York City Department of Education. Federal revenue assumptions for Title programs, School Lunch and CSP are discussed above. Special education program revenues increase projected revenues by \$719,043, while expenses increase by \$557,904.

We do not project revenues for Support Services from corporate, foundation or other philanthropic sources. Rather, expenses are significantly at \$29,479 for fundraising and \$357,281 for management. At year end, we project net income of \$224,338 in service to the education of 130 students.

On the expense side, we have budgeted for 5.90 administrative FTE. Our table of assumptions records a dynamic mix of allocations for administrators based on their function across the organization (See Tab 4, Year 1 Budget, Cells E55 – N66). The total for administrative staff is \$532,033. For example, the Executive Director will be funded at .15 FTE, with .85 FTE being allocated to TBCSC I. However, within the TBCSC II budget, the Executive Director compensation is split with 20 percent to Management and General, 10 percent to Fundraising, and 70 percent divided 85-15 for General Education and Special Education.

In a second example, Directors of Finance and Operations are both funded at .15 FTE, with 100 percent of the salary charged to Management and General. Consistent with our organization, staffing and management plans, neither Director is school-based and operates between schools as a direct report to the Executive Director. Similarly, 100 percent of the salary for the Director of Development (split-funded as a .15 FTE) is charged to Fundraising for TBCSC II. The balance of the salary is charged to fundraising for TBCSC I as a .85 FTE. We envision splits between schools increasingly incrementally with the enrollment of TBCSC II. At full capacity, staff allocations will tend toward a .5 FTE charge to each school budget.

For instructional personnel, we assume initial starting salaries of \$72,000 for teachers (General education and Special Education) and \$70,000 for Counselors. We assume 8 general education teachers, 2 special education teachers, 4 specialty teachers and 1 counselor in Year 1. Non-instructional costs are assumed to be provided by the New York City Department of Education.

Year 1 Payroll Taxes and Benefits are projected at \$356,469. These costs include the standing education corporation practice of matching 2.5 percent of salary contributions toward retirement.

Contracted Services include services required to meet the operational and compliance requirements of the Act. TBCSC II will set aside funds for accounting, legal, school lunch and payroll services. Notably, the school will not be supported by a charter management organization and will pay no fees.

School Operations expenses are nominal and reflect our priorities as an organization. Board expenses for training is set aside in the amount of \$5,000. Of the projected \$219,187 in this category, the majority will go directly to classrooms, with a portion set aside for Student Recruitment (\$10,000) and Staff Recruitment (\$21,936).

The applicant group has not identified a facility for TBCSC II. We have, however, developed a budget and facility plan for optimal execution of our mission, educational philosophy and program design. The plan calls for a Year 5 facility of approximately 45,000 square feet. In Year 1, we would require a considerably smaller space. We assume less than 12,000 square feet and a Year 1 lease cost of \$466,946. This cost would be coupled with related projections for repairs (\$12,937), equipment and furniture (\$12,170), security (\$30,897), utilities (\$37,530) and janitorial/custodial (\$52,161).

Cash Flow analysis of Year 1 assumes an end of year adjustment for the cost of property and equipment of \$115,000. An additional \$20,000 will be set aside in escrow to pay for the administration of the Dissolution Plan. \$20,000 is added back in depreciation. The anticipated net income at the close of Year 1 is \$109,338. We note, conservatively, that this number is subject to change based on various factors which include but are not limited to the availability of CSP funds above the \$550,000 minimum award to all charter schools.

Five-Year Budget and Assumptions

The five-year budget expands upon the key revenue and expense assumptions in the Year 1 budget. Of note, program revenues are projected to exceed program expenses in three of five years of the charter term. Charter schools with modest growth rates (adding only 70 students per year) and robust administrative and instructional support (12.5 administrative FTE in Year 5), often have limited net income until reaching sufficient scale. Therefore, one of our key assumptions is that upon reaching enrollment maturity, TBCSC II will be a viable and financially sound organization. Our projected ending cash balance in Year 5 is \$2,329,455.

Program revenue per pupil is estimated to rise modestly over the initial charter term from \$25,621 in Year 1 to \$26,328 in Year 5. Program expenses, however, are projected to decline significantly beginning at \$23,896 in Year 1, rising to a high of \$26,167 in Year 3 before declining to \$21,924 in Year 5. This curve is consistent with the addition of teachers and other key personnel in Years 2 and 3. As we add 140 students in Years 4 and 5, TBCSC II will generate significant annual surpluses.

TBCSC II Revenue, Expenses and Net Income 2020-2021 through 2024-2025

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue	3,330,761	5,143,356	6,878,034	8,799,870	10,794,369
Expenses	3,106,423	5,216,994	7,065,072	8,166,772	8,988,675
Net Income	224,338	(73,638)	(187,038)	633,098	1,805,694

TBCSC II Contingency Budget Planning

The Board of Trustees and school administrators will work closely, in the tradition established at TBCSC I, on anticipating the short and long-term needs of the proposed charter school. To date, TBCSC I has amassed significant reserves which may be enlisted to alleviate short-term challenges induced, under-funded per pupil allocations, increases to employee benefits, high facility costs or the cost of capital should interest rates rise in the months ahead of the planned August 2020 opening. Current projections on reserves anticipate \$4M at the beginning of the Fiscal Year 2020. We envision additions to staff, leasing commercially available space (and related leasehold improvements) as the proposed school is built out to support Year 5 enrollment. Our current position, while strong, should be viewed within our complex operational space. The Board of Trustees and school administrators meet regularly, as a full board and in committee, to identify potential challenges, plot alternative scenarios, and implement consensus agreements.

Tapping into existing reserves is but one strategy we may employ to mitigate revenue shortfalls. Projected reserves, CSP funding (budgeted conservatively at \$550,000), and foundation start-up funding may all be used to build a robust student recruitment program and to contain facilities costs. We also plan to hire a full-time Director of Development and Community Partnerships. The charge of this key team member will be to establish viable fundraising targets, cultivate a donor base, build deeper community connections, and identify in-kind resources that augment our instructional and enrichment offerings. The Director will design marketing, outreach and annual giving campaigns and work closely with our Executive Director on obtaining support from individuals, corporations and foundations. No commitments have been made to date for the proposed charter school.

Finally, our Board of Trustees has engaged a consultant to conduct an analysis of enrollment trends within CSD 7. The analysis revealed two important potential drivers of demand for TBCSC II. First, overall population growth in the Bronx is the highest in New York City. Second, CSD 7 enrolls far fewer students than reside in the district. We believe this trend indicates parental dissatisfaction with existing options, particularly at the middle school level. Our current school exceeds the performance of district elementary schools in ELA and math. We are optimistic that CSD 7 parents will welcome the replication of a successful model.

Funding an Escrow Account in the Event of Dissolution

The education corporation will establish an escrow account to pay for legal, audit and related closure expenses should the dissolution of the proposed charter school be mandated by the Board of Regents, or other circumstances. The escrow account will be in an amount of no less than \$100,000 funded at \$20,000 per academic year during the initial term of the charter. The school will retain records of the escrow account on site, and the Board of Trustees' finance committee will annually review the status of the escrow account.

L. Pre-Opening Plan

The Pre-Opening Plan for TBCSC II is included as Attachment 11. The plan addresses the instructional, operational, financial and facility considerations of the Applicant Group. The TBCSC II team comprises Trustees and administrators with experience in all phases of charter school launch. The plan demonstrates our understanding of the complexity of school opening.

M. Dissolution Plan

Please see Attachment 12 for the proposed Dissolution Plan and narrative on contingency planning. The dissolution plan of the school does not assume the dissolution of both schools or the education corporation.

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Feedback	Number of Attendees
01/31/18	Bronx families with school-aged children	Set up booth to solicit feedback from families picking up/dropping off children (1:1 conversations)	South Bronx Head Start I	Families did not fully understand rights for SWD in charter schools; need for increased programming in S. Bronx for SWD	Identified CBOs that focus on supporting families through referral, and evaluation processes; advocacy development Deeper analysis of CSD 7, CSD 12, CSD 8 special education population and programs offered Participating in SPED Collaborative-networking, researching best practices and implementation successes	Met with 8-10 families
01/31/18			South Bronx Head Start II	Need for more quality options for SWD	Deeper analysis of CSD 7, CSD 12, CSD 8 special education population and programs offered	Met with 13 families

	Participating in SPED Collaborative-networking, researching best practices and implementation successes					
01/31/18	Deeper analysis of CSD 7, CSD 12, CSD 8 special education population and programs offered Participating in SPED Collaborative-networking, researching best practices and implementation successes	Need for more quality school options for SWD	South Bronx Head Start III			Met with 8-10 families
02/01/18	Deeper analysis of CSD 7, CSD 12, CSD 8 special education population and programs offered Participating in SPED Collaborative-networking, researching best practices and implementation successes	Need for more quality school options for SWD	Bronx House			Met with approx. 10 families

02/01/18	Labor Bathgate Community Child Care Center	Families want support for how to work with children at home; support with identifying external resources to help children	BCSC I Family Support Team working with CBOs to add to Family Resource Guides; create/schedule Community Resource Fair in the school	Met with approx. 15 families
02/06/18	Claremont Neighborhood Center (Arleen Logan Pre-School)	Need for increased counseling-behavioral supports for children with emotional disturbances	Identified CBOs that focus on supporting families through referral, and evaluation processes; BCSC I Family Support Team working with CBOs to add to Family Resource Guides; create/schedule Community Resource Fair in the school	Met with 20-25 families
02/07/18	Brightside Academy	Need for more quality school options for SWD; working with families as partners	Deeper analysis of CSD 7, CSD 12, CSD 8 special education population and programs offered Participating in SPED Collaborative-networking, researching best	Met with 3-5 families

03/03/18	Families researching NYC charter school options	3 rd Annual Charter School Fair	Bronx Charter School for Children	There is more interests in charter school seats than available; extended day is a positive; quality afterschool needed	Provide opportunities that will support communities/families understanding of charter schools and their rights; help to make informed decisions Contact local afterschool programs (Mitchell, Aspira)- what do they offer? Analyze BCSC I AS survey data- implications on design	125-175 families
07/12/18 08/09/18 09/09/18 10/11/28 11/08/18	Bronx community members; CBOs	South Bronx CBO	JCCA	More quality school options needed. Desire K-8 schools not K-5, then secondary; need schools that focus on more than academics-mental health, social-emotional, resources for parents and families; need schools that want to		45+ (CBOs, non-profits, and constituents each meeting)

11/15/18	Community organization	Meeting with School leaders and Non-profit	Empowerment Firm @ The Bronx Charter School for Children	deeply partner with CBOs. offers enrichment learning options for children and families in need of free support; summer/afterschool programming working with school staff	Will continue conversations to determine opportunities for collaboration and partnership.	8
12/10/18	Community members; some with school-aged children	Meeting with community members: completed Comment Cards	NY Public Library Mott Haven Branch 321 E 140th St, Bronx, NY 10454	Schools with a lot of technology; strong desire for arts' education	Information used in school design process-creation of Library Media Center; created BCSCI Tech. Team to support planning efforts	Approx. 15-20
12/11/18			NY Public Library- Morrisania Branch 610 East 169th St. Bronx, NY 10456	Want schools with better afterschool options; workshops for parents (resume building)	BCSC II will offer targeted afterschool program to support working families and to reinforce academic needs; simultaneous programs/workshops for families (Family Afterschool)	Approx. 25
12/19/18	Non-profit supporting Black and Latino students in NY-help	Meeting with Org Leadership getting feedback on how	Oliver's Scholars	Org will not be accepting 4 th graders any longer; provide assistance	Will schedule follow up meeting to	N/A

	independent school process	TBCSC II could continue to partner		by training MS Coord. on resources and processes; pipeline for students after 5 th grade	determine training needs. Need additional planning to determine if/how TBCSC could create program for graduates	
12/20/18	Charter families and community members	Meeting with families and community	The Bronx Charter School for Children 388 Willis Ave Bronx, NY 10454	Regular communication between school/home; wrap-around services for families; caring teachers; homework support	TBCSC II's school/home connections and communications will be the same as TBCSC I's (daily communication logs, open-door policy, class DOJO, translation services TBCSC II will have site-based Family Support Team	5
01/04/19	Community-based CBO serving children and families in Melrose, Patterson, and Mitchel NYCHA developments	Meeting with administrators and families; completed Comment Cards	East Side House Settlement 372 East 152 nd St. Bronx, NY 10455	Need: schools that provide transportation options; afterschool programs that help with homework	BCSC II will provide transportation services through the DOE for mandated and non-mandated students; Family Support Team and Operations will continue to provide information to families with	30

01/04/19	CBO serving families in the Betances NYCHA development	Meeting with administrators and families; completed Comment Cards	Bronx Works-Betances Community Center 547 E. 146 th St. Bronx, NY 10455	More quality school options needed with support for families; teambuilding for students; and extension activities (i.e. Game Night, Movie Night)	transportation requests BCSC II will offer targeted afterschool-homework assistance is a part of the program	10
01/04/19	Charter families and community members	Meeting with families and community	The Bronx Charter School for Children 388 Willis Ave Bronx, NY 10454	Regular communication between school/home; wrap-around services for families; caring teachers; homework support	TBCSC II will employ a Family Support Team to liaise with families helping to develop whole-family TBCSC II will schedule extension activities to occur afterschool and/or on weekends/	5

01/05/19	Community members, families with school-aged children	Met with families (1:1/small groups); Comment Cards completed	Mott Haven Community Center 375 E. 143 rd St. Bronx, NY 10454	Need schools that offer tutoring services; clean and safe facilities; sports	FTE Physical Education teacher- what are other opportunities in the immediate neighborhood, Bronx? How will TBCSC help to get kids in these programs?	15-20	TBCSC II will have site-based Family Support Team
01/06/19	Community members; prospective families	Presented information about school plan and solicited feedback; Comment Cards completed	Promise International Fellowship	Need schools that promote parental involvement, arts (heavy on music) and technology programs; small class sizes, support for MLLs	TBCSC will offer support for families- one pillar of school is whole family development; FTE music teacher allocated-Could more be done in afterschool program? 3 FTE ENL teachers- How can classroom teachers be better prepared (identify schools outside of NYC best practices). TBCSC II will participate in ELL Collaborative	70-80	

01/07/18	Community based non-profit providing educational resources and supports for Mexican and Latino families in the S. Bronx	Meeting with administrators; students completed Comment Cards	MASA 2770 3 rd Ave Bronx, NY 10444	Need schools that support immigrant families-provide language classes, informational workshops about rights of children Need afterschool/Saturday tutoring services	Family Support Team will design yearly programming schedule that includes presentations regarding immigrant rights; connect with organizations that can help	15
01/09/10	Mott Haven community based non-profit, serving children and families living dealing with homelessness, domestic violence dealing with incarceration, poverty, crime and violence. Organization partner with TBCSC I to provide support for families in need.	Met with administration to discuss community needs; strategize supports for future TBCSC families	Abraham House 340 Willis Ave Bronx, NY 10454	Need an increase in counseling services for children dealing with trauma; more workshops for families helping them understand resources available to support families	TBCSC II will offer counseling services to scholars with counseling goals on IEP, and to non-mandated scholars. The Family Support team's programming will address topics discussed; working with external agencies and organization	4

Continued outreach efforts will include:

- Councilperson Ruben Diaz Sr., District 18
 - Contact has been made with his office. We are in the process of scheduling an in-person meeting.
- Councilperson Rafael Salamanca, District 17
- Councilperson Diana Ayala, District 8
- Councilperson Vanessa Gibson, District 16
- Bronx Community Board #1
 - Will present at upcoming meeting, informing community of plans and to solicit feedback
- St. Mary's Church
 - Will present after Sunday Mass; either 01/13/19 or 01/27/19
 - Father Pale indicated many families expressed interest in hearing about new school options
- The school will send out press release announcing plans for replication to Bronx Times, Mott Haven Herald, News 12, and The Bronx Free Press indicating future sessions for public review/comment. Flyers will also be disseminated throughout the community.
 - Tuesday, February 5, 2019 @ 4:30 p.m.
 - Friday, May 3, 2019 @ 9:00 a.m.

What would you like to see more of from BCSC?



What are we doing well?

What can we do better?

You are invited to our

PUBLIC MEETING

The Bronx Charter School for Children (BCSC) is planning to expand in the near future and we need YOUR feedback.

Please help inform our process by joining us for a community dialogue about the BCSC.

Why did you choose BCSC for your child?

Date: Friday, January 4th, 2019
Time: 2:30 pm—3:15 pm
Location: Bronx Charter School for Children
388 Willis Avenue (at 144th Street), Bronx

Why did you NOT choose BCSC for your child?

*This is a **PUBLIC** Meeting.*

We encourage everyone in our community to join us!

Please call the BCSC Main Office at (718) 402-3300 if you have any questions.

¿Qué le gustaría
ver más de
BCSC?



¿Qué estamos
haciendo
bien?

¿Qué podemos
hacer mejor

Está invitado(a) a

REUNIÓN PÚBLICA

The Bronx Charter School for Children (BCSC) está planificando expandir en el futuro cercano y necesitamos de SUS opiniones.

Por favor, ayúdenos a informarnos en nuestro proceso uniéndose al diálogo con nuestra comunidad sobre BCSC.

¿Por qué escogió
BCSC para sus
hijos(as)?

Fecha: viernes, 4 de enero de 2019
Hora: 2:30 pm—3:15 pm
Lugar: Bronx Charter School for Children
388 Willis Avenue (en la Calle 144), Bronx

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escogió BCSC
para su hijo(a)?

*Esto es una Reunión **PÚBLICA**.*

¡Exhortamos a todos en nuestra comunidad a unirse a nosotros!

Favor llamar a la Oficina Principal de BCSC al (718) 402-3300 si tiene preguntas.



BCSC Public Meeting

Date/ Fecha: January 4th, 2019

	Name of Parent/Guardian <i>Nombre de Familias</i>	Name of Child(ren) <i>Nombre de Estudiantes</i>
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Public Meeting – 1/4/2019

What do you think we do well?

- She loves everything. She loves how the teachers teach. She loves how everyone treats her son in this school.
- She loves how she is in constant contact with the teachers.
- We are happy with the education that my child is receiving.
- Communication.
- How to teach children to respect elders.
- The whole structure of how we run the school.
- When her children was in another school, they missed a lot of school and the school never contacted them to find out where her children were. Since the school didn't seem to care, she didn't care about missing school. But, when she enrolled her child in our school, she received a phone call every time her child was absent. BCSC is on top of her and her children. It changed her perspective on school.

How did you know that you were able to come to the school to receive support services?

- When we have the FSA meetings and other school meetings, it is always told to them that they can receive support besides academics.
- He receives surveys and other flyers that provide information about the support services we provide.
- She had an incident in another school.

How do your kids feel about coming to school at the BCSC? If they don't like it, how do you know? If they do like it, how do you know?

- Her child expresses that he likes the school. He tells her. He expresses it all of the time.
- Her child is happy.
- If there is anything in this school that his child doesn't like, he will tell him. But his child tells him that he likes the school.
- Her daughter told her that she likes the school. Her daughter likes how the teachers explain things to them.

What about the schedule? Is 8:00 am – 4:00 pm good? Would another schedule work better?

- The schedule is fine.
- Friday dismissal at 2:00 pm is fine.

When it comes to academics, do you feel like you have enough resources to help your child at home?

- Yes. She feels like she has sufficient support.
- It is difficult for him to help his child with his homework due to the language barrier. The older daughters help his son with his homework.
- Yes. Class DOJO helps them. The teachers communicate with the parents and share pictures.

Do you know where your child is academically?

- They are very informed about where their child is academically.

- He is not aware of his child's academic status because his wife handles it.

How do you receive information about your child's academic progress?

- Class DOJO – on a daily basis
- They love Class DOJO and would love to continue with this. It provides them with information on how they are doing academically and behavior wise.
- Teachers meet with them and talk to them
- Receive information in the Homework Folder. They receive notes in the folder.

In what other ways could we communicate your child's progress with you?

- No other ways. The communication we receive is sufficient.
- Would like more frequent meetings with teachers to ensure that everyone is on the same page.
- FaceTime the teachers

What are top three things that the community would want from an elementary school?

- To teach scholars how to speak with confidence and give them skills on how to give speeches in public.
- We should find different ways to involve the parents in the school community and providing them with ways.
- Safety is good
- Our children need a playground
- Workshops according to the parents' languages (without wasting time w/ translation)

What could we do better? What would you like to see more of?

- Everything is fine.
- Would like to have more celebrations.
- Would like to have seasonal workshops or celebrations that are not necessarily connected to a specific religion/belief.
- Would like to have some type of celebration around Three Kings.
- Would like to acknowledge multi-cultural beliefs (instead of ignoring every culture).

Are there any workshops that you would like to receive?

- Would like to receive more workshops on how to support their child beyond academics. Social-emotional workshops.
- Would like to receive parent workshops on how to expand their own education or skill sets.
- Would like to receive parent workshops for English as a Second Language.
- Would like to receive support on how to support their child in doing homework.

¿Qué le gustaría
ver más de
BCSC?



¿Qué estamos
haciendo
bien?

¿Qué podemos
hacer mejor

Está invitado(a) a

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de SUS opiniones.

Por favor, ayúdenos a informarnos en nuestro proceso uniéndose al
diálogo con nuestra comunidad sobre BCSC.

¿Por qué escogió
BCSC para sus
hijos(as)?

Fecha: jueves, 20 de diciembre de 2018
Hora: 9:00 am—9:45 am
Lugar: Bronx Charter School for Children
388 Willis Avenue (en la Calle 144), Bronx

¿Por qué NO
escogió BCSC
para su hijo(a)?

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Please help inform our process by joining us for a community dialogue about the BCSC.

Why did you choose BCSC for your child?

Date: Thursday, December 20th, 2018
Time: 9:00 am—9:45 am
Location: Bronx Charter School for Children
388 Willis Avenue (at 144th Street), Bronx

Why did you NOT choose BCSC for your child?

*This is a **PUBLIC** Meeting.*

We encourage everyone in our community to join us!

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BCSC Public Meeting

Date/ Fecha: December 20th, 2018

	Name of Parent/Guardian <i>Nombre de Familias</i>	Name of Child(ren) <i>Nombre de Estudiantes</i>
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Seeking Public Interest

The Bronx Charter School for Children is **planning to open another charter school in the South Bronx**, serving grades Kindergarten-5th. The school will open in the fall of 2020, beginning with grades K and 1.

If you are interested in learning more or want to provide feedback, please contact us! We'd love to hear from you!



Contact Us!

388 Willis Avenue | Bronx, NY | 10454 | www.tbcs.org



TBCSC HAS SERVED CHILDREN
AND FAMILIES IN THE BRONX
FOR OVER 10 YEARS!

RIGOROUS ACADEMICS

- TBCSC consistently outperforms other charter and DOE schools on NYSED Reading and Mathematics tests.
- Students experience whole class and targeted small group instruction.
- Teachers are invested in developing students' critical thinking and problem-solving skills.

WHOLE-CHILD DEVELOPMENT

- TBCSC focuses on developing each scholar's self-esteem and social skills.

WHOLE-FAMILY DEVELOPMENT

- TBCSC provides support for families without judgement. We believe the stronger the family unit, the better for the child and the community.
- Our Family Support Team provides workshops for parents and care-givers.

EXTENDED LEARNING OPPORTUNITIES

- TBCSC provides free before school, afterschool, and summer programs for scholars.

Buscando Interés Público

The Bronx Charter School for Children está **planificando abrir otra escuela charter school en el Sur del Bronx**, para los grados de Kindergarten-5^{to}. La escuela abrirá en el otoño del 2020, comenzando con los grados K y 1.

Si está interesado(a) en saber más o desca proveer comentarios, ¡favor comunicarse con nosotros! ¡Nos encantaría escucharle!



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¡TBCSC HA SERVIDO NIÑOS(AS) Y FAMILIAS EN EL BRONX POR SOBRE 10 AÑOS!

RIGOROSIDAD ACADÉMICA

- TBCSC constantemente supera otras escuelas charter y escuelas del Departamento de Educación en los Exámenes del Estado de NY en Lectura y Matemáticas.
- Los estudiantes experimentan lecciones con la clase entera y en grupos pequeños de instrucción dirigida.
- Los(as) maestros(as) se interesan en desarrollar el pensamiento crítico de los estudiantes y en destrezas de solución de problemas.

DESARROLLO COMPLETO DEL NIÑO(A)

- TBCSC se concentra en desarrollar el autoestima y destrezas sociales de cada alumno(a).

DESARROLLO DE TODA LA FAMILIA

- TBCSC provee apoyo a las familias sin juzgar. Creemos que mientras más fuerte es la unidad familiar, mejor para el niño(a) y la comunidad.
- Nuestro Equipo de Apoyo a la Familia ofrece talleres para padres/madres y cuidadores.

OPORTUNIDADES DE APRENDIZAJE EXTENDIDAS

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School for Children

The Bronx Charter School for Children
@tbcsc

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We are planning to open another elementary public school in 2020! We would love to get your feedback! What would you like to see in a school? What is important to you? Please comment below and let us know what you think!

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Comment Below | Commenté Abajo!

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Love this. I think the curriculum can include language and history classes but core values of the school should remain the same. Don't make it too big so that scholars and parents alike can feel part of the school family the minute one walks in as I do to this day.

Enhorabuena puedo decir que de ahí fueron mis tres hijos excelente trabajo y sigan así ayudando a la comunidad

Can you add 6-8 that would be amazing

6th to high school is better our children won't have to go to another school out your good system.

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Wowuuu!! Great BCSC..proud of the this elementary SCHOOL... I would like for more little kids to attend this WONDERFUL LEARNING CENTER...CHARTER SCHOOL My daughter is already in 11th grade with wonderful GRADES in EACH CLASS.. My son is in the ...

thank you for your feedback!

at Mildred Collado said, and for the children to learn another language besides English and Spanish.

thank you for your feedback!

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at Mildred Collado said, and for the children to learn another language besides English and Spanish.

thank you for your feedback!

Goveira Cobos wat i mean is we 12th grade so if they can add 6th to 12th grade will be better, one system from beginning to the end.. am about to start to get crazy looking for school because my daughter is in 3rd grade and i don't like public school system i work in school buses and i know how they really work.

Mildred Collado when I said in the post what mildred Collado said, I was agreeing with you. It would be great if they added up to 12th grade.

Goveira Cobos ahh ok never mind lol

Next

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Seeking Public Interest

The Bronx Charter School for Children is planning to open another charter school in the South Bronx, serving grades Kindergarten-5th. The school will open in the fall of 2020, beginning with grades K and 1.

If you are interested in learning more or want to provide feedback, please contact us! We'd love to hear from you!



Comment Below

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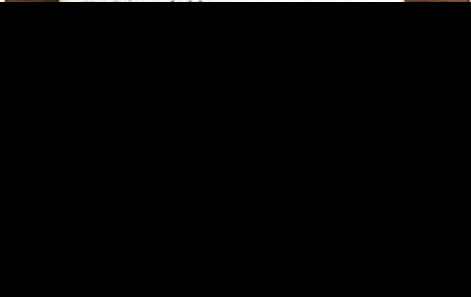


Post

Buscando Interés Público

The Bronx Charter School for Children está planificando abrir otra escuela charter school en el Sur del Bronx, para los grados de Kindergarten-5^o. La escuela abrirá en el otoño del 2020, comenzando con los grados K y 1.

Si está interesado(a) en saber más o desea proveer comentarios, ¡favor comunicarse con nosotros! ¡Nos



¡Comente Abajo!

388 Willis Avenue | Bronx, NY | 10454 | www.tbesc.org



Post



Comment Below

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Liked by [redacted]

bronxchildren We are planning to open another elementary public school in 2020! We would love to get your feedback! What would you like to see in a school? What is important to you? Please comment below and let us know what you think!



Comments

bronxchildren We are planning to open another elementary public school in 2020! We would love to get your feedback! What would you like to see in a school? What is important to you? Please comment below and let us know what you think!

17h

[redacted] 10h 2 likes Reply

Reply to ladywildprx3...
[redacted]

Bella look at my Bella
16h 2 likes Reply

[redacted] Strong arts program
16h 1 like Reply



Add a comment...

Comment Card

Name	
Phone	
Email	

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input type="checkbox"/> Small class sizes <input type="checkbox"/> Uniforms <input type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <hr/> <hr/>
---	---

What is needed in the community that schools are not currently offering?	<p>Programs for children w/ disabilities.</p>
---	---

Do you have any additional comments, or concerns that you would like to share?
<p>NO.</p>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

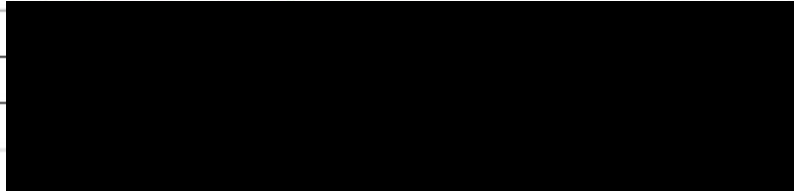
¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigorosidad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name		
Phone		
Email		

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"><input type="checkbox"/> Rigorous academics<input checked="" type="checkbox"/> Support for multilingual language learners<input checked="" type="checkbox"/> Support for students with disabilities<input type="checkbox"/> School/home partnership<input type="checkbox"/> Extra-curricular activities<input checked="" type="checkbox"/> Small class sizes<input checked="" type="checkbox"/> Uniforms<input checked="" type="checkbox"/> Extra academic support<input type="checkbox"/> Other: <hr/> <hr/>
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What is needed in the community that schools are not currently offering?	Musical arts / theater programs.
--	----------------------------------

Do you have any additional comments, or concerns that you would like to share?
No.

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<input type="radio"/> Rigorosa Academia <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name		
Phone		
Email		

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

What is important to you and the community that a new charter school offers?	<input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input type="checkbox"/> Small class sizes <input checked="" type="checkbox"/> Uniforms <input checked="" type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <u>School Safety</u>

What is needed in the community that schools are not currently offering?	More help with getting the things the kids need to go forward with the education.
--	---

Do you have any additional comments, or concerns that you would like to share?
Help Make Schools Safe and helpful for ALL kids!

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí <input type="checkbox"/> No
--	--

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigorosidad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
--	---

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
---	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	[REDACTED]
Phone	[REDACTED]
Email	[REDACTED]

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Rigorous academics<input checked="" type="checkbox"/> Support for multilingual language learners<input checked="" type="checkbox"/> Support for students with disabilities<input checked="" type="checkbox"/> School/home partnership<input checked="" type="checkbox"/> Extra-curricular activities<input checked="" type="checkbox"/> Small class sizes<input checked="" type="checkbox"/> Uniforms<input checked="" type="checkbox"/> Extra academic support<input type="checkbox"/> Other: <hr/> <hr/>
--	--

What is needed in the community that schools are not currently offering?	music and arts programs
--	-------------------------

Do you have any additional comments, or concerns that you would like to share?
Kids need afterschool activities programs and tutoring, and more Math programs

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	
Phone	
Email	

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

What is important to you and the community that a new charter school offers?	<input type="radio"/> Rigorous academics <input type="radio"/> Support for multilingual language learners <input type="radio"/> Support for students with disabilities <input type="radio"/> School/home partnership <input type="radio"/> Extra-curricular activities <input type="radio"/> Small class sizes <input type="radio"/> Uniforms <input type="radio"/> Extra academic support <input type="radio"/> Other: _____ _____
--	---

What is needed in the community that schools are not currently offering?	<i>Teacher passion and investment in students' safety/ personal life.</i>
--	---

Do you have any additional comments, or concerns that you would like to share?
<i>so exciting that this is happening! Love TBCSC! Miss it everyday!</i>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigorosidad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
---	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Registration Card

Name	[REDACTED]
Phone	[REDACTED]
Email	[REDACTED]

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input type="checkbox"/> Uniforms <input checked="" type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <hr/> <hr/>
--	---

What is needed in the community that schools are not currently offering?	<p>Real life lessons: taxes, basic economics and budgeting, sex ed</p>
--	--

Do you have any additional comments, or concerns that you would like to share?
<p>Creating a new Charter School is absolutely imperative to further education!</p>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigorosa Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
---	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	[REDACTED]
Phone	[REDACTED]
Email	[REDACTED]

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input type="checkbox"/> Support for students with disabilities <input type="checkbox"/> School/home partnership <input type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input type="checkbox"/> Uniforms <input checked="" type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <hr/> <hr/>
--	--

What is needed in the community that schools are not currently offering?	<i>Extra help for ELLs and their families</i>
--	---

Do you have any additional comments, or concerns that you would like to share?
<i>Cultural relevance should be present throughout the school.</i>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
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¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	[Redacted]
Phone	[Redacted]
Email	[Redacted]

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input checked="" type="checkbox"/> Uniforms <input checked="" type="checkbox"/> Extra academic support <input type="checkbox"/> Other: Collaborations with after school programs, youth service organizations + etc.
--	---

What is needed in the community that schools are not currently offering?	Music programs (voice + instruments), youth leadership council, and home economics programs
--	---

Do you have any additional comments, or concerns that you would like to share?	I think Bronx Charter is moving in the right direction to educate our youth.
--	--

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name		
Phone		
Email		

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input type="radio"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input type="radio"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input type="radio"/> Uniforms <input checked="" type="checkbox"/> Extra academic support <input type="radio"/> Other:
	<hr/> <hr/>

What is needed in the community that schools are not currently offering?	
--	--

Do you have any additional comments, or concerns that you would like to share?
<i>Several Mercy Center families have children at The Bronx Charter School where they are doing well.</i>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí <input type="checkbox"/> No
---	--

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de Idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro: <hr/> <hr/>
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¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	[REDACTED]
Phone	[REDACTED]
Email	[REDACTED]

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input type="radio"/> Rigorous academics <input checked="" type="radio"/> Support for multilingual language learners <input checked="" type="radio"/> Support for students with disabilities <input checked="" type="radio"/> School/home partnership <input checked="" type="radio"/> Extra-curricular activities <input checked="" type="radio"/> Small class sizes <input checked="" type="radio"/> Uniforms <input checked="" type="radio"/> Extra academic support <input checked="" type="radio"/> Other: <u>music, dance, Arts & Crafts, Chess, Gymnastics, + Student farm Support.</u>
--	--

What is needed in the community that schools are not currently offering?	<p>What is needed in schools now are programs targeting students ^{low and} in need of Reading and Math programs. Also it will be great if a gym program is offered daily and an oppo to teach students how to play an instrument will be great as well. Thank you.</p>
--	---

Do you have any additional comments, or concerns that you would like to share?	<p>I would like to share/Advice to still keep the classes small w/ teachers having an assistant with them in class. Keep up the great work of reaching out to parents to keep them involved with their children's educational support!</p>
--	--

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí <input type="checkbox"/> No
---	--

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro: <hr/> <hr/>
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¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name		
Phone		
Email		

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input type="checkbox"/> Small class sizes <input type="checkbox"/> Uniforms <input type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <u>special education services</u>
--	---

What is needed in the community that schools are not currently offering?	<p>I think the schools should offer increased sensory activities and breaks during the day to improve attention/focus.</p>
--	--

Do you have any additional comments, or concerns that you would like to share?

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
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¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	
Phone	
Email	

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input checked="" type="checkbox"/> Uniforms <input checked="" type="checkbox"/> Extra academic support <input type="checkbox"/> Other: _____
---	--

What is needed in the community that schools are not currently offering?	<p style="color: blue; font-family: cursive;">A drive for the teachers and actively pursuing the best interest for the students.</p>
---	--

Do you have any additional comments, or concerns that you would like to share?

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí <input type="checkbox"/> No
---	--

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigorosidad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro: <hr/> <hr/>
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¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
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¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name		
Phone		
Email		

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
--	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input checked="" type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input checked="" type="checkbox"/> Uniforms <input type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <hr/> <hr/>
---	---

What is needed in the community that schools are not currently offering?	activities for new immigrant parents
---	--------------------------------------

Do you have any additional comments, or concerns that you would like to share?
No

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigorosidad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	[REDACTED]
Phone	[REDACTED]
Email	[REDACTED]

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	--

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"> <input type="checkbox"/> Rigorous academics <input checked="" type="checkbox"/> Support for multilingual language learners <input checked="" type="checkbox"/> Support for students with disabilities <input type="checkbox"/> School/home partnership <input checked="" type="checkbox"/> Extra-curricular activities <input checked="" type="checkbox"/> Small class sizes <input type="checkbox"/> Uniforms <input type="checkbox"/> Extra academic support <input type="checkbox"/> Other: <hr/> <hr/>
--	--

What is needed in the community that schools are not currently offering?	<i>College readiness programs</i>
--	-----------------------------------

Do you have any additional comments, or concerns that you would like to share?
<i>No.</i>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<input type="radio"/> Rigorosidad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
---	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card

Name	
Phone	
Email	

Is The Bronx Charter School for Children needed in Community School District 7?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

What is important to you and the community that a new charter school offers?	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Rigorous academics<input type="checkbox"/> Support for multilingual language learners<input checked="" type="checkbox"/> Support for students with disabilities<input checked="" type="checkbox"/> School/home partnership<input type="checkbox"/> Extra-curricular activities<input checked="" type="checkbox"/> Small class sizes<input type="checkbox"/> Uniforms<input checked="" type="checkbox"/> Extra academic support<input type="checkbox"/> Other: <hr/> <hr/>
--	---

What is needed in the community that schools are not currently offering?	<i>Future career programs</i>
--	-------------------------------

Do you have any additional comments, or concerns that you would like to share?
<u>NO</u>

Tarjeta de Comentarios

Nombre	
Teléfono	
Correo electrónico	

¿Es necesaria The Bronx Charter School for Children en la Comunidad Escolar del Distrito 7?	<input type="checkbox"/> Sí
	<input type="checkbox"/> No

¿Qué es importante para usted y la comunidad que ofrezca una escuela charter nueva?	<ul style="list-style-type: none"> <input type="radio"/> Rigoridad Académica <input type="radio"/> Apoyo a aprendices de idiomas multilingües <input type="radio"/> Apoyo a estudiantes con discapacidades <input type="radio"/> Asociación escuela/hogar <input type="radio"/> Actividades extra-curriculares <input type="radio"/> Clases pequeñas en tamaño <input type="radio"/> Uniformes <input type="radio"/> Apoyo Extra académico <input type="radio"/> Otro:
	<hr/> <hr/>

¿Qué es necesario en la comunidad que las escuelas no ofrecen actualmente?	
--	--

¿Tiene comentarios adicionales o preocupaciones que le gustaría compartir?

Comment Card Consolidation

<p>Is The Bronx Charter School for Children needed in Community School District 7?</p>	<p><input type="checkbox"/> Yes 176</p> <p><input type="checkbox"/> No 1</p>
---	--

<p>What is important to you and the community that a new charter school offers?</p>	<ul style="list-style-type: none"> • Rigorous academics 41 • Support for multilingual language learners 100 • Support for students with disabilities 82 • School/home partnership 44 • Extra-curricular activities 77 • Small class sizes 75 • Uniforms 43 • Extra academic support 63 • Other: <i>Collaboration with after school programs, Youth Services, Social Emotional programs, etc</i>
--	--

<p>What is needed in the community that schools are not currently offering?</p>	<ul style="list-style-type: none"> • Music/ Theater /Art 38 • Physical Education Programs 3 • Math / Science Programs 5 • College Ready / Future Career Program 3 • Programs for Children with disabilities 2 • Parent Immigration Services / General Parent Programs /Family Support 37 • ELA Programs for Parents /Multi-Cultural Language 25 • Real life Services (Sex Ed, Finances) 1 • Extra-Curricular Activities / Afterschool Programs 25 • Smaller Classes 11 • Improvements for Teacher (Support, Pay) 16 • Parent Involvement 24 • Incentives for learning 8 • Passionate Teachers 17 • Sensory Center 3
--	---

Do you have any additional comments, or concerns that you would like to share?

- **This is an excellent opportunity to change children's lives in our community**
- **Would like to see more afterschool activities, tutoring and math programs**
- **BCSC is moving in the right direction to educate our youth**
- **Avoid teachers who are not invested in our children**
- **Culture should be present throughout school**
- **Several Mercy center staff members have children enrolled at BCSC and they are exceling**
- **We need more support for Autistic Children / Children with disabilities**

Denise Alexander

From: Bruno Marchan
Sent: Friday, January 04, 2019 11:38 AM
To: [REDACTED]
Cc: Denise Alexander
Subject: Thanks

Mr. Stephen Stritch 111
Executive Director
Mercy Center
Dear Mr. Stritch:

Thank you and Heidi for your warm welcome this morning and your recommendations on possible future locations for our proposed new charter school. This information is being passed on to the relevant committee. Thank you also for agreeing to write a letter of support for our school's replication efforts and for agreeing to obtain signatures from your staff for us.

These actions are really appreciated. I will be coming over on Tuesday afternoon to collect both from Heidi. I will call prior to coming.

I look forward to an even closer relationship between Mercy Center and The Bronx Charter School for Children.

Sincerely,

Bruno Marchan
Middle School Placement Coordinator
Member – Family Support Team
[REDACTED]

Denise Alexander

From: Candice Manzano
Sent: Friday, January 04, 2019 10:57 AM
To: Ariel Santos [REDACTED]
Cc: Angel Torres; Wanda Rosario Vazquez; Michele Clarke; Denise Alexander
Subject: Comment Cards

Good morning!

There are Comment Cards on the Security Desk. If anyone is waiting in the lobby for anything, please ask them to complete one. Completed cards can be placed in my mailbox (#511).

Thank you much!
Candice

Candice Manzano
Director of Operations



Denise Alexander

From: Jennifer Diaz
Sent: Thursday, January 03, 2019 10:19 AM
To: Denise Alexander
Cc: Carolyn Jefferson-Lashley; Nefertiti Smith; Jessica Miranda; Bruno Marchan
Subject: St. Mary's

Good morning,

I spoke with Father Pale from St. Mary's Church (around the corner). I'm going to meet with him on Wednesday at 11am to talk about setting up a date and time for you (Ms. Alexander) to speak to the congregation regarding the school duplication.

When you get the copies of the signature templates please leave them in my mailbox.

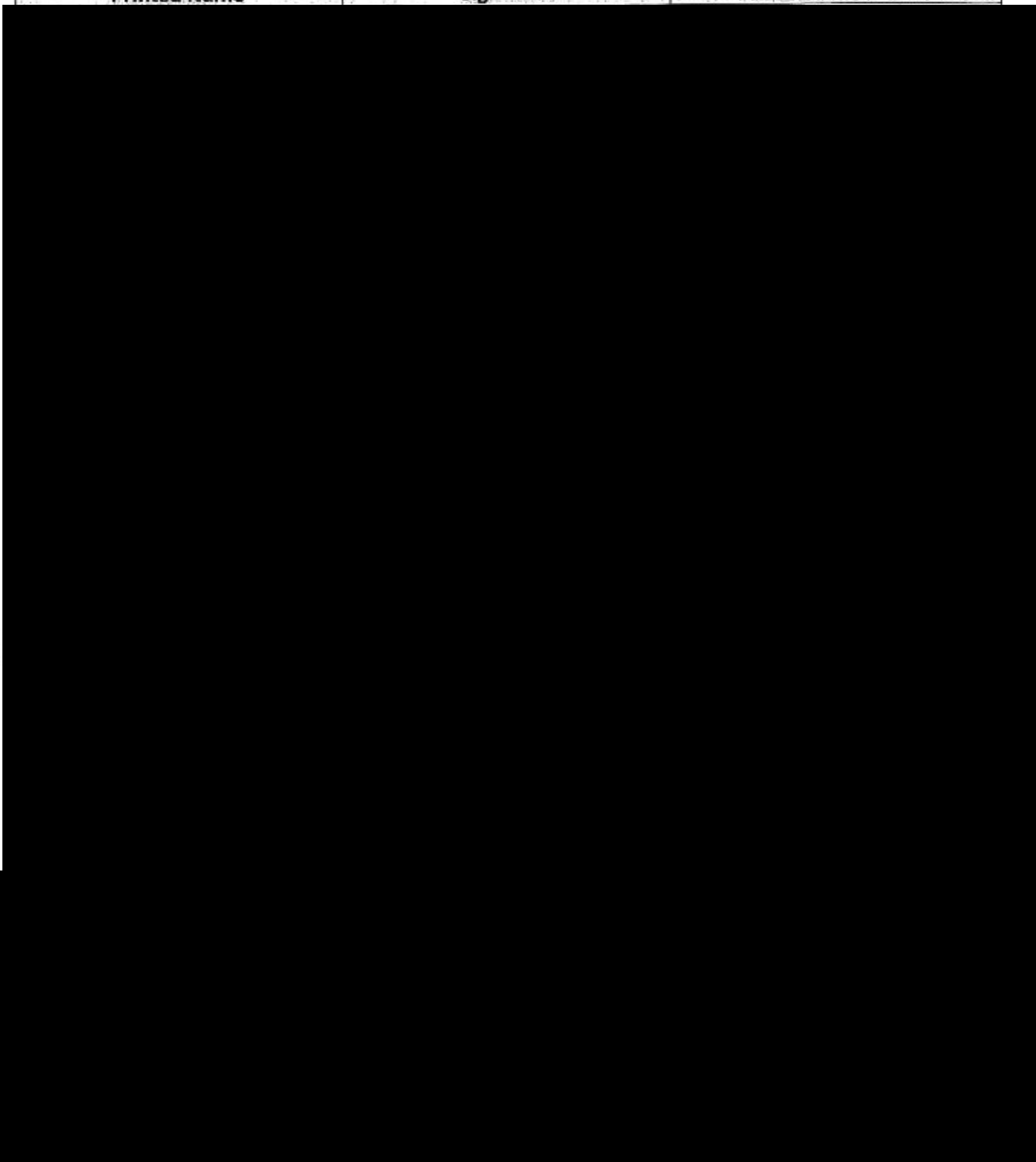
Thanks.

Sent from my T-Mobile 4G LTE Device

Public Outreach

The following names are individuals and/or community organization representatives who are in support of **The Bronx Charter School for Children** opening another public charter school, serving grades K-5th in the South Bronx.

Printed Name	Signature	Contact Information
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December 14, 2018

Dear sir or madam,

The Mott Haven Community Partnership Program (CPP) is a collaboration that involves locally-based service providers, neighborhood stakeholders, foster care or preventive services organizations, and staff from the Administration for Children's Services. MHCPP is designed to serve as a forum to exchange ideas, information, and referrals. We also support coordinated planning, service delivery, and advocacy efforts designed to help families thrive, keep children safe, and strengthen the Mott Haven community.

The Mott Haven Community Partnership Program (CPP) is excited to hear about your plans to open a Bronx Charter School for Children replication. There is a tremendous need for quality education the school is providing. Mott Haven Community Partnership Program (CPP) has collaborated with The Bronx Charter School of Children for 5 years. We have seen the work that they do and we are in support of them opening up another K-5th school in District 7 or nearby District to further work with the scholars and families within their community.

Thank you for notifying us about the possible opening a replication of The Bronx Charter School for Children, K-5th. We welcome the opportunity to partnering with your school towards the education of the children in our community.

Sincerely,

Sweeney Anderson

Sweeney Anderson



Robin Elliott, Ed.D.,
Sanford Programs at National University System

December 19, 2018

The Bronx Charter School for Children
388 Willis Avenue
Bronx, New York 10454

Dear Ms. Smith,

This letter is to express our appreciation for the partnership with Bronx Charter School for Children. Our partnership has been outstanding as we fully appreciate the importance of Social-emotional learning (SEL) as a very important aspect of educating children and a key focus of your school.

In our collaboration with Ms. Smith, we have observed that the partnership has translated into better school climate and improved culture system-wide. I am very impressed of the dedication of this school and its commitment to the community of South Bronx and District 7. We have co-hosted training sessions and provided Professional Development to district faculty and administrators. When I am on campus, it is easy to identify how the staff support students and their families in every possible way. I am particularly impressed in BCSC teachers' ability to enhance scholars' relationships with peers and teachers.

Thank you very much for the support you offer to your teachers in the implementation of Harmony programs and in achieving your SEL goals. We look forward to many years of this continued partnership and we are in support of The Bronx Charter School for Children replicating another elementary school within District 7.

Best,

Robin Elliott, Ed.D.
Sanford Harmony

Nefertiti Smith
School Counselor
The Bronx Charter School for Children
388 Willis Avenue
Bronx, New York 10454

December 13, 2018

To whom it may concern,

This letter is in support of the Bronx Charter School for Children expanding and opening another K-5th school. We have had the pleasure of collaborating with this school, as we have several mutual clients. They are responsive to the needs of the families and students they serve within their community and they provide a safe space that allows the children and families within district 7 to learn and grow. It should be noted that District 7 in the Bronx is one of the most underserved communities in New York City. Another school ran by the Bronx Charter School for Children would greatly enhance the lives and families of the children within this community. They are doing what other schools are not.

Warm Regards,

Edward Greenblatt, Ph.D.

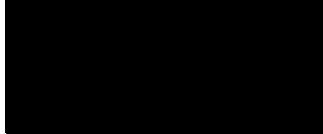
Edward Greenblatt, Ph.D.
Director of Therapeutic Services



TO EMPOWER, NOT TEAR DOWN

Contact
Telephone
Email
Website

TENT Ministries, Inc



LETTER OF SUPPORT
December 2, 2018

Expansion of The Bronx Charter School in District 7

Dear Sir or Madam,

We are submitting this letter in support of the recent development plans proposed by The Bronx Charter School for Children to expand its reach and provide a second elementary school as well as a middle school within District 7.

This school holds a wonderful rapport with its staff and with the community. They do an excellent job welcoming families and members of the wider community to participate in encouraging and celebrating the success of its students, which TENT Ministries has had the opportunity to personally experience.

Almost 44% of residents in the heavily dense population within District 7 are foreign born, and 14% of students enrolled are receiving ESL support services. Even with this fact, the school boasts a record of 99% family participation at biannual parent/teacher conferences, proving the endless effort on behalf of the school's staff to ensure that all families are welcomed and involved, regardless of language barriers. Allowing The Bronx Charter School for Children to open a second elementary school and middle school within the district will allow them to replicate this positive standard in a widely diverse community.

In addition to this, a new elementary and middle school within District 7 will also improve the unemployment record within the community, which is currently at a little over 9%. They would accomplish this by providing more jobs and job opportunities to local residents, as well as providing aspiring teachers with a career path opportunity to advance in education and achieve a Master Teacher status.

One final staggering statistic... just 17% of residents age 25 years and over within the district have earned a bachelor's degree or higher. The Bronx Charter School for Children is working hard to change this current pattern. By intentionally creating an environment where classrooms and office spaces are named after colleges, teachers open discussions about continuing education and encourage students to set their minds to obtaining long-term, future goals. Most importantly, they work tirelessly to prepare students for college with a quality education that is undeniable. It would be amazing to see this replicated throughout the district.

I hope that, with this letter of support, you can see that there are families, community partners, and staff members that are in full favor of this expansion and are looking forward to

how it will improve and further grow the local community! Thank you for your time and attention to this matter.

Sincerely,



Jason Ayala
Executive Director
TENT Ministries, Inc.
To Empower Not Tear Down
www.tentnyc.org

About TENT Ministries, Inc.

TENT Ministries, Inc. is a not-for-profit organization based in Brooklyn, New York. It was established with the goal of sharing love, hope, encouragement, and faith throughout local communities, throughout our country, and throughout the world. We strive to meet the physical, spiritual, and emotional needs of individuals by partnering up with organizations, neighboring churches, local precincts, and passionate individuals striving to impact and drive positive change, to reach disenfranchised communities. We identify needs and pull resources together to meet those needs.

TENT Ministries is a 501(c)(3) charitable organization. To learn more about TENT Ministries, please visit us on the web at www.tentnyc.org.



opportunity unlocked

To whom it may concern,

This is a letter of support for The Bronx Charter School for Children. We have worked with the school for two years, particularly with Bruno Marchan, the Middle School Placement Coordinator. Oliver's Scholars is an educational access program that helps high-achieving Black and Latino NYC students get into independent schools. For two consecutive years, the school has nominated several of their 4th grade students into the program, five of whom were accepted and are currently being supported by the program either as 6th graders or as current 5th graders going through the placement process. Not only has the school sent us great students, but they have also been very involved and supportive with the students' application process to the program and schools. During a school visit at Bronx Charter, Mr. Marchan took staff to observe and interact with students in the program. That visit helped our staff understand why the school is so important in the community.

When we were informed of the school's desire to open another school, our organization was in full support. There need to be more schools, particularly in the South Bronx that care for children and their future the way Bronx Charter does. The school makes college a reality for students that wouldn't help them to get there the way Bronx Charter does.

We are in support of the school replicating, opening another elementary-middle school. We are excited about the possibility of working with the new school.

If you have any questions, please feel free to contact us at [REDACTED] or at

[REDACTED] Thank you for taking time to read this!

Sincerely,

Alex Fernandez

Leo Fernandez



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EXECUTIVE DIRECTOR

Deborah Marton

Greetings,

My name is Mya Jenkins, Sr. educator at the New York Restoration project. I have had the opportunity to work closely with Bronx Charter School for Children located at 388 Willis ave, BX NY 10454 for several years. Bronx Charter has been an amazing partner with NYRP over the past 5 years. Bronx charter is exuberant! They model what I would consider "A fabulous partnership" to look like. When I enter Bronx Charter School I love how I feel as if I'm apart of the schools community. Teachers and faculty are very professional, as well as receptive to having NYRP programming/ engagement happen with the students. I love how Bronx charter is all about exposing the students to real life experiences.

I would love to see Bronx charter open the new school. The growth I've seen in so many of the students over the course of the years has been amazing. I would love to see a school like Bronx Charter expand and continue to educate so many more students. I feel honored to have such an amazing partnership!

Sincerely,
Mya Jenkins

Bishop Domingo Rodriguez
Iglesia Pentecostal Sion Inc
666 Union avenue Bronx, NY

January 8, 2019

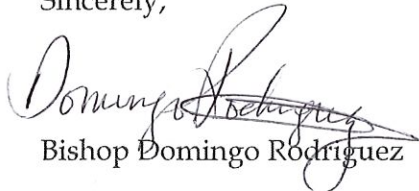
Denise Alexander, Head of School
Bronx Charter School For Children
388 Willis Ave, Bronx, NY

To whom may this concern,

I have been a pastor for several years and have had to the opportunity of working with various organizations. The Bronx Charter School For Children is one organization that I deeply cherish. Their Peer Leader Program had the wonderful task of collecting food cans for those who were victims of Hurricane Maria. Many members of my church had family that were deeply affected by this; having no food, running water or electricity. The students of this school did such an amazing job collecting these canned goods and were able to help so many families in Puerto Rico. It is so rare to find a school such as this one who dedicates themselves to teaching children how to help others around them.

When I received the news that they were working on making another elementary school and even possibly expanding to Middle School grades, I was so grateful and happy because I know that they will help so many other communities who are in need. I fully support their initiative and believe that where this school is placed, that the community will be highly blessed to have them.

Sincerely,


Bishop Domingo Rodriguez



January 9, 2018

To Whom It May Concern:

As the Executive Director of Mercy Center, it is my pleasure to write this letter of support for The Bronx Charter School for Children. Many of our families have children who presently attend the school and are pleased with the progress their children have made.

Thank you very much for your attention to this matter. Please feel free to contact me if you have any questions.

Sincerely,

Stephen J. Stritch III
Executive Director



December 11, 2018

To Whom It May Concern:

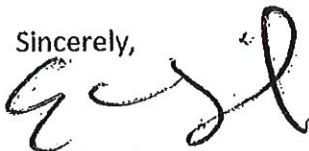
I am pleased to write in support of the Bronx Charter School for Children's charter renewal with the New York State Education Department. I have worked with staff from the school for a decade and have seen the positive impact the school has on the community.

My primary connection to the school is through the articulation process from elementary school to middle school. My school has been a destination for many BCSC students, where they have grown and thrived to be college bound young men and women. Their preparation in their early childhood years was sound thanks to the work of the faculty and staff at The Bronx Charter School for Children.

I believe that a true measure of a learning community is whether they pay attention to metrics that have little bearing on their standing with external stakeholders. The school does not get any extra funding or additional consideration based on where its 5th grade students enroll. And yet, they dedicate a considerable amount of time and energy to this purpose because it is good for the child.

The breadth of the academic program and school environment promoting college readiness and awareness are both positive aspects that an outside observer can quickly notice. Students are happy and adults collaborate with one another. Moreover, there are consistent faces that are part of the school community to know and be assured that their child is in good hands. I look forward to collaborating with the school on future projects as we continue to serve students from K-12 in the Mott Haven community.

Sincerely,



Eric Lincoln
Educator



Cleuri Abraham Thomas, Supervisor
Eddington Security Inc.



Denise Alexander, Head of School
Bronx Charter School For Children
388 Willis ave Bronx, NY

To whom may this concern,

My name is Thomas and I am the supervisor of Eddington Security. I have had the pleasure of providing security guards to the Bronx Charter School for Children for many years now. I was elated when I received the news that this school was in the process of duplication. Over the years I have observed how this school has helped so many families within the South Bronx Community. Many of my security workers have always spoke of how much of a family this school has been to them, the students and their parents. This school is truly a rare gem! It would be great to see more schools like this one in this area.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cleuri Thomas', written over a horizontal line.

Cleuri Thomas
Supervisor

Denise Alexander, Head of School
The Bronx Charter School for Children
388 Willis Avenue
Bronx, New York 10454

December 5, 2018

Dear Ms. Alexander,

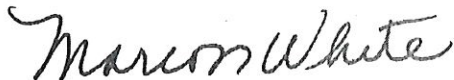
As someone who has worked collaboratively with Bronx Charter School for Children for many years, I was happy to hear the news that you will be submitting an application to expand to include an additional elementary and middle school. I have always been impressed with the Bronx Charter School community and the educational partnership we have shared with students and staff.

The Child Abuse Prevention Program (CAPP) provides abuse prevention education for elementary school children in New York City. Each year, CAPP partners with Bronx Charter School administration and counseling team to provide an interactive workshop teaching children to recognize, resist and report physical and sexual abuse.


CAPP has been working with schools throughout the city since 1986. As an outside agency working with a hundred schools each year, I feel comfortable adding my strong recommendation for Bronx Charter School for Children's expansion. In addition to providing continued excellent education for Bronx children, they possess the talent, dedication and excellence to be strongly considered for expansion approval.

If you would require additional information, please feel free to contact me.

Best Regards,



Marion White
Senior Program Director
Child Abuse Prevention Program
New York Foundling



Lauren Giwa, LCSW


[REDACTED]

January 8, 2019

To whom it may concern:

My name is Lauren Giwa and I am mental health provider in the community. It is imperative that the staff not only remain providing impeccable education and services, but to have it expanded to continue to mold the youth is necessary. I have been to the school to provide education regarding the importance of positive mental health and social services. The Bronx Charter School for Children understands the community that they serve and with an expansion, they will be able to continue to provide children with well-rounded education and support that they need in order to become and remain successful. If there are any questions, comments or concerns, please feel free to contact me at any time at [REDACTED]

Sincerely,


Lauren Giwa, LCSW
Mental Health Therapist

[REDACTED]

December 17, 2018

To Whom It May Concern,

I wanted to express my gratitude and thanks to the Bronx Charter School for Children in opening up their school to my mentorship program. Getting to know the staff, faculty, and 5th grade girls has been one of the most notable experiences in my career. It's so easy to distinguish how much the staff and teachers really care about their students and I'm blessed to have witnessed it. Their patience, optimism and true empathetic approach makes it easy for young kids to thrive and learn. I am so happy to be a part of this school and I can't wait to see the students grow into our future leaders, and the school expand to newer heights. I am in support of the Bronx Charter School for Children expanding and building another site within the Bronx.

Sincerely,
Alexis Henry
Mentor of Just Us Girls





2018-2019 Curriculum Map

First Grade

Unit	Essential Standard	Supporting Standards	Resources	Strategy Sequence
Unit 0: Addition and Subtraction within 20 9 days	1.OA.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	K.OA.2 1.OA.2 1.OA.3 1.OA.6 2.OA.2	<p>Websites: K-5mathteachingresources.com</p> <p>Books: Eureka</p> <p>Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<ul style="list-style-type: none"> ● Read to understand ● Read to annotate ● Identify and label (part or whole) what you KNOW ● Identify and label (part or whole) what you WANT ● Solve addition equations with: <ul style="list-style-type: none"> ● Quick draw <ul style="list-style-type: none"> ○ Model addends with squares or circles then count all ● A number line <ul style="list-style-type: none"> ○ Identify the larger addend on the number line ○ Count on using single hops <ul style="list-style-type: none"> ■ Label the size of the hop ■ Label the tick marks ○ Circle the answer ● Solve subtraction equations with: <ul style="list-style-type: none"> ● Quick draw <ul style="list-style-type: none"> ○ Model whole with squares or circles, cross out the given addend, then count all ● A number line <ul style="list-style-type: none"> ○ Identify the whole on the number line

<p>Unit 1: Numbers to 100 20 days</p>	<p>1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (A) 10 can be thought of as a bundle of ten ones — called a "ten." (B) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (C) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>K.MD.3 1.MD.3 2.MD.8</p>	<p>Websites: K-5mathteachingresources.com Books: Eureka Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<ul style="list-style-type: none"> ○ Count back using single hops <ul style="list-style-type: none"> ■ Label the size of the hop ■ Label the tick marks ○ Circle the answer
				<ul style="list-style-type: none"> ● Touch and count with straws and bundles of straws <ul style="list-style-type: none"> ○ Record answer in unit form ○ Record answer in expanded form ○ Record answer in standard form ● Touch and count with base ten blocks <ul style="list-style-type: none"> ○ Record answer in unit form ○ Record answer in expanded form ○ Record answer in standard form ● Touch and count with dimes and pennies <ul style="list-style-type: none"> ○ Record answer in unit form ○ Record answer in expanded form ○ Record answer in standard form ● Model numbers with straws and bundles of straws <ul style="list-style-type: none"> ○ 2-digit numbers ● Model numbers with base-ten blocks <ul style="list-style-type: none"> ○ 2-digit numbers (rods and

<p>Unit 2: Coins within 100</p> <p>20 days</p>	<p>2.MD.8b Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.</p> <p><i>Note: Students are not introduced to decimals, and therefore the dollar symbol,</i></p>	<p>K.MD.4 1.MD.3B 1.MD.3C 2.MD.8A</p>	<p>Websites: K-5mathteachingresources.com</p> <p>Books: Eureka</p>	<p>cubes)</p> <ul style="list-style-type: none"> ● Model numbers with dimes and pennies <ul style="list-style-type: none"> ○ 2-digit numbers ● Decompose: <ul style="list-style-type: none"> ○ Given blocks: <ul style="list-style-type: none"> ■ Into two sets based on place value ■ Into any possible set of two values ■ Into any number of sets ○ Given pictorial: <ul style="list-style-type: none"> ■ Into two sets based on place value ■ Into any possible set of two values ■ Into any number of sets ○ Given the number in standard form: <ul style="list-style-type: none"> ■ Into two sets based on place value ■ Into any possible set of two values ■ Into any number of sets 	<p>Model two numbers within 20:</p> <ul style="list-style-type: none"> ● With pennies ● With dimes and pennies ● With nickels, dimes, and pennies <p>Compare two quantities within 20:</p> <ul style="list-style-type: none"> ● With pennies ● With dimes and pennies
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<p>Unit 3: Comparing Numbers to 100 20 days</p>	<p><i>until Grade 4.</i></p>	<p>Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<ul style="list-style-type: none"> • With nickels, dimes, and pennies <p>Add and Subtract quantities within 20:</p> <ul style="list-style-type: none"> • With pennies • With dimes and pennies • With nickels, dimes and pennies <p>Model two-digit numbers:</p> <ul style="list-style-type: none"> • With pennies • With dimes and pennies • With nickels, dimes, and pennies • With quarters, dimes, and pennies
<p>1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>K.CC.6 K.CC.7 2.NBT.4</p>	<p>Websites: K-5matteachingresources.com</p> <p>Books: Eureka</p> <p>Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<p>Comparing two numbers:</p> <ul style="list-style-type: none"> • Model numbers with straws and bundles, organized into place value table • Model numbers with base ten blocks, organized into place value table • Model numbers with dimes and pennies organized into place value table • Write numbers in unit form, write digits into place value table • Write numbers in expanded form, write digits into place value table • Write digits directly into place value table <p>Ordering three or more numbers:</p> <ul style="list-style-type: none"> • Model numbers with straws and bundles, organized into place value table • Model numbers with base ten blocks, organized into place value table • Model numbers with dimes and

<p>Unit 4: Addition and Subtraction within 100</p> <p>20 days</p>	<p>2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>2.MD.6 2.NBT.7</p>	<p>Websites: K-5mathteachingresources.com</p> <p>Books: Eureka</p> <p>Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<p>pennies organized into place value table</p> <ul style="list-style-type: none"> ● Write numbers in unit form, write digits into place value table ● Write numbers in expanded form, write digits into place value table ● Write digits directly into place value table
			<p>Solve addition equations with:</p> <ul style="list-style-type: none"> ● Manipulatives <ul style="list-style-type: none"> ○ Base ten blocks, stacked within place value table then count all within each column ○ Pennies and dimes, stacked within place value table then count all within each column ● Quick draw <ul style="list-style-type: none"> ○ Model addends with rods and squares/circles in place value table then count all within each column ● A number line <ul style="list-style-type: none"> ○ Identify the larger addend on the number line ○ Count on using hops of 10 and/or hops of 1 (hops of 5 extension) <ul style="list-style-type: none"> ■ Label the size of the hop ■ Label the tick marks ○ Circle the answer <p>Solve subtraction equations with:</p> <ul style="list-style-type: none"> ● Manipulatives <ul style="list-style-type: none"> ○ Model “take-away” with real-life objects then count all ○ Model “takeaway” with 	

<p>Unit 5: Numbers to 1,000 20 days</p>	<p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (A) 100 can be thought of as a bundle of ten tens — called a "hundred." (B) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>		<p>mathematical objects then count all</p> <ul style="list-style-type: none"> ● Quick draw <ul style="list-style-type: none"> ○ Model whole with squares or circles, cross out the given addend, then count all ● A number line <ul style="list-style-type: none"> ○ Identify the whole on the number line ○ Count back using single hops <ul style="list-style-type: none"> ■ Label the size of the hop ■ Label the tick marks ○ Circle the answer
	<p>2.NBT.2 2.NBT.3 2.MD.8</p>	<p>Websites: K-5mathteachingresources.com</p> <p>Books: Eureka Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<ul style="list-style-type: none"> ● Touch and count with base ten blocks <ul style="list-style-type: none"> ○ Record answer in unit form ○ Record answer in expanded form ○ Record answer in standard form ● Touch and count with \$1 bills, \$10 bills, \$100 bills <ul style="list-style-type: none"> ○ Record answer in unit form ○ Record answer in expanded form ○ Record answer in standard form ● Model numbers with base-ten blocks <ul style="list-style-type: none"> ○ 3-digit numbers (flats, rods and cubes) ● Model numbers with \$1 bills, \$10 bills, \$100 bills <ul style="list-style-type: none"> ○ 3-digit numbers

<p>Unit 6: Time 20 days</p>	<p>1.MD.3 - Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>2.MD.7</p>	<p>Websites: K-5mathteachingresources.com</p> <p>Books: Eureka</p> <p>Open Ended Math Activities - Using good questions to enhance learning in</p>	<ul style="list-style-type: none"> ● Decompose: <ul style="list-style-type: none"> ○ Given blocks: <ul style="list-style-type: none"> ■ Into three sets based on place value ■ Into any possible set of two values ■ Into any number of sets ○ Given pictorial: <ul style="list-style-type: none"> ■ Into three sets based on place value ■ Into any possible set of two values ■ Into any number of sets ○ Given the number in standard form: <ul style="list-style-type: none"> ■ Into three sets based on place value ■ Into any possible set of two values ■ Into any number of sets 	<p>Understanding Time:</p> <ul style="list-style-type: none"> ● AM/PM ● Minute hand - horizontal number line on receipt paper <p>Telling Time:</p> <ul style="list-style-type: none"> ● Manipulative clocks ● Dry-erase clocks ● Pictorial clocks
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<p>Unit 7: Data 20 days</p>	<p>2.MD.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>K.MD.2 1.MD.1 1.MD.4</p>	<p>mathematics</p> <p>Websites: K-5mathteachingresources.com</p> <p>Books: Eureka</p> <p>Open Ended Math Activities - Using good questions to enhance learning in mathematics</p>	<ul style="list-style-type: none"> ● Interpret pictorial pictograph ● Create pictograph with real-world die-cuts ● Interpret pictorial bar graph ● Create bar graph with rectangular die-cuts ● Create pictorial bar graph: <ul style="list-style-type: none"> ○ 2 categories, scale of 1 ○ 3 categories, scale of 1 ○ 4 categories, scale of 1 ○ Extension: 4 categories and a scale of 2
<p>FINAL REVIEW BASED ON EOY DATA</p>				



2018-2019 Curriculum Map

Third Grade

Unit	Essential Standard	Supporting Standards	Resources	Strategy Sequence
Unit 0: Addition and Subtraction within 1,000 15 days	3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.7 3.NBT.1 4.NBT.4	Eureka Math Go Math Rally Common Core	<ul style="list-style-type: none"> ● Quick draw ● Open number line (hops of 1, 10, 100) ● Stack and carry <ul style="list-style-type: none"> ○ With graph paper ○ With graphic organizer
Unit 1: Area 20 days	3.MD.7: Relate area to the operations of multiplication and addition. (A) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (B) Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (C) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (D) Recognize area as additive. Find areas of rectilinear figures by	3.MD.5 2.G.2 3.MD.6 2.OA.4 3.NBT.1 4.MD.3	Eureka Math Go Math Rally Common Core	Regular quadrilaterals: <ul style="list-style-type: none"> ● Count all ● Partition and count all ● Repeated addition, given tiling ● Repeated addition without tiling ● Multiplication, given tiling ● Multiplication without tiling Irregular quadrilaterals: <ul style="list-style-type: none"> ● Count all ● Partition and count all ● Sum of two sets of repeated addition, given tiling ● Sum of two sets of repeated addition without tiling ● Sum of two multiplication expressions, given tiling ● Sum of two multiplication expressions without tiling

	decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.			
<p>Unit 2: Multiplication and Division within 100 15 days</p>	<p>3.OA.1: Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *All products of two 1-digit numbers</p> <p>3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>	<p>3.MD.7B 3.MD.7C 3.OA.3 3.OA.5 3.NBT.3 3.NBT.1 4.OA.1 4.NBT.5</p>	<p>Eureka Math Go Math Rally Common Core</p>	<p>Given a visual, write the multiplication equation:</p> <ul style="list-style-type: none"> • Area (___ rows of ___ tiles = total number of tiles) • Arrays (___ rows of ___ objects = total number of objects) • Equal groups (___ groups of ___ objects = Total number of objects) <p>Given an equation, create the model and find the product:</p> <ul style="list-style-type: none"> • Arrays (___ rows of ___ objects = total number of objects) <ul style="list-style-type: none"> ○ Count on ○ Repeated addition ○ Multiplication cards/chart • Equal groups (___ groups of ___ objects = total number of objects) <ul style="list-style-type: none"> ○ Count on ○ Repeated addition ○ Multiplication cards/chart
<p>Unit 3: Multiplication and Division Word Problems within 100</p>	<p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem</p>	<p>3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.NBT.1 4.NBT.6</p>	<p>Eureka: G3 M4 2016-2017 W19-21</p>	<p>Given a visual, write the multiplication equation:</p> <ul style="list-style-type: none"> • Equal groups (___ total objects shared equally between ___ groups = number of objects in each group) • Arrays (___ total objects shared

<p>15 days</p>			<p>equally between ___ rows = number of objects in each row)</p> <p>Given an equation, create the model and find the product:</p> <ul style="list-style-type: none"> ● Equal groups (___ total objects shared equally between ___ groups = number of objects in each group) <ul style="list-style-type: none"> ○ Count back ○ Repeated subtraction ○ Multiplication cards/chart ● Arrays (___ total objects shared equally between ___ rows = number of objects in each row) <ul style="list-style-type: none"> ○ Count back ○ Repeated subtraction ○ Multiplication cards/chart
<p>Unit 4: Multi-step Word Problems 20 days</p>	<p>3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding</p>	<p>2.OA.1 3.OA.3 3.NBT.1 4.OA.2 4.OA.3</p> <p>Common Core sheets Rally: Rehearsing for the Common Core Rally: Math Success</p>	<ul style="list-style-type: none"> ● Read to understand ● Read to annotate <ul style="list-style-type: none"> ○ Circle the numbers, including the units ○ Underline the question ● K: What do I know? ● W: What do I want to know? <ul style="list-style-type: none"> ○ Use the nouns to guide you ○ Are there any lurking questions? ● For each question - is this part-part-whole or equal groups? How do you know? <ul style="list-style-type: none"> ● Use a strategy to solve ● Check off the question you answered, and move on to the

<p>Unit 5: Introduction to Fractions 20 days</p>	<p>3.NF.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. *Denominators of 2, 3, 4, 6, and 8 only</p>	<p>2.G.3 3.G.2 3.NF.2 4.NF.3</p>	<p>Eureka: G3 M5 2016-2017 W1-21</p>	<p>next one</p> <p>Touch and count:</p> <ul style="list-style-type: none"> ● With manipulatives: <ul style="list-style-type: none"> ○ As arrays ○ With fraction circles ○ With fraction regular polygons ○ With fraction bars ● With pictures: <ul style="list-style-type: none"> ○ With fraction bars ○ With number lines <p>-----</p> <p>Decompose fractions* (non-unit fractions):</p> <ul style="list-style-type: none"> ● With pictures (circling): <ul style="list-style-type: none"> ○ Into any two sets ○ Into all possible sets of two ○ Into any number of sets ○ 1 more/1 less ● With expressions (number bond): <ul style="list-style-type: none"> ○ Into any two sets ○ Into all possible sets of two ○ Into any number of sets ○ 1 more/1 less
<p>Unit 6: Comparing Fractions 20 days</p>	<p>3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (A) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>4.NF.1 4.NF.2</p>	<p>Eureka: G3 M5 2016-2017 W22-28</p>	<p>Comparing two fractions:</p> <ul style="list-style-type: none"> ● Pictorial: <ul style="list-style-type: none"> ○ Fraction bars - same denominator, different numerators ○ Number line - same denominator, different



- (B) Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- (C) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
- (D) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

*Denominators of 2, 3, 4, 6, and 8 only
*Proper and improper/whole numbers only

numerators

● Manipulatives:

- Fraction bars - different denominators

● Pictorial:

- Stacked fraction bars - different denominators
- Stacked number lines - different denominators

Generating equivalent fractions:

- By partitioning fraction bars
 - Pictorial fraction bar with the smaller denominator
 - Partition the pieces, vinculum parallel
 - State the equivalent fraction and compare
- By partitioning number lines
 - Pictorial number line with the smaller denominator
 - Partition the intervals
 - State the equivalent fraction and compare

Ordering fractions:

- Digits on notecards:
 - Sort - bigger or smaller than $1/2$
 - Order fractions with the same numerator
 - Order fractions with the same denominator
 - Convert into equivalent fractions by partitioning

NYS Math Test

<p>Unit 7: Numbers to 1,000,000 20 days</p>	<p>4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>2.NBT.1A 2.NBT.1B 2.NBT.3 2.NBT.4 3.NBT.1 4.NBT.1 4.NBT.3</p>	<p>Eureka: G4 M1 Go Math: G4 Unit 1 Ch1 https://www.illustrativemathematics.org/content-standards/4/NBT/A</p>	<p>Translate between number forms:</p> <ol style="list-style-type: none"> 1. Standard to written 2. Standard to unit 3. Standard to expanded 4. Written to standard 5. Written to unit 6. Written to expanded 7. Unit to standard 8. Unit to written 9. Unit to expanded 10. Expanded to unit 11. Expanded to standard 12. Expanded to written <p>-----</p> <p>Compare two numbers:</p> <ul style="list-style-type: none"> • Use digits within a place value chart <p>-----</p> <p>Order two numbers:</p> <ul style="list-style-type: none"> • Use digits within a place value chart <p>-----</p>
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2018-2019 Curriculum Map

Fifth Grade

Unit Title and Length	Essential Standard	Supporting Standards	Resources	Strategy Sequence
<p>Unit 0: Division of Whole Numbers 9 days</p>	<p>5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>4.NBT.6 4.OA.2 4.OA.3 6.NS.2</p>	<p>Eureka Math Module 1 Eureka Math Module 2 Go Math CC edition Khan academy</p>	<ul style="list-style-type: none"> ● Area Model (1-digit divisors) ● Standard Algorithm with graph paper (2-digit divisors) ● Standard Algorithm (2-digit divisors)
<p>Unit 1: Adding and Subtracting Fractions 20 days</p>	<p>5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *Proper, improper, and mixed numbers</p>	<p>4.NF.1 4.NF.3 5.NF.1</p>	<p>Eureka Math Module 3 Go Math CC edition Khan academy</p>	<p>Adding proper and improper fractions with uncommon denominators:</p> <ul style="list-style-type: none"> ● Identify the small denominator and create a skip-counting table to make equivalent fractions, then use fraction bars and/or number lines to solve ● Identify the small denominator and create a skip-counting table to make equivalent fractions, then use expressions to solve ● Decompose to report answer as a mixed number <p>Adding mixed numbers and fractions with uncommon denominators:</p> <ul style="list-style-type: none"> ● Begin by adding the whole numbers ● Identify the small denominator and create a skip-counting table to make equivalent fractions, then use expressions to solve ● Decompose to report answer as a

<p>Unit 2: Multiplying Fractions 20 days</p>	<p>5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *Proper, improper, and mixed numbers</p>		<p>mixed number</p> <p>-----</p> <p>Subtracting fractions with uncommon denominators:</p> <ul style="list-style-type: none"> ● Identify the small denominator and create a skip-counting table to make equivalent fractions, then use fraction bar and/or number line to solve ● Identify the small denominator and create a skip-counting table to make equivalent fractions, then use expressions to solve ● Decompose to report answer as a mixed number <p>Subtracting mixed numbers and fractions with uncommon denominators:</p> <ul style="list-style-type: none"> ● Begin by subtracting the whole numbers ● Create a skip-counting table to make equivalent fractions, then use expressions to solve ● Decompose to report answer as a mixed number
	<p>4.NF.1 4.NF.4 5.NF.4 5.NF.5 6.RP.3b</p>	<p>Eureka Math Module 4 Go Math CC edition Khan academy</p>	<p>Multiplying a proper or improper fraction by a whole number:</p> <ul style="list-style-type: none"> ● Visual model ● Repeated addition of fraction ● Decompose to report answer as a mixed number <p>Multiplying two proper fractions (product < 1):</p> <ul style="list-style-type: none"> ● Pictorial fraction bars, intersecting vinculum

				<ul style="list-style-type: none"> ● Identify area of overlap <p>Multiplying a proper fraction by “1” (product is an equivalent fraction):</p> <ul style="list-style-type: none"> ● Pictorial fraction bars, intersecting vinculum ● Identify area of overlap <p>Multiplying two proper or improper fractions:</p> <ul style="list-style-type: none"> ● Multiply across ● Decompose to report answer as a mixed number <p>Multiplying a fraction or mixed number by a mixed number:</p> <ul style="list-style-type: none"> ● Area model ● Decompose to report answer as a mixed number
<p>Unit 3: Volume 20 days</p>	<p>5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (A) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. (B) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular</p>	<p>4.MD.1 4.MD.2 4.MD.3 5.MD.1 5.MD.3 5.MD.4 6.G.2 6.G.4</p>		<ul style="list-style-type: none"> ● Count all with linking cubes ● Pictorial regular solid completely partitioned <ul style="list-style-type: none"> ○ Count all on Base Face, then: <ul style="list-style-type: none"> ■ Repeated addition by the number of layers ■ Multiply by the number of layers ● Pictorial regular solid incompletely partitioned <ul style="list-style-type: none"> ○ Count all on Base Face, then: <ul style="list-style-type: none"> ■ Repeated addition by the number of layers ■ Multiply by the number of layers ○ Multiply the Length and Width to find Base face, and Height (is the number of

<p>Unit 4: Division of Fractions 20 days</p>	<p>prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. (C) Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>		<p>layers) <ul style="list-style-type: none"> ● Pictorial regular solid without partitions <ul style="list-style-type: none"> ○ Make the partition marks (1 unit and fractional units of length/width/height) ○ Identify number of units in Length, Width, and Height and multiply ● Create pictorial (with and without partitions) from a word problem </p>
	<p>5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (A) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i> (B) Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p>	<p>5.NF.3 6.NS.1</p>	<p>Unit fraction / Whole number: <ul style="list-style-type: none"> ● Pictorial fraction bars, perpendicular vinculum to illustrate division of all parts <p>Whole number / Unit fraction: <ul style="list-style-type: none"> ● Pictorial fraction bars, vertical vinculum to illustrate partitioning into desired size, then: <ul style="list-style-type: none"> ○ Count all ○ Repeated addition ○ Multiplication </p> </p>
		<p>Eureka Math Module 5 Go Math CC edition Khan academy</p>	



<p>Unit 5: Decimals to the Hundredths 20 days</p>	<p>(C) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i></p>		
<p>Unit 5: Decimals to the Hundredths 20 days</p>	<p>5.NBT.3: Read, write, and compare decimals to thousandths. (A) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. (B) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>4.NBT.2 4.NF.5 4.NF.6 4.NF.7 5.NBT.1 5.NBT.4 6.RP.3</p>	<p>Eureka Math Module 6 Go Math CC edition Khan academy</p> <p>Decompose:</p> <ul style="list-style-type: none"> ● With quick draw (number bond) <ul style="list-style-type: none"> ○ Into ones, tenths, hundredths ○ Into any two sets ○ Into any number of sets ○ 1 more/1 less ○ Into expanded form ● With a hundreds grid (number bond) <ul style="list-style-type: none"> ○ Into ones, tenths, hundredths ○ Into any two sets ○ Into any number of sets ○ 1 more/1 less ○ Into expanded form (decimal and fraction) <p>Compare:</p> <ul style="list-style-type: none"> ● Quick draws paired with place value table (ones, tenths, hundredths) ● Hundreds grids paired with place value table (ones, tenths, hundredths) ● Expanded form given place value table (hundreds, tens, ones, tenths,

<p>Unit 6: Operations with Decimals 20 days</p>	<p>5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>5.NBT.4 6.NS.3</p>	<p>Eureka Math Module 5 Go Math CC edition Khan academy</p>	<p>hundredths)</p> <ul style="list-style-type: none"> ● Concrete <ul style="list-style-type: none"> ○ Addition and subtraction: Base ten blocks (ones, tenths, hundredths) ● Pictorial <ul style="list-style-type: none"> ○ Hundreds grid (one whole has 100 parts) <ul style="list-style-type: none"> ■ Addition: Shade each unit and count all (include addends > 1) ■ Subtraction: Shade minuend, cross subtrahend, count all remaining (include minuend > 1) ■ Multiplication (only with factors to the tenths): Shade in first factor vertically, shade in second factor horizontally, identify area of overlap ■ Division: Shade in the total, count out and circle the number in each group, count the total number of groups ● Abstract: <ul style="list-style-type: none"> ○ Standard Algorithms <ul style="list-style-type: none"> ■ Addition ■ Subtraction ■ Multiplication
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NYS MATH TEST

<p>Unit 7: Patterns with Numbers 20 days</p>	<p>5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>	<p>4.OA.5 5.NBT.2 6.EE.2A 6.EE.6 6.EE.2C</p>	<p>Eureka Math Module</p>	<ul style="list-style-type: none"> ● Sequences ● Create ratio table with two whole numbers <ul style="list-style-type: none"> ○ Add to find additional columns ○ Multiply to find additional columns ○ Divide to find additional columns ○ Subtract to find additional columns ● Create ratio table with one fraction ● Create ratio table with powers of ten
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FINAL REVIEW BASED ON EOY DATA

The Bronx Charter School for Children II (TBCSC II) will be a replication of The Bronx Charter School for Children (TBCSC I) located at 388 Willis Avenue in New York City Community School District 7. TBCSC I is in its 15th year of operation (third charter renewal). The objective of the proposed school, in addition to our stated mission, will be to serve as a transformational anchor institution within our targeted district of location (CSD 7).

Our school model rests on four core values

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter Name:	The Bronx Charter School for Children II
Proposed School Location (District):	New York City Community School District 7, Bronx
Name of Existing Education Corporation:	The Bronx Charter School for Children

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and Multilingual Learners/English Language Learners.”³

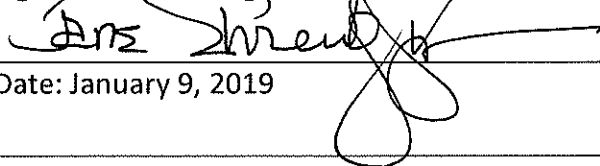
The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

³ N.Y. Education Law § 2854(2)(a)

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;⁴
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;⁵ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁶
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Jane Ehrenberg Rosen, hereby certify that the information submitted in this Full Application to establish The Bronx Charter School for Children II is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Existing Education Corporation BOT Chair:



Date: January 9, 2019

⁴ 20 USC § 7221b(b)(3)(J)

⁵ 20 USC § 7221b (b)(3)(K)

⁶ 20 USC § 7221b (b)(3)(N)

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: SVELLYN PRESTON SCULL

Proposed Charter School Name: TBCSC II

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____

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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé.

Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

Transcript or Supporting Documentation Attached

3. Please provide THREE letters of reference (from Individuals not associated with Applicant Group).

Letters Attached.

List the Names and Contact Information for each individual providing a reference:

- 1) _____
- 2) _____
- 3) _____

4. Please indicate how you became aware of the opportunity to join the applicant group. *ASKED TO JOIN BOARD BY PRESENT BOARD MEMBERS*

5. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

6. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

7. Please provide a personal statement regarding the experience and skills that you bring to the table.
8. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
9. Please provide any other information that you feel is pertinent to the Department's review of your background.

SUELLYN PRESTON SCULL
Printed Name

Suellyn Preston Scull
Signature

01/07/19
Date

Background Information—Proposed Board of Trustees Only

10. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

11. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

12. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

13. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

MEMBER

14. Please explain why you wish to serve on the board. TO HELP IMPROVE QUALITY OF EDUCATION IN THE BLDG NX

15. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

EXPLORE CHARTER School.

Conflict of Interest - Proposed Board of Trustees Only

16. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

FORMER COLLEAGUES.

17. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

18. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

19. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

20. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

21. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

22. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

23. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *SPEAK TO BOARD CHAIR.*

24. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

25. Please explain your understanding of the charter school's mission and/or philosophy.

I agree fully with the mission.

26. Please explain your understanding of the educational program of the charter school.

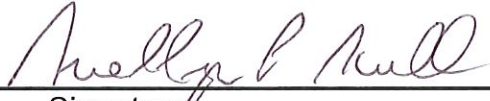
To teach all students to learn.

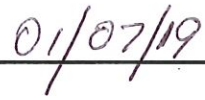
27. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

*Success in helping all students
achieve goals & feel safe.*

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____ (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.


Signature


Date

Suellyn Preston Scull



Professional experience:

2003-2010, 1980-1997. Trinity School

Trinity school is an independent, preparatory, co-educational day school for 1,000 students in grades K-12 located on Manhattan's Upper West Side. It was founded at Trinity Church at Wall Street and the school celebrated its 300 hundredth anniversary during the 2008-2009 academic year.

I was hired to teach Science in the Upper School in 1980 and, after a couple of years, became a Class Dean, then Assistant Principal and was appointed as first female Principal of the Upper School in 1986. After serving in that capacity for eleven years, I left to pursue other interests. However I remand connected to the school and its headmaster and, at his request, returned as Associate Head in 2003. After he suffered a heart attack that turned out to be fatal, I was appointed Interim Head of School and served from 2007-2009. During my last year before retiring, I was Special Assistant to the new Head of School and served in a consulting role during the transition.

1999-2003 The Learning Project

I became involved in helping to develop charter schools in the metropolitan area. I worked at The Learning Project which opened the first charter school in NYC, The John Reisenbach Charter School in Harlem as well as the Newark Charter School in Newark NJ. I was appointed Director of Academic Affairs and also worked in recruitment, mentoring principals and development.

Earlier Experiences:

- | | |
|----------------------|---|
| 1973-1980 | Riverdale Country School as Science teacher. |
| 1967-1968, 1970-1973 | Worked in professional, retail, hospital pharmacies in NJ, NY and Australia |
| 1968-1970 | Supervised the freshman chemistry laboratory at University of Maryland. |

Education:

Teachers' College, Columbia University: Graduate courses in education and administration.

University of Queensland (Australia), BSc. (Pharmacy)

Volunteer Positions:

I have served on boards of a number of different organizations throughout my career. I was chair of our cooperative board a number of times and presently I serve as a vestryperson at Trinity Church Wall Street, and on the board of Explore Schools Incorporated and am a member of the national leadership team of All Our Children (AOC) which works to combat educational inequality in public schools.

